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Note on including the digital dimension of competences in the Competence Model

The discussion about competences, attitudes, knowledge, skills and behaviours needed for the youth work practice in digital environments is ongoing. Based on prior consultations, we observe a division between those who believe that those elements require a separate competence area, while others think that it should be transversal, in the different areas, becoming a dimension of all them. The latter is what was agreed upon during the event *Exploring the digital dimension of youth workers' competences*, that took place in Wien at the end of February 2020. The start of the COVID-19 Pandemic forced a very high number of training providers, trainers and youth workers to move most of their activities in digital environments, which became an opportunity for many to experience a boost of their digital practice that they probably would not have experienced that fast.

Reviewing this ETS Competence Model shed light on the need to make options about the way to integrate the digital dimension of competences: one could have been to add everywhere that what is already stated in the model could apply to digital environments, and specify it in every entry of every area. In a first review, we actually tried to highlight it in every possible place. But we finally rather opted to clarify our approach here, in this note, once and for all areas and competences: youth work is youth work. Even though digital environments are relatively recent spaces, or new settings, where to practice youth work (they existed before but never with such a boost), the related attitudes, knowledge, skills and behaviours are not different, or with a few exceptions. Hence, there is no need to repeat throughout the model where a given competence applies to a digital environment too.
This means that the approach we opted for is to only indicate several adjustments and new entries, that will address what is specifically new in digital environments, and will offer possible ways to expand the range of action of youth work, including new challenges and new elements that are unique to it in the digital dimension.

Beware: we are not saying that doing youth work in digital environments, or anyway giving a digital dimension to youth work, would simply mean to move our activities in these new settings, without any need for adaptation and redesign. What we are saying is that adapting activities to a given and specific setting is always needed, but this does not mean that we need a whole different set of competences for that. As said, you will find here specific aspects that digital environments shed light on for youth workers and for many, for the first time ever, with an unprecedented speed of communication and sharing, with their dependence to (inter)connection providers and devices to be accessed, and so on. Other aspects connected to the digital dimension of youth work should be considered

as general ones, and kept in mind throughout all the model: for instance the issue of many digital tools and platforms gathering and exploiting personal data and/or online behaviours of users, and the consequent need for data and privacy respect.

Thus, reviewing the model to include the digital dimension of competences meant to make visible the specific aspects and angles where a difference is present in digital settings, and provide youth workers with an overview of attitudes, knowledge, skills and behaviours to face them.

Note on including the solidarity dimension in the Competence Model

Building on the success and quality developments of the European Voluntary Service (EVS), a new Programme was launched in 2016: "European Solidarity Corps". The Programme brought the need to find a common ground on how solidarity is understood and integrated into the international youth work projects and activities. To do so, the European Solidarity Corps Resource Centre coordinated a research study "4Thought for Solidarity: Careful consideration of what is needed for the future". Although the European Solidarity Corps seemed to bring solidarity into the focus, the study shows that the experience, the practice and the related competence were already present in international youth work. In addition, the renewed attention to value-based education and solidarity fits right into this discourse. Organisations have been working on the basis of solidarity values or having them as part of their code of practice and solidarity, as a value, has been nurtured as part of civic awareness and engagement.

The revision process of the ETS Competence Models took this into account when defining the new dimensions to include. It felt natural to have solidarity and value-based education integrated in all aspects of international youth work and non-formal education and therefore, transversally in the competence model. At the same time, the newest competence area that was introduced, Being Civically Engaged, encompassed many of the attitudes, knowledge, skills and behaviours needed for applying solidarity-related values and for value-based education.

Understanding of the concept of solidarity from the "4Thought", as well as value-based learning from future T-kit "Value-based learning in mobility projects", was the basis on which the process of including solidarity in the ETS Competence Models was developed. There are different connected concepts and topics that emerged and that can be found under different competence areas. Some of them have already been part of the Competence Model (namely, the four cornerstones of solidarity: active citizenship, empathy, human rights, inclusion). Others needed to be given more attention by adding new competences and/or specific indicators or by building on the ones that were already existing. Part of this process was to connect solidarity to the digital dimension that was included in parallel, for digital tools and environments are increasingly relevant to solidarity and other value-based processes.

Finally, there are two dimensions that need to be underlined: **global solidarity** and **sustainability**. They have been included and interlinked in the Competence Models to a certain extent, but it is clear that they will gain more weight and presence in international

youth work in the emerging future. The starting point for reflecting on them is enhancing **community impact**, which can be found in the Competence Models throughout, but the discussion around both global solidarity and sustainability needs to be both wider and deeper in the years to come.

Part 3 Youth worker competences

In this document, we understand competences as an overall system of values, attitudes and beliefs as well as skills and knowledge that we use to successfully manage complex situations and tasks. Self-confidence, motivation and well-being are important pre-requisites for a youth worker to fully make use of his/her competences.[1]

We chose a multi-dimensional approach for this competence model. First, we describe the competences. Then each competence is divided into attitudes, knowledge, skills, and behaviours.

The competences complement each other. Some aspects highlighted under a given competence might be repeated in others. We made a conscious choice of what fits best in which area. Therefore, it is important to see the competences together as a whole and not independently.

The competence model consists of the following nine competence areas:

- Facilitating learning
- Designing programmes
- Managing resources
- Collaborating in teams
- Communicating meaningfully
- Displaying intercultural sensitivity
- Networking and advocating
- Assessing and evaluating

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[1] SALTO T&C RC, 'Training of trainers. Self-Perception Inventory', http://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/tot/tot-backgound-docs/

- Civic engagement

We define the eight competences in more detail in the following tables.

You will notice that some of the terms used are not entirely value-neutral, e.g. the terms *enriching*, *successful* or *meaningfu*l. Here we are consciously encouraging an exchange of thoughts, for instance among colleagues, as a way to find shared understanding of these terms and concepts in the context of your activities.

Facilitating learning…
…means establishing dialogue and ensuring cooperation mechanisms with individuals, groups and communities. This means that the youth worker has the attitudes, knowledge and skills to support young people in identifying and pursuing their learning needs and to then choose, adapt or create methods, methodologies and digital tools in residential and online environments accordingly. Ideally, the youth worker and the young person trust each other. The youth worker actively supports and enhances young people's learning processes, self-responsibility, and motivation, and the youth worker empowers young people to improve their personal situation and to stand in solidarity with others to do the same.

Attitudes	Knowledge	Skills	Behaviours
- Readiness to improvise and accept ambiguity - Being open towards learning/unexpected learning (for oneself and others) - Readiness to upskill and stay up-to-date with existing methods and related sources and tools - Readiness to self-reflect to understand own motivations - Readiness to apply self-discipline and self-directedness especially when learning online - Readiness to be challenged and take risks	- Knowledge of learning styles, knowing methods to identify them and to work with them - Knowledge of group processes, mechanisms and principles (including privilege and power relations) - Knowledge of competence assessment principles and related methods - Knowledge on how to look for information about methods and methodology	- Skill of choosing appropriate methods and assessing young people's learning needs and objectives - Skill of identifying, organising and referring to appropriate resources to support one's own learning - Skill of initiating and supporting self-reflection on learning - Skill of identifying dimensions and stages in group processes	- Motivates and empowers young people - Is honest, respectful and transparent - Fosters democratic and active participation - Respects ethical boundaries when working with (the group of) young people - Raises young people's awareness of the power of change - Supports young people in dealing with crisis situations in a fair and constructive manner

● Readiness to trust young people's capacity to direct their own learning ● Openness to using different ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking ● Willingness to address ethical issues as a source of learning about and from others. Being open and accepting that failure is a part of learning ● Awareness of digital divide and readiness to propose strategies to mitigate it, as well as workarounds to include participants who are in that condition too ● Readiness to include a space for emotions in all situations, including online environments.	and how to share the resources adequately ● Knowledge of the principles of methodologies used in the field of youth ● Knowledge about emotions and emotional mechanisms ● Knowledge about crisis mechanisms and management	● Skill of building up and supporting the self-confidence of young people ● Skill of empathising in a way that others can learn from one's experience ● Skill of addressing crisis situations ● Skill of enabling individual and/or group reflection on ethical issues ● Ability to facilitate learning towards community impact ● Ability to guide others to channel feelings into action, **including in online environments**, where appropriate. ● Ability to generate conditions where group members can show and build solidarity within the group	● Recognises own feelings and values and role models this process to others ● Creates a supportive environment to act on value, **both residential and online** ● Generates trust and maintains confidentiality, respects of privacy and data ● Acknowledges the experiences of others ● Encourages and actively supports collective actions ● Addresses factors supporting and blocking creativity ● Has the courage to improvise and experiment and recognises the importance of this ● Aims at reaching educational aims by using specific ways and methods that encourage creativity, problem solving, 'out-of-the-box' thinking, in different environmental aspects ● Is OK with imperfections, failures, and mistakes ● Confidently and constructively challenges a 'them and us' mindset

Designing programmes…			
…involves a good understanding of the different groups and environments that a youth worker works with. This pre-condition is essential to being able to develop and design programmes – be it with an explicit educational purpose or not. The youth worker applies non-formal learning values and principles in the programmes and responds to the needs and realities of young people, which are more complex in an international context. This competence area includes, implicitly, how designing programmes can involve addressing political, societal, technological and cultural issues in youth work and how it can be opened up to include the wider community.			

Attitudes	Knowledge	Skills	Behaviours
● Willingness to research and stay up-to-date with the newest developments in non-formal learning-related practices ● Readiness to accept the 'unexpected' (elements, learning, etc.) ● Readiness to allow one's own views on educational approaches to be challenged and to revise one's views where needed ● Readiness to face external factors that can influence the development of the programme/practice ● Displaying genuine interest in the group's needs ● Willingness to see each young person in a holistic way ● Readiness to research and incorporate community needs into a programme design ● Readiness to open the group process towards the wider community	● Knowledge of the values and key principles of non-formal learning ● Knowledge of the young people involved and their community ● Knowledge of project management processes ● Knowledge of different educational methods and concepts; knowing how to tailor and apply these to respective needs ● Knowledge of assessment practices in non-formal learning ● Knowledge of appropriated methods of transferring knowledge to young people in different environments online and offline ● Knowledge about value systems and related mechanisms ● Knowledge of how to apply research into practice	● Ability to work with and on different values through a variety of [learning] approaches ● Skill of developing meaningful programmes that motivate and engage young people ● Ability to create conditions for young people to feel and show solidarity with different values, beliefs and worldviews ● Skill of identifying external influences on the development of practice of youth workers ● Skill of assessing/analysing the needs of young people and then involving them in developing a corresponding programme ● Ability to encourage and empower young people to recognise if and when the need exists for solidarity in	● Assesses the needs of the young people before or at the very beginning of the activity (and proceeds with tailored adjustments if needed) ● Involves the young people in designing the programme, where possible ● Considers and applies the principles of non-formal learning when designing the programme with a particular focus on 'youth-centredness', 'transparency', 'democratic values', 'participation', 'empowerment' and 'social transformation' ● Keeps an eye on the objectives of the activity and the young people's needs ● Deals with programme-related ambiguity ● Deals with unexpended elements and dimensions that influence the development of the programme ● Is willing to challenge the values behind the programmes

	● Knowledge about platforms, risks and benefits of using different digital tools ● Knowledge about power structures behind digital technologies and connected issues as datification, etc. ● Knowledge of the diverse tools and systems to acknowledge rights to authors, including copyleft. ● Knowledge of GDPR and their updates	the hosting community and to act on it. ● Skill of adjusting the educational approach to the needs of the young people ● Skill of taking the contexts of the young people and their community into account and from this deriving an appropriate educational approach ● Skill of adjusting approaches and methods based on [youth] research outcomes ● Ability to include activities in the community during and after the project for wider impact, including hybrid and blended learning formats. ● Skills to integrate digital tools, media and environments in the activities when needed and beneficial ● Skills to increase inclusion for all participants when using digital environments for activities ● Skill to allow space for emotions and informal relationships, in particular when using digital environments for activities	● Sees the young person in a holistic way ● Maximises opportunities in programme planning for young people to connect to others that have different values. ● Applies GDPR regulations ● Critically reflects on copyright rules and issues, applying a diverse set of possible authorship's rights (copyleft, creative commons etc). ● Applies a do-it-yourself approach to technologies as in 'maker's culture' promoting self repairing, tinkering and expanding your own devices and technologies.

Managing resources…			
…means understanding the values and working culture of youth projects and youth organisations. The youth worker understands the factors that influence such projects and organisations and that these are even more varied in the context of international collaboration and work online. The youth worker identifies leadership styles and assesses the impact they have on the target groups during an activity. They understand what motivates young people to take part in projects, how to nurture this motivation and manage risks accordingly. They consider what is needed to make a stronger impact on the wider community. This competence also includes knowledge of national legislation, data policies and financial resources management, with a special attention to the (often bigger) amount of resources needed to design, prepare and deliver activities of digital youth work.			
Attitudes	Knowledge	Skills	Behaviours
- Willingness to take on tasks that perhaps are not normally a part of one's role - Readiness to be challenged with regard to leadership styles - Readiness to share and to be open about one's own intentions - Readiness for continued learning, e.g. on financial management - Sincere interest in the young people's well-being - Awareness of one's own competences and resources - Readiness to work on becoming an 'inspirational leader' - Readiness to think long term about the impact of the project on participants, the community, resources and the environment, including utilising digital tools to maintain it, where appropriate	- Knowledge of human resources management and inspirational leadership - Knowledge about system dynamics and systemic approaches to human relations - Knowledge of emotional mechanisms in groups and with individuals - Knowledge of key players in the community - Where relevant, knowledge of financial management (with a focus on projects/programmes) - Where relevant, knowledge of fundraising - Where relevant, knowledge of policy and legislation on specific topics - Awareness of the potential of one's own resources and those of other contacts and partners'.	- Knowing how to apply human resources management tools to non-formal learning settings and to specific target groups - Ability to use an inspirational leadership approach - Skill of adjusting programme elements to resources management - Knowing how to empower young people to organise and manage resources - Ability to manage/deal with frustrations, conflicts and risks - Ability to work with diverse groups in a learning context - Strength in knowing how to foster collaboration among the members of the group, while taking their [individual] surrounding environment into account	- Demonstrates self-management skills - Develops programmes or activities based on a needs-and-opportunities analysis (including of the community, and of socialising activities) - Builds and maintains a good relationship with individuals and the entire group of young people, taking their environment into account - Provides support for young people to take risks, including bridging to others outside of their in-group - Acknowledges and celebrates young people's efforts - Recruits and manages volunteer and paid staff - Pays particular attention to the young people's well-being - Fundraises and manages financial resources - Encourages and supports young people in managing

	● Awareness of the limit of resources, including personal ones		resources – if possible in an environmentally-friendly and equitable way ● Builds on resources and opportunities from partnerships to increase quality and impact of the project, both offline and online.

Collaborating in teams…			
…means that the youth worker contributes to team work and maintains good working relations with everyone involved with the project. The youth worker motivates and supports colleagues in achieving given objectives. This competence area also includes systemic cooperation and responsibility in an international context.			
Attitudes	Knowledge	Skills	Behaviours
- Willingness to take on tasks that are not normally a part of one's role but that will ensure safety for the team and the group - Openness to and ready for new challenges - Readiness for continued learning - Openness to different sources of learning - Awareness of one's own competences - Awareness of how much others can teach you and of the principles of 'to get and to give' - Readiness to reflect upon and rethink one's own role - Readiness to ask for support and to admit personal limitations in the context of the activity/group - Readiness to support colleagues' learning needs - Awareness that one is a role model, both as an individual and as a team - Willingness to cooperate and learn from others who might hold different values - Readiness to collaborate and teamwork online	- Knowledge about team work mechanisms in different contexts and of the possible outcomes of different approaches - Knowledge about one's personal limitations and how to overcome them - Knowledge about coaching methods - Knowledge how to deal with emotions - Knowledge about conflict prevention and transformation - Knowledge about feedback techniques (how to give feedback, how to receive it, etc.) - Knowledge regarding individual and collective interests and focuses	- Mastering methods and techniques that support a clear and fair division of roles and responsibilities - Ability to contextualise and conceptualise team work practices with the principles of non-formal learning - Ability to match team members' competences to the objectives of the activity and to the young peoples' profiles - Ability to foster collaboration among the team members - Ability to deal well with crisis/conflicts in the team - Ability to work with various approaches, e.g. co-vision, supervision, collegial feedback, and cooperation - Ability to develop a continued learning plan for oneself - Ability to deal with emotions - Able to feel and show solidarity with people with different values, beliefs and worldviews	- Promotes communication and collaboration amongst the team members to nurture qualities and deal with resistance - Identifies diversity, strengths and weaknesses in the team - Requests and offers support where needed - Ensures that knowledge, skills, styles and preferences in the team are shared and communicated - Deepens knowledge of particular topics/issues - Coaches colleagues – where possible and requested – based on the approach of non-formal learning - Helps build team spirit and trust - Demonstrates empathy - Self-reflects on their own values, beliefs and attitudes - Acts authentically - Applies feedback techniques - Allocates adequate resources and time to team building - Steers collective and individual emotions in a positive direction, including towards action where relevant

			● Receives and expresses criticism in an open, respectful and constructive way ● Deals with frustration in a constructive manner ● Uses own privilege and power for the benefit of others

Communicating meaningfully …
…means building positive relationships with individuals and groups. The youth worker is a master in interacting well with young people as well as with international partners and contributes to smooth communication regarding programmes and projects. Communication is one of the key aspects of youth work. This competence area goes beyond simple communication models and pays attention to the notion of asynchronous communication and to the related-diversity of communication tools. This area is also about how the youth worker constructively handles emotions, inspiration, intuition, empathy and personalities.

Attitudes	Knowledge	Skills	Behaviours
- Openness to expressions of feelings and emotions (one's own and others') - Readiness to challenge oneself and others - Readiness to take a step back and reflect (e.g. on one's own perceptions, understanding, feelings) - Awareness of the unique yet complex approach to one's identity and how to deal with it when working in a group - Sensitivity and openness to diversity - Willingness to learn about the backgrounds/contexts/realities of the young people - Awareness of the different ways to share feelings, emotions, opinions, as well as to show solidarity, both online and offline - Confidence and courage to act in solidarity. - Commitment to address and challenge a 'them and us' mindset in a group.	- Knowledge of the different dimensions and elements of active listening and non-verbal communication - Knowledge of empathy-related mechanisms - Being up-to-date on current concepts and theories with regard to diversity - Knowing about the different dimensions of identity - Knowing various methods and approaches in working with different groups of people - Knowledge about hate speech and fake news phenomena and how to address them - Understanding of different ways in which solidarity can be acted on/expressed, **including online.**	- Ability to actively listen - Being able to encourage sharing and mutual support within the group - Knowing how to develop, adapt and apply methods that support awareness of one's own identity and its intrinsic elements - Ability to demonstrate empathy in a way that others can learn from it - Ability to deal with fake news and other information disorders in a way that others can learn from it - Ability to deal with emotions and to ask for support when needed - Ability to speak in another language than one's mother tongue, where needed - Ability to communicate at eye level with everyone involved	- Matches knowledge, theories and experiences to the reality and the identities in the group (explicitly or implicitly) - Listens carefully to others, without judgement, interruption and, if possible, in an unbiased manner - Is attentive to body language - Demonstrates understanding of what sparks emotions and how to deal with this accordingly - Self-reflects to determine own feelings and emotions and understands their impact on others - Addresses others' unexpressed concerns, feelings, or interests - Is transparent about their personal emotional state and shares thoughts in a simple manner - Creates an environment, both online and offline, where feelings and emotions can be freely and respectfully expressed

● Commitment to critically reflect on different sources of information			

Displaying intercultural sensitivity…

…is the ability to support successful communication and collaboration among people from different cultural contexts and backgrounds. The youth worker has to address and deal with attitudes and behaviours behind this intercultural competence in [international] training and youth work and tackles underlying values. The youth worker approaches 'culture' from an identity perspective and understands ambiguity, human rights, solidarity, self-confidence, acceptance versus own limits, and how geopolitical conflicts influence one's understanding of these aspects. The youth worker takes these intercultural dimensions into account in their work. In the digital environment, this area means to also pay particular attention to the issue of representations when producing and using media.

Attitudes	Knowledge	Skills	Behaviours
● Readiness to reflect on one's own in-/out-groups and how they impact on feeling-and-acting in solidarity ● Openness towards the unexpected and towards ambiguity in the group and in the learning process ● Openness and willingness to look at identity, culture and related aspects from different perspectives ● Readiness to confront others and be confronted in a respectful and constructive way ● Willingness to support and empower individuals and groups ● Carefulness to use methods that do not implicitly reinforce stereotypes and discrimination mechanisms ● Awareness that culture is a dynamic and multifaceted process ● Empathy towards people who hold different values and	● Knowledge of the notions and concepts of acceptance of ambiguity and change ● Knowledge of the mechanism of bias and how it affects feeling and acting ● Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts and senses of belonging) ● Knowledge of how a cultural environment can shape the understanding of different concepts (such as solidarity or inclusion) ● Knowledge of the concept of a European identity, the values behind and ways in which it supports solidarity ● Knowledge of the theories and concepts of privilege and power relations ● Knowledge of the mechanisms linked to	● Being able to deal with ambiguity and change ● Being able to deal with tension and conflict ● Ability to raise awareness about each other within the group ● Ability to work with interrelated dimensions of culture and identity ● Being able to initiate critical reflection ● Being able to address human rights topics through different methods (human rights education) ● Being able to recognise discrimination and to understand the related mechanisms in order to react properly ● Being able to conceptualise, apply, analyse, synthesise and evaluate information about or in the group	● Reflects on theories, concepts and experiences and applies these with regard to ambiguity and change ● Explicitly wrestles with their own biases, assumptions and behaviours regarding stereotypes ● Uses appropriate tools and methods to support the group in deconstructing and reconstructing reality (wrestling with stereotypes, prejudices, assumptions, etc.) ● Reflects on own values and senses of belonging to increase self-awareness and understanding of difference ● Encourages young people to reflect on their own identity and related elements ● Explores the complex connections between identity, personal experiences, politics, society and history

worldviews - beyond in-groups, bubbles and circles. ● Perceiving solidarity as a fully inclusive concept that applies to all humans, as well as our planet. ● Commitment to address and challenge 'them and us' mindset in a group ● Being aware that specific groups such as online communities have precise identities and behaviours to comprehend when reaching out and interacting ● Being supportive to young people to express their identities, being aware of the possible implications, especially online ● Readiness to go beyond stereotypes in people representation, especially when producing digital media	stereotypical constructions of reality ● Knowledge of discrimination mechanisms and how to address them ● Knowledge of human rights, human rights education methods ● Knowing how to speak at least one foreign language	● Being able to speak at least one foreign language	● Identifies and deals with issues of power and privilege in and with the group ● Facilitates awareness-raising with regard to conflicts that exist in the society and how they relate to intercultural dialogue ● Recognises and interprets words, body language and non-verbal communication in a culturally-appropriate manner ● Encourages self-confidence and demonstrates [a framed] flexibility in cultural and communicative behaviour ● Is willing to speak a foreign language and overcomes resistances and inhibitions ● Is aware of who is included and who not, and uses words and actions to include others ● Encourages young people to reflect and exchange ideas regarding issues such as solidarity, social justice, promoting/protecting human rights, discrimination, dignity and equality ● Acknowledges power and privilege, highlighting the potential for it in acts of solidarity

Networking and advocating…
…involve developing and managing partnerships with other relevant actors. Youth work does not happen isolated from the rest of the world. Youth workers facilitate networking with others (in their community and outside it) and advocate for the value of youth work. They are conscious about (political) values and beliefs at play in youth work and support young people in developing independent 'political thought'.

Attitudes	Knowledge	Skills	Behaviours
● Willingness to collaborate with other actors and stakeholders ● Appreciation of the added value of new partnership and collaboration opportunities ● Being careful regarding young people's safety and well-being (and of all people who are involved) ● Readiness to allow being confronted with other views and work approaches ● Readiness to accept compromise while guaranteeing young people's interests and rights ● Readiness to embrace solidarity as a concept that treats people as equals	● Knowledge about youth policy and youth work in one's own context (community, region, etc.) ● Knowledge of the socio-political and economic background of the young people ● Knowledge of the needs of the community ● Knowledge about youth rights ● Knowledge about mobility-related regulations regarding young people ● Knowledge about media and promotion mechanisms with regard to youth work, as well as rules and regulations, including copyright ● Knowledge about digital tools for networking and collaboration, and more inclusive approaches ● Knowledge of advocacy approaches and methods in a youth work context	● Being able to identify relevant partners in different environments (especially in an international setting) ● Being able to identify and name the European/international dimension in one's work ● Ability to network with a variety of external systems and actors ● Ability to transfer/communicate and share the learning potential of international mobility experiences ● Ability to include other community members during or after the project for wider impact ● Ability to identify underlying privilege and power relations and mechanisms, and to assess their consequences and potential for acts of solidarity ● Ability to research and access relevant information.	● Supports partnerships with other actors ● Takes a pro-active role in networking with other actors and organisations/structures in line with the interest of the young people ● Takes a pro-active role in working on the political dimension of networking, making steps towards concrete actions ● Uses social relationships as a resource towards overcoming structural and systemic obstacles ● Promotes and explains the [learning] potential of international mobility experiences ● Transfers/shares knowledge of youth and social rights and related formal regulations with potential partners and the young people ● Where relevant, overcomes resistance to new partnerships through assessing the potential of that given partnership

	● Knowledge of which structures and systems favour more solidarity for/with all ● Knowledge of how structural and systemic obstacles can limit people's possibility to act in solidarity ● Knowledge of the potential and limitations of online solidarity and its polarities. ● Knowledge of the importance of global solidarity.	● Ability to create and disseminate digital contents as videos, podcasts, memes, digital presentation formats etc.	● Addresses power relations in a way that primarily focuses on the interest of the young people ● Role-models and stimulates self-reflection and discussion around privilege in the society and how to use personal privileges for acting in solidarity. ● Encourages equity in relationships ● Deals with and uses media in a careful manner, ensuring the safety and rights of young people, other stakeholders ● Uses digital media and tools proficiently to spread and disseminate positive and supportive messages and as platforms to act in solidarity ● Advocates for digital rights, closing digital divide and positive impact of digitalisation on societies

Assessing and evaluating…			
…means for youth workers to work on helping and empowering young people, the environment, and society to change for the better – supporting the development of collective and solidarity actions that stimulate change and transformation. Youth workers support actions that change policy and practice. This area also means to pay attention to the data gathered through online and digital tools.			

Attitudes	Knowledge	Skills	Behaviours
● Openness to different evaluation and [self-] assessment approaches in non-formal learning environments ● Readiness to learn about evaluation and assessment ● Interest in processes of change ● Readiness to be challenged and challenge other with regard to transformation ● Readiness to present and share the outcomes of a programme/project with a wider audience ● Being aware of the fact that no information/data is 100% reliable (with regard to its collection and use) ● Willingness to find the learning and enact positive changes from negative evaluation results ● Openness to evaluating own impact on the project and vice versa ● Readiness to think long term about the impact of the project on participants, the community, resources and the environment	● Knowledge of evaluation processes, assessment mechanisms and tools ● Knowledge about where and how to secure adequate data/material for evaluation ● Knowledge about how to apply the different/chosen evaluation approaches to a non-formal learning context ● Knowledge about quality assurance and what it includes ● Knowledge of the different phases of impact assessment. ● Knowledge of ICT-related techniques with regard to assessment and evaluation ● Knowledge of what can generate change and of how to adjust the dissemination and use of results accordingly ● Knowledge of different methods to collect data and of different formats for presenting it	● Being able to identify the most appropriate evaluative approach with regard to the needs of the young people and the objectives of the activity ● Skill of ensuring that the impact assessment of the young people's needs suit the objectives identified ● Skills to write reports and to present them to diverse audiences ● Ability to work with both quantitative and qualitative information/data to evidence change ● Ability to interpret information/data according to the context of the activity ● Ability to plan an experience's follow-up while taking into account the outcomes of the programme/project ● Ability to incorporate practices that increase community impact	● Plans and applies a range of participative methods of assessment and evaluation ● Develops adequate assessment approaches ● Verifies that the outcomes of an evaluation properly match the methods used for the evaluation design and impact assessment ● Deals explicitly with the notion of change and transformation ● Uses research methods before and after the project to assess the needs of the community and the impact on them ● Supports young people in challenging their views and capacity to envision next steps ● Encourages creativity when dealing with the follow-up of a given experience ● Demonstrates skills in report writing and presentations geared towards a variety of audiences ● Defines appropriate ways to collect relevant information/data ● Uses findings to influence practice

	● Knowledge about current [youth] research which can support the evaluative process ● Knowledge of the different communities involved (hosting, sending, online) ● Knowledge of how to measure change, including baseline measurements ● Awareness of which change is measurable and how to include unmeasurable aspects in evaluation		● Interprets information/data according to the profile and contexts of young people ● Where relevant, uses digital tools to support the assessment and evaluation process, or the data analysis ● Disseminates and uses results of the project to build social capital in and around the community (bonds and bridges) ● Makes decisions responsibly for a positive long-term impact on the community and the environment

Being civically engaged…			
…means being aware of and taking a principled stance on political and societal issues affecting young people, challenging power dynamics, supporting value-based processes, co-creating with young people, and supporting them in their critical civic engagement in their societies, in Europe, and beyond.			
Attitudes	Knowledge	Skills	Behaviours
- Trust in young people's potential and their competences for meaningful participation and change-making - Being curious about political and social developments, including in the digital sphere - Readiness to critically reflect on one's own values, perception of privilege, personal motives and urge to take social and political action - Readiness to stand up and speak out when social injustice occurs, no matter the perpetrator or the victim - Readiness to engage with relevant political and social processes and the life of the community and society(ies)	- Understanding of challenges to young people's engagement (e.g., digital divide, social, cultural and own biases) and their impact on political and social developments - Understanding the systemic framework and specific mechanisms that influence young people's meaningful participation and engagement with socio-political processes, including how to use and challenge them - Understanding of local, global and human rights issues, particularly those deemed sensitive and controversial and how they affect each other - Knowledge of relevant policy frameworks, political and social actors, stakeholders, and community(ies) and their potential for impact - Knowledge of the potential risks of critical civic engagement processes in specific contexts	- Skills to encourage and empower young people to recognise the need to engage, and (inter)act constructively by raising their voices and/or taking action - Skills to support young people to reflect on their values critically and those they are confronted with - Ability to create and co-create opportunities for young people to meaningfully participate and critically engage with socio-political processes - Ability to identify disinformation and misinformation and to support young people in acknowledging and dealing with them - Ability to interact constructively with different socio-political actors for the benefit of young people and their civic engagement - Ability to set boundaries and take care of one's own and young people's well-being when engaging critically with issues	- Works towards engaging young people of different backgrounds in the social and political dialogue - Addresses the challenges to young people's engagement (e.g., fake news and other information disorders) and their impact on political and social developments - Encourages young people's connections inside groups (bonding), with others (bridging), and with those with power (linking) - Self-reflects on their own identity, values, privilege, power, and power relations, and ways in which they are put into action - Role-models advocacy by speaking out against injustice in a socially responsible and effective manner - Actively works on overcoming structural and systemic obstacles for critical youth civic engagement - Co-creates actions with young people to address local and global, progressive social and human rights issues - Assesses and addresses potential risks when supporting young people in their critical civic engagement to ensure their safety