COMPETENCY MODEL FOR TRAINERS IN THE YOUTH FIELD

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INTRODUCTION

Currently in the field of youth work related training, more and more questions regarding the competencies of trainers and the quality of training courses targeted at youth and specialists working with youth keep popping up. Between 2007 and 2013, Estonia is implementing the program "Developing Youth Work Quality" co-financed by the European Social Fund and the Republic of Estonia, where the subsection Training of Trainers includes the training activities for trainers active in the youth field, encouraging the formation of trainer networks, and further internationalization. The objective is to support the competency development of trainers active in the youth field and, through that indirectly, the quality of the entire field. Therefore, under the initiative of the Estonian National Agency for Youth in Action Programme, several development seminars and meetings with representatives of the field, experts and trainers have taken place. These have dealt with the quality of training courses and the competencies as well as opportunities for self-development for trainers in the youth field. In the activities conducted so far, it has become clear that there is a need to systematize the knowledge on training courses in the youth field in order to support the development of a common understanding in the quality of training courses and competencies of trainers.

The goal of the authors of the current competency model is to create common principles in evaluating the competencies of trainers active in non-formal training courses in the youth field. First and foremost, the present model gives trainers a chance for self-assessment, thereby providing opportunities and supporting their efforts for developing their competencies. With the help of the competency model, trainers in the youth field are able to analyze themselves, their strengths and development perspectives and in doing so find the best ways for self-improvement. Within the framework of the ESF program "Developing Youth Work Quality", there will also be a self-assessment instrument for trainers based on the current competency model.

At the same time, the competency model helps training course organizers and also reflects their expectations for trainers in the youth field. As one of the benchmarks in organizing high-quality training courses in the youth field, the existence of common principles regarding competencies supports the involvement of good trainers when implementing training courses. A clearer understanding of a trainer's competencies and development opportunities, in turn, enhances transparency among the community of trainers and creates a valid basis for recognizing trainers in the youth field. Therefore, the competency model supports the quality of training courses in the youth field also in a wider sense.

The current competency model focuses on the competencies of trainers in the youth field in the context of non-formal training courses, since the principles for evaluating academic personnel are covered in the University Teacher Competency Model (with the support of Archimedes Foundation, Primus Program 2010). In order to guarantee stronger coherence in the field at large, the current competency model also holds relevance for people connected to the youth field in formal education, including developers and implementers of the youth work curriculum at Tallinn Pedagogical College, Narva College of the University of Tartu, and Viljandi Culture Academy of the University of Tartu. Furthermore, many trainers simultaneously work in the context of non-formal training courses as well as formal education.

In creating the competency model, different direct (learners, trainers, trainers of trainers, mentors, training organizers etc.) and indirect interest groups (funders, youth work and youth policy makers, society at large) have been taken into consideration.

The competency model has been based on the following:

a) Thematic discussions at meetings and seminars of trainers in the youth field organized by the Estonian National Agency for Youth in Action Programme   (26.06.2009, 4.11.2009, 1-2.12.2009, 17.12.2009, 26.08.2010, 15.12.2010);

b) Principles for non-formal learning in training courses in the youth field (working version, June, 2010), Estonian National Agency for Youth in Action Programme;

c) The Professional Qualification of Adult Educator/ Andragogue, www.andras.ee;

d) University Teacher Competency Model , http://primus.archimedes.ee/padevusmudel;

e) Professional Standard of Youth Workers, http://www.entk.ee/noorsootootajakutse;

f) Estonian Youth Work Strategy 2006-2013, http://www.hm.ee/index.php?03240;

g) Youth Work Act of Estonia (2010), https://www.riigiteataja.ee/akt/13335738;

h) The National Curriculum for Upper Secondary Schools (2011), RT I, 14.01.2011, 2;

i) Web portal for non-formal learning, www.mitteformaalne.ee;

j) "The eight key competencies for lifelong learning: An appropriate framework within which to develop the competence of trainers on the field of European youth work or just plain politics?", Hendrik Otten and Yael Ohana (2009), http://youth-partnership-eu.coe.int/youth-partnership/news/news_105.html?__locale=fr;

k) „TALE – Trainers for Active Learning in Europe" competency model and guide for self-assessment based on the long-term pan-European training of trainers (2009-2010), http://tale-eu.coe.int/;

l) "Useful key competences for adult learning professionals", Broeck, S. (2010). http://www.nordvux.net/page/944/usefulkeycompetences.htm

m) Expert opinions: Marin Gross (Tallinn University, department of Andragogy), Aivar Haller (trainer and mentor), Reet Kost (Estonian National Agency for Youth in Action Programme).

GLOSSARY

In the context of the current document, the term 'youth field' includes both youth policy and youth work.

Youth policy is a unified approach to all activities targeted at young people in all areas concerning their life. In Estonia, the goal is to have an integrated youth policy that requires supporting the welfare of young people based on coordinated and purposeful actions in different spheres of life including employment policies, education, culture, and so on (Estonian Youth Work Strategy 2006-2013).

Youth work is the creation of conditions that promote the diverse development of a young personality in order to enable the youth to be active outside their families, formal education, and work according to their own free will (Youth Work Act of Estonia, 2010). Therefore, youth work is the field that shapes the principles and value attitudes of youth policy (Youth Work Strategy 2006-2013).

A **young person** is a natural person between 7 and 26 years of age (Youth Work Act of Estonia)

Training in the youth field is a targeted learning activity based on the principles and values of youth work. Target groups for training courses in the youth field are young people and people who create conditions for young people to engage in activities which foster their diverse development (youth workers, public officials, leaders, counselors, etc.). This is done through supporting the development of young people in various ways and through promoting the acquisition of knowledge, skills and attitudes necessary for quality youth work.

Training in the youth field can be part of formal learning (for example, as part of the youth work curriculum at Tallinn Pedagogical College, Narva College of the University of Tartu and Viljandi Culture Academy of the University of Tartu) or non-formal learning (in various targeted learning situations).

The current competency model focuses on non-formal training courses in the youth field.

A **trainer in the youth field** is the designer and implementer of educational activities based on the values and principles of youth work, who creates conditions that promote the learner's diverse development and shape the knowledge, skills and attitudes necessary for youth work in a targeted learning situation.

The current competency model focuses on trainers in the youth field in the context of non-formal learning, which also requires it to be based on the values, principles and quality criteria of non-formal leaning.

Non-formal learning is a targeted learning process that supports the development of a person, his/her creativity, talents, initiative and social responsibility and the acquirement of such knowledge, skills and attitudes.

Non-formal learning is usually characterized by the following:

- Targeted (learning activities are organized and structured according to previously set objectives);

- Voluntary (focus is on the learner's motivation and interest);

- Focus on the learner's development (the set-up of the learning process is connected to the learner's previous knowledge, experiences and needs for self-improvement);

- Flexibility (including the learning process, environment, as well as methods);

- Availability (accessible to all regardless of their previous learning experiences, level of knowledge or skills, economic situation, etc.);

- Balance between individual and social learning.

Non-formal learning in the youth field may occur in diverse formats outside the curriculum of the formal educational system (e.g. training courses, seminars, internships, project-based and team work, conferences, etc.), and in addition to other parties in the youth field (youth associations, youth centers, etc.) it can also be organized by institutions of formal education (www.mitteformaalne.ee; Professional Standard of Youth Work 2010, Estonian Youth Work Centre).

Values in non-formal learning are a cluster of convictions and beliefs that guide the choices and approaches in non-formal learning. In training courses in the youth field, the values of non-formal learning are connected to personal development (independence, critical thinking, openness and curiosity, creativity), social development (ability to interact, participatory democracy, solidarity and social justice, responsibility, focus on solving problems) and ethics (tolerance and acceptance of others, human rights, intercultural learning, focus on peace and anti-violence, gender equality, intergenerational dialogue) (Principlesof Non-formal Training courses in the Youth Field 2010).

Principles of non-formal learning form a cluster of agreements that the organization of non-formal learning is based on: focus on the learner and his/her development, transparency, confidentiality, voluntary, participatory, democratic values (Principles of Non-formal Training courses in the Youth Field 2010).

Formal learning is organized and formalized by national curricula and its requirements. Passing formal education is always accompanied by the opportunity to move on to the next level and the corresponding degree, diploma or certificate. Institutions of formal education include kindergartens, secondary schools, vocational schools, universities (Principles of Non-formal Training courses in the Youth Field 2010).

Informal learning includes any kind of learning that stems from everyday activities at work, with the family or during free time. Informal learning is not structured (regarding learning objectives, learning time or educational materials), nor does it end with receiving a diploma; it can be intentional, but usually it involves unintentional learning (Principles of Non-formal Training courses in the Youth Field 2010).

Principles of youth work form a cluster of agreements that guide youth work. Youth work is done for and with young people involving them in the decision-making processes of youth work. Youth work is based on the needs, interests and wishes of young people. Youth work is based on the participation of young people, their free will and initiative. Youth work is entwined with national and international integration. Youth work is based on ethical decisions and the principle of equal treatment. A youth worker proceeds from the principle of tolerance and partnership in his/her work with young people (Estonian Youth Work Strategy 2006-2013).

Quality criteria of training courses in the youth field are a cluster of agreements that implemented training courses in the youth field are based on. The quality criteria include the following:

- Training is based on the principles of non-formal learning.

- Training courses are targeted at the evidence-based knowledge of common needs of learners and the society and the promotion of key competences.

- Training courses are targeted to meet the needs, abilities and the individuality of the learners, leaving room for expected as well as unexpected results.

- Training courses are planned and implemented in high quality regarding their educational impact as well as practical organization.

- There are enough resources.

- The use of resources during training activities is visibly result-oriented and efficient.

- Training courses are evaluated based on jointly agreed criteria.

- Results of training courses are recognized and visible (Principles of Non-formal Training courses in the Youth Field 2010).

It is important that the results and consequences of training courses are analyzed, and the results of the analysis published appropriately in order to be able to draw conclusions.

Competency is an integrated cluster of relevant knowledge, skills and attitudes that guarantees the ability to successfully operate in a specific field or area (The National Curriculum for Upper Secondary Schools 2011). In Estonian, the term 'competency' has two meanings: first, as specific legally based responsibilities, tasks, rights and requirements; and second, competency connected to know-how that allows someone to successfully position themselves and operate in a specific field. The current document relies on the latter meaning of the term.

A **learner** is a participant in the learning process to whom the training is targeted and whose competency development is supported during the training. In practice, the term 'training participant' is also used.

Learning is the process that results in permanent changes in a person's abilities and actions and supports the development of a more experienced, self-aware and self-guiding person. Due to different approaches to learning, the terms 'study' and 'studying' are also used sometimes.

STRUCTURE OF THE COMPETENCY MODEL

The structure of the competency model for trainers in the youth field (Figure 1) is based on the principle that working as a trainer requires certain core competencies supported by personal values, attitudes and characteristics. These, in turn, are supplemented by a wider system of a competency clusters in four most important fields (the so-called fields of basic competences):

- Competencies to facilitate and guide learning;

- Competencies to comprehend the youth field;

- Leadership competencies;

- Competencies to promote (training courses in) the youth field.

Figure 1 Competency model for trainers in the youth field
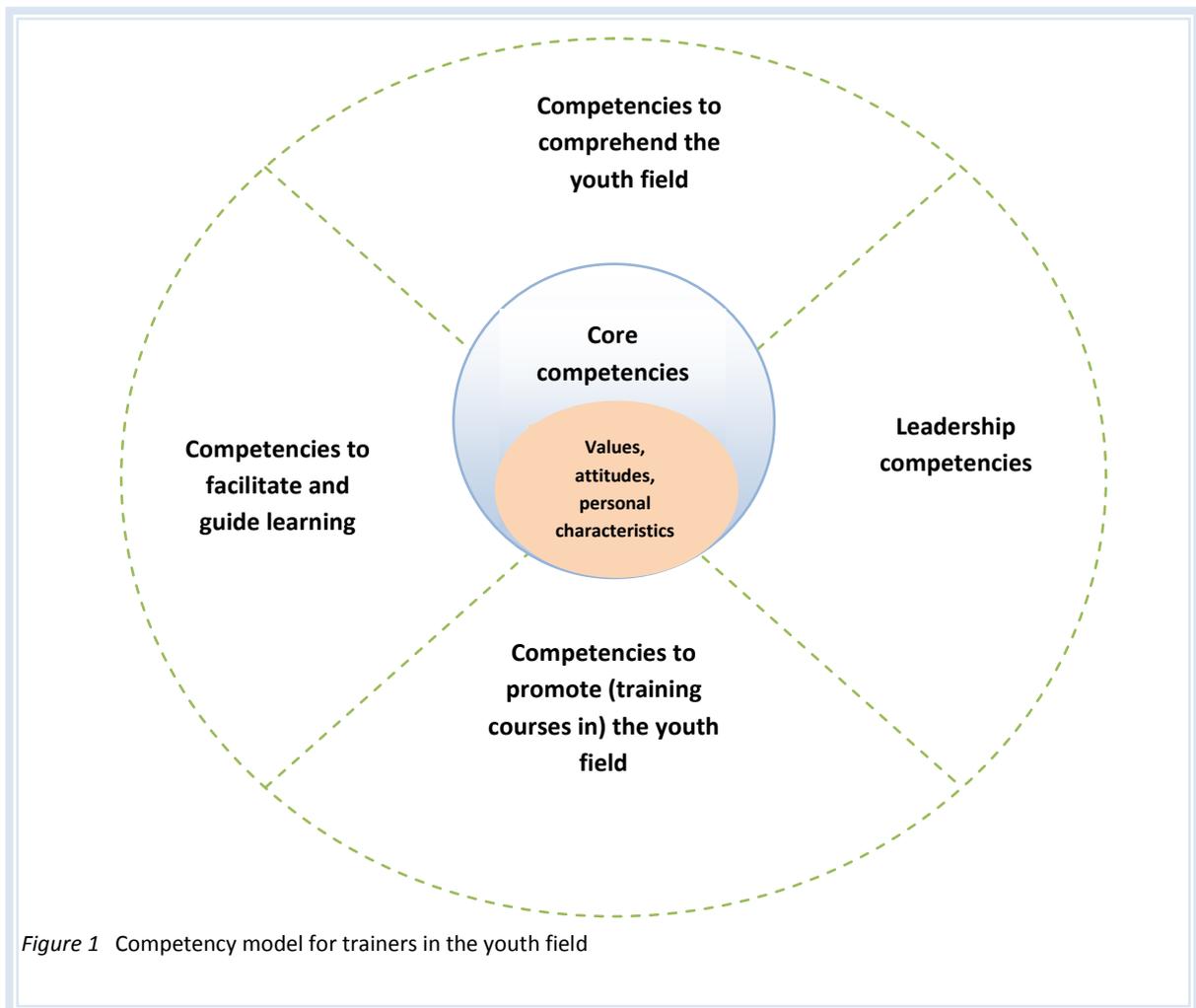
Fields of basic competencies can be further divided into:

1. FACILITATING AND GUIDING LEARNING: PREPARATION, IMPLEMENTATION AND EVALUATION OF TRAINING COURSES IN THE YOUTH FIELD
1.1   Preparing training courses in the youth field
1.1.1.   Creating the premises for productive cooperation with the client[1] *1.1.2.   Analyzing the target group and their learning needs.* *1.1.3   Setting objectives for a comprehensive training process* *1.1.4   Planning the training process* *1.1.5   Preparing and disseminating educational materials*
1.2. Comprehensive implementation of training courses in the youth field
1.2.1   Physical design of the learning environment *1.2.2   Setting the mood for learners and the trainer, creating a sense of unity* *1.2.3   Setting individual learning objectives* *1.2.4.   Implementing, adjusting and creating learning methods/tools* *1.2.5   Leading group processes and influencing the group* *1.2.6   Supporting active participation in the training process* *1.2.7   Supporting reflection* *1.2.8   Giving feedback to participants*
1.3. Impact assessment and evaluation of training courses in the youth field
1.3.1 Getting feedback and evaluating the training *1.3.2 Impact assessment,dissemination and exploitation of results of training courses*
2. COMPREHENDING THE YOUTH FIELD
2.1 Comprehending and basing training activities on non-formal learning *2.2 Comprehending and basing training activities on youth work* *2.3 Comprehending and basing training activities on youth policy*
3. LEADERSHIP: INITIATING, GUIDING AND COOPERATING
3.1 Launching training projects and other initiatives in the youth field *3.2. Guiding and coordinating teamwork between members of the training team* *3.3. Mentoring – supporting the competencies of other trainers*

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1   In this context, the term 'client' refers to the training organizer, representatives of the funding institution, etc.

3.4. Implementing multicultural and international training courses

4. PROMOTING (TRAINING COURSES IN) THE YOUTH FIELD: CREATIVE, RESEARCH AND DEVELOPMENT ACTIVITIES, PUBLICATIONS
4.1 Creating relevant training materials and publications, writing articles
4.2 Developing trainer competencies
4.3 Participating and contributing to conferences in the field (incl. on an international level)
4.4 Awareness and participation in cooperation networks (incl. on an international level)

Core competencies and supporting personal values, attitudes and characteristics are formulated concisely and generally with no differentiation between the various levels. Competency clusters in four fields are divided into competencies that have been elaborated under different activities displayed on five levels:

A targeted, relevant, creative and unconstrained use of knowledge and skills in different situations

B targeted and creative use of knowledge and skills

C targeted use of knowledge and skills

D use of knowledge and skills in routine situations

E limited use of knowledge and skills in routine situations

It is important to acknowledge that the goal is not to promote the development of every single trainer in the youth field in Estonia to level A in all competency fields, but to support a trainer's self-assessment and improvement according to a trainer's personal interests, needs and the context of his/her activities. Furthermore, the competency model is in a way an ideal description of activities, which may not be possible or relevant in the context of every single training course based on the goals, duration, resources, etc. Therefore, the competency model takes into account the diversity of the non-formal learning activities and trainers in the youth field and respects the need for a certain level of flexibility.

Additionally, in creating this competency model the fact that acquiring competencies takes place in various ways and formats (in formal education, through non-formal and informal learning) has been taken into consideration.

COMPETENCIES OF A TRAINER IN THE YOUTH FIELD

OPERATIONAL SETTING FOR A TRAINER IN THE YOUTH FIELD

A trainer in the youth field operates in very distinctive contexts and the spectrum of possible activities is wide and diverse (Figure 2). It is important to note that the implementation of all activities by the same person is not necessary and should be carried out by team members and/or cooperation partners according to need.

ICT support activities

Needs assessment

Administrative support
support activities

Strategic leadership

Marketing and public
relations

Networking activities   Development activities

Preparation of training
programs

Managment of the
quality

**OPERATIONAL
SETTING FOR A
TRAINER IN THE
YOUTH FIELD**

Facilitation and guiding
learning

Human resources
managment

Getting feedback,
monitoring and
evaluating

Financial managment

Guidance, councelling
and mentoring activities

Figure 2 Operational setting for a trainer in the youth field (based on Broeck 2010)

CORE COMPETENCIES

Core competencies supported by personal values, attitudes and characteristics are prerequisites to working as a trainer in the youth field.

Command of language: ability to work in the official language (at least one additional foreign language is preferable).

Professional knowledge: knowledge about the field and subject of the training course (in addition to the wider comprehension of the youth field, see 'clusters of competencies')

Evidence-based: Knowledge of theories, (current) scientific approaches and research related to the subject of the training course, the ability to connect it to the practical work in the youth field, raise,facilitate and support the related interests of the learners.

Use of ICT: ability to use modern opportunities of ICT and different electronic information channels on a daily basis. Ability to find supporting materials on the Internet for implementing the training course.

Self-guidance and development: self-sensing and understanding, self-discipline, the ability to launch and sustain personal motivation, being in touch with personal uniqueness and creativity, applying personal individuality, understanding personal development needs and valuing self-improvement, looking for and creating opportunities for self-improvement.

Determination and ability for cooperation: the ability to make and keep contacts with people and groups, listen to and understand people and their needs, clear expression of personal viewpoints, feelings and intentions, the ability to negotiate, reach agreements, impacting people and groups taking their uniqueness into consideration.

PERSONAL VALUES, ATTITUDES AND CHARACTERISTICS

Flexibility as readiness to act appropriately, effectively and creatively in changing circumstances.

Creativity and innovativeness as readiness to experiment, take risks, let go of existing yet ineffective thought patterns, relate between different fields, entwine topics, and create new links and theories, experiment with the implementation of training courses, and develop new methods/tools.

Tolerance as openness and readiness to understand, acknowledge and respect unaccustomed and different viewpoints, beliefs, convictions, customs, ideas, thoughts, values, etc.

Commitment as an attempt to do one's best and be part of the whole process in order to achieve the best possible result.

Critical thinking as readiness to doubt existing principles, values and related behavioral, acting and thinking patterns, analyze various viewpoints and perspectives, study and support personal convictions and beliefs. Choosing the best approach for the process through critical analysis, based on specific values and principles, and find actual solutions.

Honoring and valuing human dignity as awareness and ability to put the person and personality first, to prevent and intervene if necessary to stop any activity harmful to people and their dignity.

BASIC COMPETENCIES

1. FACILITATING AND GUIDING LEARNING: PREPARATION, IMPLEMENTATION AND EVALUATION OF TRAINING COURSES IN THE YOUTH FIELD

1.1 Preparation of training courses in the youth field

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
1.1.1 Creating the premises for productive cooperation with the client[2]				
Acknowledges the importance of collaboration and preparation for training courses. Collaboration with the client is arbitrary.	To a limited extent, collaborates beforehand with the client and during preparations partially takes the client's expectations and needs into consideration.	Creates a positive collaborative relationship with the client and during preparations takes the client's expectations and needs into consideration. Analyses the offer and needs of various parties. Formulates the collaboration agreements with the client.	During training preparations, collaborates with the client comprehensively, analyzes the offer and needs of various stakeholders involved. Concludes the necessary contracts with the client and gives feedback regarding unrealistic expectations and conditions for collaboration.	During training preparations, collaborates with the client comprehensively, analyzes the offer and needs of the client, target group, society. Maps the training needs, concludes necessary agreements and a contract of collaboration. If necessary, gives constructive feedback to the client regarding unrealistic expectations, conditions for collaboration and conflicts that occurred during preparation. During/after the training gives feedback to the client and makes suggestions for future improvements in collaboration and training programs.
1.1.2 Analyzing the target group and their learning needs				
Acknowledges that various target groups exist.	Specifies the target group and, to a limited extent, takes into account the background, needs	Specifies the target group and generally takes into account the background, needs and expectations of	Analyzes the composition of the target group (incl. special needs), takes into account the	Thoroughly analyzes the composition of the target group, assesses the special needs of the participants, prior

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2   In this context, the term 'client' refers to the training organizer, representatives of the funding institution, etc.

	and expectations of the target group.	the target group.	participants' prior training experience, prior knowledge and motivation for participating in the training.	training experience, prior knowledge and motivation, expectations and needs for participating in the training. Assesses the learning needs of participants using different methods (e.g. application form, pre-interview, questionnaire etc. and analysis of the relevant method).

1.1.3 Setting objectives for a comprehensive training process

Acknowledges that training is a targeted activity.	Formulates the objectives of the training.	Formulates the objectives of the training that are generally connected to the analysis of learning needs.	Formulates the objectives and expected results of the training based on the analysis of learning needs.	Based on the needs analysis taking into account both the client and the target group of the training, formulates the objectives of the training that clearly reflect the expected results in terms of learning outcomes (change in knowledge, skills, and attitudes).

1.1.4 Planning the training process

Acknowledges the process of compiling a training plan and designs the training programmes. Is aware of different methods and tools and tends to choose trainer-centered methods (lecture, presentation, etc.)	In compiling the training plan, relies on the learning needs and objectives of the training course to a limited extent. Chosen methods and tools partly support accomplishing the expected objectives. In choosing the venue for the training course, takes the general aim of the training and access to the venue into account to a limited extent. Notification of the participants about the upcoming training is arbitrary.	In compiling the training plan, mostly takes into account the learning needs and objectives of the training course. Chosen methods and tools generally support accomplishing the objectives. Personally or in cooperation with the client chooses the venue taking training objectives into consideration. Designs and forwards the program to participants beforehand.	Creates a training concept based on learning needs and objectives and chooses learner-centered methods that support accomplishing the objectives of the training. Personally or in cooperation with the client chooses a training venue taking into consideration the objectives and access to the venue. Designs a program and forwards it to participants to support their preparation beforehand.	Creates a comprehensive training concept based on learning needs and objectives. Chooses diverse learner-centered methods that support accomplishing the objectives of the training. Personally or in cooperation with the client chooses a learner-centered training venue that supports the objectives of the training course, enabling/supporting the learners' access to the venue. Designs a program and forwards it to the participants well beforehand to support their preparation (introducing additional materials, completing pre-training homework). Explains the setup and the logic of the training process to participants.

1.1.5 Preparing and disseminating educational materials

Chooses materials and cites used references.	Chooses and adjusts existing training materials based on the objectives of the training. Cites used references.	Chooses and compiles related training materials based on the objectives of the training. Cites used references.	Compiles targeted, related and comprehensive training materials that support learning, citing used references. Shares materials through the portal www.mitteformaalne.ee or any other channels in order to support the spread of know-how in the field.	Compiles targeted, related and comprehensive training/ presentation materials that support learning, citing used references. Learning materials take into consideration various learning styles and special needs of learners, the learning situation and set learning outcomes. Shares learning materials through the portal www.mitteformaalne.ee or any other channels in order to support the spread of know-how in the field.

1.2. Comprehensive implementation of training courses in the youth field

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
1.2.1 Physical design of the learning environment				
Pays little attention to the physical location of the learning environment.	Acknowledges the importance of the learning environment and designs a physical learning environment that supports learning to a limited extent.	Designs a physical environment that supports learning. Uses various options to create a physical learning environment.	Designs a physical environment that intentionally supports learning and includes learners in the process. Uses different creative options to create the physical learning environment.	Designs a targeted physical environment that intentionally supports learning. Includes learners in the process. Uses different creative, personal solutions and visual techniques based on the physical aspects of the training venue (internal and external environment)
1.2.2 Setting the mood for learners and the trainer, creating a sense of unity				
Acknowledges the importance of setting the mood for learning and creating a sense of unity in a training group to a limited	Acknowledges the importance of setting the mood for learners and creating a sense of unity in a training group and chooses an	Chooses a suitable approach to set the mood for him/herself and the group, to create interest, to emphasize prior	Chooses a suitable approach to set the mood for him/herself and the group, to create interest, to emphasize prior	Chooses a suitable approach to set the mood for him/herself and the group, create interest, and emphasize prior knowledge/

extent.	approach that supports that to a limited extent.	knowledge. Applies different methods to create an encouraging learning environment in the group. Includes learners in finalizing agreements to a limited extent.	knowledge. Applies different methods to create an encouraging learning environment. Includes learners in finalizing agreements. Understands that learners have a mutually encouraging and beneficial impact on each other.	experiences intentionally. Together with learners creates preconditions for the development of a positive, relaxed and encouraging group feeling. Together with participants formulates agreements that support learning. Views the group (incl. trainer) as a subject where learners have a mutually encouraging and beneficial impact and helps learners become aware of that.

1.2.3 Setting individual learning objectives for training courses

Rarely pays attention to formulating the learners' individual learning objectives.	Acknowledges the importance of formulating the learners' individual learning objectives. Assists in formulating the objectives to a limited extent.	Creates opportunities for learners to formulate individual learning objectives related to the training course.	Creates opportunities for learners to formulate individual learning objectives related to the training course. If necessary, helps to clarify vague learning goals and find ways to achieve learning objectives.	Intentionally guides learners to target and formulate individual learning objectives related to the training course and supports learners in the process. Explains the value of formulating learning objectives Helps to clarify, explicate vague goals, find ways to achieve objectives and helps learners to observe and evaluate the realization of learning targets.

1.2.4. Implementing, adjusting and creating learning methods/tools

Forwarding new information and creating new meaning takes place according to the pre-planned training program. Lacks readiness to combine different methods/tools and react flexibly in unexpected situations.	In forwarding new information and creating new meaning, varies between methods /tools to a limited extent. In changing circumstances, tends to rely on existing (pre-planned) training programme rather than implement necessary changes.	In forwarding new information, creating new meaning and forming new linkages alternates between different methods/tools. In changing circumstances, acts flexibly.	In forwarding new information, creating new meaning and forming new linkages alternates between different learner-centered methods/tools that support development. In changing circumstances acts creatively and flexibly, alternating between different educational methods/tools. If necessary, introduces and implements modifications in changing circumstances.	Using diverse learner-centered development supporting methods/tools presents new and necessary information, allows creating new meaning, connecting existing information with new info and forming new linkages. If necessary, creates new methods/tools to achieve goals creatively and efficiently. In changing situations, acts flexibly and creatively. If necessary, implements ongoing changes in the program to ensure the most efficient approach based on the

				development of the group, the preferred learning style of the participants, special needs, prior background, etc. In changing circumstances, uses the process and respective responses as learning situations making also the learners aware of this.

1.2.5 Leading group processes and influencing the group

Is aware of group processes to a limited extent.	Is generally aware of group processes and acknowledges group dynamics to a limited extent.	Notices and analyses group processes and is able to plan time to support them. Acts based on the development of the group.	Notices and analyses group processes and acts based on the development of the group. If confrontations emerge, uses negotiating and conflict-solving skills.	Notices, analyzes and interprets various group processes and group dynamics (mutual interaction, developmental phases in the group, conflicts, emerging roles and positions, patterns of dominance, etc.). Skillfully employs different strategies for negotiating and solving conflicts. If possible and appropriate, uses group processes as a recognized learning situation.

1.2.6 Supporting active participation in the training process

Participants are target groups of an approach chosen by the trainer. Relying on prior experiences and knowledge of participants is rather unintentional.	Generally participants are target groups of an approach chosen by the trainer even though when designing the training program, some attention is also given to prior experiences and knowledge of the participants.	Allows participants to share their prior experiences, previous knowledge and offers support so that co-learners are able to support mutual learning.	Active engagement of participants is one of the objectives and an intentionally supported approach throughout the training process. Allows participants to share their prior knowledge, skills and support each other. Views prior experiences of participants as a common resource. Takes into consideration feedback received from the learners during the training course and implements necessary changes to the training program.	Active engagement of participants is one of the objectives and an intentionally supported approach throughout the training process. Lets participants share their knowledge, experiences and skills, and lead some parts of the programme. Creates opportunities for peer-to-peer learning. Views prior experiences of participants as a common resource and is able to intentionally enrich the training process based on that. Plans feedback sessions into the training process and takes it into consideration during the ongoing process.

1.2.7 Supporting reflection				
Acknowledges that reflection supports the participants' learning.	Creates opportunities for participants to reflect to a limited extent and randomly (based on the needs that emerge during the training).	Chooses the appropriate methods/tools for reflection and interpretation of what was learned and experienced.	Chooses the appropriate methods/tools for reflection and interpretation of what was learned and experienced throughout the learning process. Explains the importance of reflection to participants and motivates them relevantly.	Creates a supportive environment and mood for reflection. Chooses appropriate methods/tools that support reflection. Reflection is ongoing and supported by the trainer throughout the learning process.
1.2.8 Giving feedback to participants				
Noticing the participants' development and giving feedback is unimportant.	Notices the participants' development during the training to a limited extent. Gives feedback to participants only if asked and feedback is more general than based on the individual learning needs of each participant.	Notices the participants' development, strengths and development needs and gives feedback accordingly.	Notices the participants' development, acknowledges their strengths and development needs throughout the learning process and supports participants with relevant feedback.	Notices the participants' development, their strengths and development needs throughout the learning process and gives relevant motivating and supporting positive and/or constructive feedback, incl. assists in realizing further training needs. Supports the formulation of needs for further self-development and mapping the respective opportunities.

1.3 Impact assessment and evaluation of training courses in the youth field

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
1.3.1 Getting feedback and evaluating the training				
Requested feedback to the training course is rather general .	Requests general feedback to the training course to a limited extent. Analyzes the collected feedback and uses it to evaluate the training course.	Using different methods/tools includes learners in evaluating the effectiveness of the training course. Analyses the collected data and draws conclusions on how to improve future	Using different methods/tools includes learners in evaluating the effectiveness and relevance of the training course by creating a suitable and supportive environment.	Uses various targeted evaluating methods/tools. Includes learners in evaluating the effectiveness and relevance of the training course. Systematically analyses the collected feedback,

		training programs.	Analyzes collected feedback and takes it into consideration for further training activities and in assessing and developing her/his own trainer competencies.	draws necessary conclusions and makes relevant changes/improvements to the implementation of further training programs (also makes suggestions to relevant stakeholders). Takes feedback into account for further development of his/her personal training practice and competence development.
1.3.2 Impact assessment, dissemination and exploitation of results of training courses				
Has a general understanding about impact assessment of training courses.	Acknowledges the interconnections and differences between the evaluation of the training course and its impact assessment, but does not assess the impact of training course.	If necessary, makes suggestions to the training organizers for impact assessment and using relevant methods/tools for it .	Assesses the impact of training courses using various evaluation methods/tools. Analyzes collected data, formulates conclusions and takes them into consideration during the implementation of further training programs.	Assesses the impact of training courses (changes in knowledge, skills, motivation, beliefs, etc.). Analyzes collected data, formulates conclusions and takes them into consideration during the implementation of further training programs. If necessary, gives feedback to relevant stakeholders to enhance the impact of the training. Analyses the long-term impact of a training using various methods/tools (questionnaires, phone conversations, focus groups etc.).

2. COMPREHENDING THE YOUTH FIELD

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
2.1 Comprehending and basing training activities on non-formal learning				
Is generally aware of	Is aware of the principles and values	Relies on the values and principles of non-	Relies intentionally on the principles and	Intentionally and in a targeted way relies on

non-formal learning.	of non-formal learning and bases training courses on them to a limited extent.	formal learning and quality criteria of training courses in the youth field in his/her training activities.	values of non-formal learning and quality criteria of training courses in the youth field in his/her training activities. Introduces these foundations to fellow trainers, clients and learners.	the principles and values of non-formal learning and quality criteria of training in the youth field comprehensively. Expands his/her awareness of non-formal learning through different training courses, materials and other kinds of independent learning. Introduces the foundations to fellow trainers, clients and learners. Makes suggestions on improving the principles and quality criteria.
2.2 Comprehending and basing training activities on youth work				
Understanding about youth work (the foundations and principles, supporting documents, practical youth work) is rather general in nature.	Acknowledges the importance of youth work. Is aware of youth work in Estonia (its foundations and principles, supporting documents, practical youth work) and to a limited extent bases training activities on the abovementioned basis.	Comprehends youth work and relies on the foundations and principles of youth work in training activities.	Comprehends youth work. Intentionally relies on the foundations and principles of youth work in training activities. Is aware of the current situation and emerging trends regarding youth work.	Has systematic knowledge about the essence of youth work in Estonia, its current situation and emerging trends. Intentionally and in a targeted way follows the abovementioned principles in training activities. Has a general understanding of youth work on the European level. Encourages participants to contribute to the development of youth work. Personally contributes to shaping and developing youth work (working groups, discussions, publications, etc.).
2.3. Comprehending and basing training activities on youth policy				
Lacks a systematic understanding about youth policy.	Is generally aware of youth policy.	Comprehends youth policy. In training activities relies on the foundations and developments of youth policy to a limited extent.	Acknowledges the importance of youth policy. Comprehends and keeps up with the latest developments in youth policy. If necessary, relies on the foundation and developments of youth policy in his/her training activities.	Comprehends youth policy and keeps up with its state-of-play and latest developments. Has general knowledge about European youth policy. If necessary, relies on the foundations and developments of youth policy in his/her training activities.

				Participates in shaping and developing youth policy (working groups, discussions, writing articles, etc).

3. LEADERSHIP COMPETENCIES: INITIATING, GUIDING AND COOPERATING

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
3.1 Launching training projects and other initiatives in the youth field				
Is involved in training projects/initiatives.	Is aware of opportunities for initiating and launching training projects in the youth field.	Participates in training projects in the youth field and is responsible for some parts/activities of the training project (e.g. practical preparations, preliminary work with participants).	Initiates and coordinates training projects in the youth field. Includes competent people in the implementation of training projects.	Initiates, manages and implements new training projects or training programs on the local and international level based on the needs and developments of the youth field. Makes suggestions for initiating new training programs.
3.2. Guiding and coordinating teamwork between members of the training team				
Generally works alone as a trainer.	Implements training courses with those partners/co-trainers with whom he/she already co-operates	Implements projects as a co-trainer in various training teams. Is an active member of the training team.	Includes competent co-trainers/experts in implementing training courses. Is responsible for general coordination of teamwork between members of the training team. Advises co-trainers/experts.	Intentionally includes competent co-trainers/experts in implementing training courses and skillfully manages teamwork between members of the training team. Finalizes agreements and includes others in the creation of the training concept early on, when roles and responsibilities are determined. Advises co-trainers/experts. Notices the strengths and development needs of co-trainers

				and gives relevant positive and constructive feedback. Recognizes co-trainers/experts for their contributions.

3.3. Mentoring – supporting competencies of other trainers				
Acknowledges the role of mentoring but does not act as a mentor intentionally.	Being a mentor is arbitrary, unplanned and acknowledged to a certain degree and this sometimes supports a mentee's development.	Acknowledges his/her role as a mentor and, if necessary, is able to act as a mentor, supporting the mentee in realizing personal strengths and development needs.	From time to time, rather arbitrarily acts as a mentor. Asks relevant questions and supports development through different methods/tools. Improves his/her knowledge about mentoring.	Intentionally takes the role of a mentor. Mentoring process is coherent and supports mentee's development (mentee acquires or further develops necessary competencies to act as a trainer independently). Systematically improves his/her knowledge about mentoring. Makes suggestions on how to create and/or improve mentoring systems.

3.4. Implementing multicultural and international training courses				
Is active at implementing multicultural training courses involving various ethnic groups living in Estonia.	Implements multicultural training courses involving various ethnic groups living in Estonia. Is aware of opportunities to implement international (meaning in cooperation with Estonia and/or foreign countries) training courses in the youth field and relevant calls for trainers.	Applies for various calls for trainers to implement international training courses. Is involved in implementing international training courses in the youth field in Estonia as a member of the training team.	Is involved in implementing international training courses in the youth field in Estonia. As an active member of the training team, participates in the planning, implementation, and evaluation of the training. Enriches the training process with his/her individuality and personal approach.	Is involved in implementing international training courses in the youth field in Estonia or abroad. Gives significant input to designing training concepts, and planning, implementing and evaluating training courses. Coordinates the work of the training team. Enriches the training process with his/her individuality and personal approach. Is registered at the European-wide database for trainers TOY, managed by SALTO Network (www.salto-youth.net).

4. PROMOTING (TRAINING COURSES IN) THE YOUTH FIELD: CREATIVE, RESEARCH AND DEVELOPMENT ACTIVITIES, PUBLICATIONS

E	D	C	B	A
Limited use of knowledge and skills in routine situations	Use of knowledge and skills in routine situations	Targeted use of knowledge and skills	Targeted and creative use of knowledge and skills	Targeted, relevant, creative and unconstrained use of knowledge and skills in different situations
4.1 Creating relevant training materials and publications, writing articles				
Compiles training materials relevant to the specific training course and distributes them among participants.	Compiles training materials related to the specific training course and distributes them among the participants, rarely also more broadly.	Compiles relevant training materials and distributes them among important stakeholders at large. Compiles training reports and summaries. .	Compiles relevant training materials and summaries on topics declared important in the youth field and coordinates the writing process. Distributes learning materials among important stakeholders in the field and contributes to the development of the field in written form raising topics more widely (e.g. through the national portal of non-formal learning www.mitteformaalne.ee; national youth field magazine MIHUS etc.)	Compiles training materials and training summaries recognized and used in the field and makes them available to interested stakeholders. Writes and publishes relevant articles on the youth field in thematic publications . Makes suggestions on initiating and compiling necessary learning materials and publications.
4.2 Developing trainer competencies				
Participates at training courses rarely and randomly.	From time to time and based on needs, participates in training courses to support the development of his/her competencies as a trainer.	Continuously participates in training courses to support the development of his/her competencies as a trainer.	Analyzes personal trainer practice. Trainer competency development is supported by participating in training courses in Estonia. Learns innovative methods/tools to enrich the training process. Contributes to his/her trainer competence development in the youth field through different formats (co-vision, mentoring, trainer meetings, training courses of trainers, etc.).	Continuously analyzes personal trainer practice and evaluates personal competencies. Trainer competency development is supported by participating in training courses in Estonia and/or abroad. Develops new approaches and methods/tools to enrich the training process. Trains other trainers and contributes to trainer competency development in the youth field. Makes suggestions on how to support the professional development of trainers in the youth field.

4.3 Participating and contributing to conferences in the field (incl. on international level)				
Is aware of conferences in the field (incl. youth, training).	Is aware of conferences in the field (incl. youth, training) and participates at them.	Makes presentations as a co-author at seminars/ conferences.	Participates at conferences as a speaker/moderator.	Speaks at national and international conferences in the field. Initiates and organizes national (and international) conferences and seminars.

4.4 Awareness and participation in cooperation networks (incl. on international level)				
Is aware of networks, professional communities, etc., in the field (incl. youth, training) to a small extent.	Is familiar with the activities of networks, professional communities in the field (incl. youth, training), participation is arbitrary.	Is familiar with the activities of networks, professional communities in the field (incl. youth, training), and participates in them. Is registered in the Estonia-wide database of trainers in the youth field (www.mitteformaalne.ee).	Is involved in the activities of networks and professional communities in the field (incl. youth, training) and actively participates in them. Is registered in the Estonia-wide database of trainers in the youth field (www.mitteformaalne.ee) and keeps the profile updated and relevant. Participates at meetings for trainers in the youth field.	Initiates and leads sustainable networks and professional communities in the field (youth, training). Shares his/her knowledge with others, introduces best practices and makes suggestions to promote the field. Is registered in the Estonia-wide database of trainers in the youth field (www.mitteformaalne.ee) and European-wide database TOY (www.salto-youth.net) and keeps the profiles updated and relevant. Participates at meetings for trainers in the youth field.