

My Diversity, Our Strength – Competence framework identification of competencies and skill levels

Introduction:

The following competences were identified through the activities of the My Diversity, Our Strength project. As part of the project, the partner organisations from 4 different countries (Italy, France, Belgium, and Spain) conducted 73 surveys with youth workers and 91 surveys with young people (aged 14 to around 30).

The youth workers and young people were asked to detail their own experiences with interactive exercises and educational activities, as well as what competences they think a youth worker needs to conduct motivating exercises, and what characteristics and engaging activity needs to include to fulfil its purpose.

Find more information on the survey results on the project website.

Definitions and instructions

Knowledge: What does the youth worker know? What information or data has the youth worker acquired? – Knowledge can be tested via quizzes and memorisation

- *I am aware of... / I know... / I can identify or recognise... / I know the details of.../ I can list...*

Skills: What can the youth worker do? Active actions the youth worker does, which can be tested by experiments and through scenarios.

- *I can.../ I am able to...*

Competency and autonomy: What is the youth workers sense of responsibility and autonomy in applying the learned knowledge and skills? Do they need supervision or can they apply the learned content independently?

- *I can do these skills without supervision/ I show initiative and unsolicited action*

BASIC level defines the minimum level that youth workers should be aware of, partly even before the beginning of their participation in the My Diversity, Our Strength project. These are basic levels of the competences every youth worker should be able to apply in their practices and which they can increase and foster with the project.

ADVANCED level signifies a level of knowledge, skills, and competency focusing on specialised training or practices the youth worker might have experienced before, as well as content the youth worker can improve in through their participation in the My Diversity, Our Strength project. These are competences that are recommended to be improved for more qualitative work practices in the future. The advanced level includes the knowledge, skills and competency of the basic level and broadens it with additional skills.

Empathy and Sensitivity:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the needs of the group • Being able to recognise the mood and atmosphere of the group • Knowing what attributes can create a safe atmosphere for the group • Identifying the feelings and reactions of the group 	<ul style="list-style-type: none"> • Addressing and fulfilling the needs of the group • Addressing the mood of the group and working with the group on improving the learning atmosphere • Creating a safe atmosphere for the learners • Addressing positive and negative emotions of the group 	<ul style="list-style-type: none"> • Able to react appropriately to the mood and atmosphere of the group • Reacting to the feelings and the mood of the group and adapting to it
Advances	<ul style="list-style-type: none"> • Being able to recognise group dynamics and relationships • Knowing which activities and actions can improve the learning atmosphere 	<ul style="list-style-type: none"> • Actively influencing the mood and feelings of the group towards an improved learning progress • Improving the mood of the group through facilitation activities and actions • Discussing the reason and origins of different positive and negative emotions of the group 	<ul style="list-style-type: none"> • Discussing the feelings of the group by facilitating an active debate and exchange • Influencing the mood of the group positively, no matter the mood of the group at the start of the session

Enthusiasm for novelty

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being able to explore new work resources and recognising their potential for one's own group • Knowing the benefits of new and updated work practices • Knowing other youth workers (not direct colleagues) and how to connect with them 	<ul style="list-style-type: none"> • Showing enthusiasm for new innovative ideas for teaching and learning • Trying new approaches and methods with the group • Exchanging and discussing new approaches with colleagues and peers 	<ul style="list-style-type: none"> • Advising colleagues and recommending well-working activities and practices • Taking part in a youth worker network to exchange new approaches
Advances	<ul style="list-style-type: none"> • Knowing where to find new teaching and work resources and practice ideas • Brainstorming new practice ideas 	<ul style="list-style-type: none"> • Creating new work practice, teaching, and education activities and exercises • Applying new approaches after adapting the new methods to the group • Asking for help from colleagues (more experienced and new colleagues) for mutual support 	<ul style="list-style-type: none"> • Convincing colleagues and peers to try new methods and raising their motivation for novel practices • Actively searching for new resources and methods for work practices • Building a youth worker network for best-practice recommendations and new methods

Communication skills

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Knowing which terms are appropriate to address a learners Being aware of LGBTIQ+ friendly terms Being aware of terms appropriate for syndromes, disabilities, etc. 	<ul style="list-style-type: none"> Using the appropriate terms to address someone Being able to properly explain a topic, according to the learners' levels – adapting the terms they are using Starting discussions and debates with the group Being respectful and humble Admitting when the youth worker is incorrect/ or research something without losing credibility as a facilitator 	<ul style="list-style-type: none"> Seeking to start discussions on new and uncommon topics among/ with the group Actively and effectively promoting the use of appropriate language
Advances	<ul style="list-style-type: none"> Know personal examples and real-life examples of sensitive situations of inclusive language Being aware of the difficulties and benefits of using appropriate language Knowing when certain terms and changes of language are appropriate and when not 	<ul style="list-style-type: none"> Being able to effectively address different genders, orientations, or disabilities in a respectful manner Being able to explain and guide others in using appropriate language Addressing differences in opinion and perspectives among the group 	<ul style="list-style-type: none"> Actively seek communication with the group to resolve misunderstandings in a safe environment

Leadership

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Understanding group dynamics Recognising group dynamics and hierarchies Knowing how to manage and organise a group of learners Knowing which actions/ events can distract and interrupt focus among the group 	<ul style="list-style-type: none"> Catching the attention of the group in an open environment Explaining the rules of games and activities in a clear and easy-to-understand manner Being able to organise an effective learning environment with as little interruptions as possible 	<ul style="list-style-type: none"> Leading group discussions and debates without supervision and a second facilitator Leading group activities without supervision and a second facilitator (unless necessary for the application of the activity in general)
Advances	<ul style="list-style-type: none"> Being aware of real-life example role models for all genders Knowing the difference between leading and facilitating a discussion (actively contributing or leading from the sidelines) 	<ul style="list-style-type: none"> Being able to create equality and understanding among group hierarchies in the group Actively practicing and leading by example towards a more inclusive environment (be a role model) Leading a discussion but stepping back for the participants to exchange without interruption 	<ul style="list-style-type: none"> Researching diverse and relevant role models adapted towards the learning group

Awareness on stereotypes

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the benefits and disadvantages of gender stereotypes • Being aware of the different genders and gender identities • Recognising gender discrimination and bias among the group and among one's own practices 	<ul style="list-style-type: none"> • Creating an inclusive and understanding atmosphere for all genders • Addressing gender stereotypes with the group • Handling gender discrimination within the group • Explaining gender bias and discrimination in an appropriate manner 	<ul style="list-style-type: none"> • Researching gender stereotypes independently • Keeping up-to-date with current events on gender stereotypes and LGBTQ+ events nationally
Advances	<ul style="list-style-type: none"> • Knowing the different genders and gender identities • Knowing real-life experiences and examples to share in the activities • Being aware of different gender stereotypes depending on culture and traditions • Knowing why gender stereotypes can differ between cultures 	<ul style="list-style-type: none"> • Discussing and debating gender stereotypes with the group • Discussing different experiences and perspectives on gender stereotypes with the group • Addressing sensitive gender related topics with the group • Addressing and discussing sensitive situations and experiences with the group 	<ul style="list-style-type: none"> • Keeping up-to-date with current events on gender stereotypes and LGBTQ+ events on European or global level • Being open and starting to lead "uncomfortable" discussions and debates among the group

Awareness on discrimination

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the different ways discrimination can take place (among peers, different groups, youth workers themselves, etc.) • Being aware of the advantages and disadvantages of stereotypes • Recognising and identifying different knowledge levels of the group 	<ul style="list-style-type: none"> • Being able to address and inform on the topic of discrimination with the group • Leading discussions on the topic of discrimination • Being able to explain that discrimination can take place in attitudes as well as actions • Adapting activities and exercises to the knowledge level of the group 	<ul style="list-style-type: none"> • Actively researching national laws and regulations on discrimination and measures taken to prevent discrimination on different levels • Promoting acceptance towards diversity among the group
Advances	<ul style="list-style-type: none"> • Knowing real-life experiences and examples of discrimination • Being aware of the historic or cultural background of certain stereotypes 	<ul style="list-style-type: none"> • Explaining the context and background of a stereotype without offence • Coordinating a group of learners with different knowledge levels 	<ul style="list-style-type: none"> • Researching real-life examples of discrimination, appropriate for the group • Researching current and up-to-date examples of discrimination of different levels • Creating new activities specifically to the knowledge and skill level of the group

Adaptability and flexibility

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Knowing when activities and exercises need to be adapted Recognising different levels of knowledge and experiences of the group, requiring adaptation of the activities 	<ul style="list-style-type: none"> Adapting activities to the specific group of learners before the course/ exercises 	<ul style="list-style-type: none"> Handling changes in schedule and location in a confident and orderly manner
Advances	<ul style="list-style-type: none"> Knowing various learning types and teaching practices, improving activities and adaptation of them 	<ul style="list-style-type: none"> Adapting activities to the specific group of learners during the course/ exercises Finding substitutes for learning resources, should they not be available 	<ul style="list-style-type: none"> Handling changes among the learners (number of learners, different level of knowledge or motivation, etc.) in a confident and orderly manner

Creativity

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Understanding the advantages and disadvantages of different educational activities Knowing how to organise and structure brainstorming 	<ul style="list-style-type: none"> Being able to apply different educational activities for the group Applying evaluation and assessment techniques of different kinds for the activities Active listening to the group for feedback and evaluation of activities and based on their needs 	<ul style="list-style-type: none"> Being able to apply different educational activities with instructions and materials provided Researching new creative activities based on needs of one's learning group and personal interest and initiative
Advances	<ul style="list-style-type: none"> Knowing different types of learners and which kind of activities are suitable for them Knowing modern and digital technologies which can support educational activities Understanding how interactive and/or digital technologies for education activities work 	<ul style="list-style-type: none"> Testing and apply new educational activities Taking feedback from the group and reworking the activities Developing interactive evaluation and assessment techniques adapted to the activities 	<ul style="list-style-type: none"> Independently creating educational activity instructions and materials Developing new creative activities based on needs of one's learning group and personal interest and initiative

Resilience and positivity

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Knowing the importance of active listening • Understanding different learning styles and types • Identifying different types of learners and recognising their difficulties and challenges • Identifying and recognising strengths and weaknesses of learners 	<ul style="list-style-type: none"> • Refocusing the group and oneself on highlighting strengths instead of weaknesses • Being patient with learners • Not giving up despite challenges and difficulties in the learning progress 	<ul style="list-style-type: none"> • Actively address struggles and difficulties among the group • Positive thinking and positive attitude towards learning
Advances	<ul style="list-style-type: none"> • Knowing methods for overcoming learning difficulties and challenges • Identifying helpful learning activities for different learners, levels of competences and knowledge, etc. • Recognise when oneself or a learner needs further support or help in learning • Knowing where to find further support and help for learners 	<ul style="list-style-type: none"> • Thinking positively and towards improvement and support among the group and educators (peer learning and support) • Fostering strengths with specific activities and exercises 	<ul style="list-style-type: none"> • Actively research and work with the group on finding solutions for challenges and difficulties

Digital skills

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Basic • Knowing digital technologies (hardware and software) and how they work (computers, Microsoft Office, etc.) • Identifying digital technologies which are used by the learners • Recognising which technologies are useful for the group and certain activities • Knowing when the use of digital technologies is appropriate or not 	<ul style="list-style-type: none"> • Applying different technologies in educational activities • Instructing the proper use of digital technologies to the group • Being able to research online and explore digital possibilities • Being able to troubleshoot common problems 	<ul style="list-style-type: none"> • Being open to digital use in an educational environment • Knowing when help and support is needed regarding digital usage/ technologies
Advances	<ul style="list-style-type: none"> • Understanding the advantages and disadvantages of certain digital technologies for certain purposes • Knowing the safety and security risks of using digital technologies • Understanding which digital platforms are commonly used by the group 	<ul style="list-style-type: none"> • Instructing and informing the group on the risks and challenges of using digital technologies and the internet • Collaborating on and creating digital content for the group 	<ul style="list-style-type: none"> • Independently engaging in digital technologies and platforms and being familiar with such • Actively researching new technologies • Actively researching new safety and security risks in digital usage • Researching problems and their solutions