

EUROPEAN YOUTH ANIMATORS

Skills framework

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COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

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SUMMARY OF THE PROJECT

The European Animators For Youth (EAFY) project aims to enhance the knowledge, skills and competences of youth workers at European level.

Funded by the European Union's Erasmus + programme, the project is led by French, Belgian, German and Italian partners.

According to the European policy of recognition of competences, there is no harmonisation between EU countries in this field and youth workers from one country are not qualified according to the rules of the other Member States. Moreover, this lack of harmonisation does not favour the mobility of youth workers at European level.

For this reason, the project aims to provide a European programme for European youth workers suitable for all EU countries. It aims to design and deliver an online training course at European level, including the fundamentals to be acquired (knowledge, skills and competences, according to Cedefop terminology), as well as transversal and personal competences essential for the management of youth groups.

At the end of the project, a brand new European qualification framework will be in place, allowing all countries to implement it in their national competence framework.

The European Animators for Youth project will then develop a modular training course in which the learning objectives will be defined to meet the requirements of the different national qualifications. The training objects will be designed to support the development of the necessary fundamentals, and the learners will be assessed according to the European tools (European Qualification Framework - EQF) and will receive a certificate issued and signed by the consortium partners.

The assessment methodology will be based on practical experiences, such as group workshops, case studies and personal presentations. Training will be carried out online and locally for practical activities.

MAIN EXPECTED RESULTS

- Creation of a core curriculum of common competences required by most countries to lead a group of young people.
- Creation of a new European qualification/certification framework to be a European Youth Worker.
- Creation of an online training course to become a European Youth Worker.

TARGET AUDIENCES

- Professional and volunteer facilitators.
- Private and public actors involved in the field of youth work and non-formal education (associations, social centres, youth centres, training organisations, municipalities....).
- People who wish to become European youth workers.
- Anyone interested in the subject.



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PRESENTATION OF THE SKILLS FRAMEWORK

One of the outcomes of the EAFY (European Animator for Youth) project is the construction of a competence framework and its translation into training modules in order to promote the harmonisation of training and the development of competences among youth workers.

It is also a question of developing a common framework at European level, as there appears to be a great diversity of training courses dedicated to the supervision of youth groups. Indeed, to find out more, see our guide presenting the basic curriculum grouping together the common skills required by most countries to lead a group of young people.

The proposed reference framework is based on the European Qualifications Framework, which is broken down into 8 main competences, the first being the beginner level, and the last the advanced level.

These competences are expressed in terms of knowledge, skills and autonomy and responsibility.

Within the framework of the EAFY project, our reference framework includes the first 4 levels of competences of the European framework. This corresponds to a baccalaureate to bac +1 level. (high school degree + 1 year).

For the description of competences, we use the acronym "KSC" for "Knowledge, Skills and Competences" existing in the national frameworks and in the European Qualifications Framework.

The construction of the reference framework was based on analytical studies carried out in each European country. The aim was to list the competences expected in the different diplomas (professional and voluntary) dedicated to youth work.

Secondly, we have kept all the competences common to European countries, all the while adding what we consider indispensable to master in order to assume the functions of a European youth worker.

Thus, we have selected 8 blocks of key competences which constitute the fundamentals of our training.

Each of the competences is divided into 4 levels in accordance with the European Qualifications Framework.

The purpose of the reference framework is to lay the foundations of a common framework with a European dimension in order to harmonise training and thus professional practices in each of the Member States of the European Union.

This common framework will enable all youth workers to acquire the fundamentals for working internationally with young people, particularly in the context of the Erasmus+ programme.

The aim of this document is to become a European reference model in the EU countries.

It is based on the learning outcomes of the competences "at the end of the training session, the learner is able to".

The detailed presentation of the standard is given below.

Below you will find a summary of our competency framework:

1-Participate in the operation of the structure

- 1.1 Situate oneself in one's structure and environment
- 1.2 Contribute to the structure's project
- 1.3 Communicate within and for the organisation
- 1.4. Prepare a project and its evaluation

2 - Lead a group

- 2.1. Take into account the characteristics of the audience
- 2.2. Take into account the resources and constraints of the environment
- 2.3. Adapt communication to different audiences
- 2.4. Have an inclusive educational posture

3 - Ensure the safety of group members

- 3.1 Know the physical, moral and emotional safety needs of participants
- 3.2 Know the legislation and its responsibilities (civil, criminal and administrative)
- 3.3. Anticipate and prevent risks
- 3.4. Act in case of an emergency/incident

4 - Work in a team

- 4.1 Identify how a team operates
- 4.2. Be part of a team
- 4.3. Make proposals and take into account the opinions of team members
- 4.4. Lead and develop teamwork.

5 - Design, lead and evaluate activities

- 5.1. Define educational objectives
- 5.2. Plan the implementation of an activity
- 5.3. Lead an activity
- 5.4. Evaluate an activity

6 - Use non-formal education methods

- 6.1. Know the basic principles of non-formal education
- 6.2. Use different tools and techniques that promote participation, exchange of ideas and collaboration
- 6.3. Use play and experience to support understanding
- 6.4. Analyse difficulties in the field and consider solutions

7 - Human Rights Education

- 7.1. Understand human rights and their evolution
- 7.2. Know the different approaches to human rights education
- 7.3. Be familiar with international human rights instruments
- 7.4. Act for human rights

8 - Discover European youth policy

- 8.1. Know the main stages of youth Europe
- 8.2. Understand the European Youth Strategy
- 8.3. Implement the European Youth Strategy
- 8.4. Initiate a structured dialogue process

1. PARTICIPATE IN THE OPERATION OF THE STRUCTURE

1.1 SITUATE ONESELF IN ONE'S STRUCTURE AND ENVIRONMENT

EQF-level	Knowledge	Skills/know-how	Autonomy and responsibility
EQF-Level-1	Know the legal status of your organisation and its values (ethics and deontology)	Respect the hierarchy of actors and act accordingly. Respect the values and procedures established by the organisation	Understand the importance of legal status in the management of the structure Promote the values of the organisation
EQF-Level-2	Identify the actors in your organisation, their actions and their role	Construct an organisation chart of the structure	Articulating one's practice with the places and functions of the different actors
EQF-Level-3	Identify his/her place, level of autonomy and scope of responsibility in the structure	To situate oneself in one's role and function as a facilitator.	Articulating interventions with team members
EQF-level-4	Identify the actors in your professional environment, their actions and their role	Adapting its educational action to the specificities of the territory	Understand the importance of territorial networking and its impact on the life of the structure (multi-professional and multi-disciplinary teamwork)

1. PARTICIPATE IN THE OPERATION OF THE STRUCTURE

1.2. CONTRIBUTE TO THE STRUCTURE'S PROJECT

EQF level	Knowledge	Skills/know-how	Autonomy and responsibility
EQF Level 1	To know the different types of projects in the structure, their aims and their articulation.	Differentiate and articulate the different projects.	Understand the importance of the pyramid approach to projects in the education system. Understand the issues, aims, objectives and constraints of a project
EQF Level 2	Know the fundamentals of project methodology	Participate in the development of projects	Share and transmit knowledge and experience
EQF Level 3	List the criteria and indicators proposed by the team to evaluate a project	Build dashboards to ensure project evaluation and monitoring	. Share with the team and readjust if necessary
EQF level 4	Identify criteria for the feasibility and relevance of projects to identified needs	Analyse the results and share them with the team.	To be a force of proposal Arguing for your choices

1. PARTICIPATE IN THE OPERATION OF THE STRUCTURE

1.3. COMMUNICATE WITHIN AND FOR THE ORGANISATION

EQF level	Knowledge	Skills/know-how	Autonomy and responsibility
EQF Level 1	Identify the different types of communication within your organisation	Sort the types of communication according to objectives and recipients	Identify the advantages and disadvantages of each type of communication
EQF Level 2	Identify the different communication tools and media used in your organisation	Sorting materials and tools according to objectives and recipients	Understand the importance of developing materials and content adapted to the target audience.
EQF Level 3	Understanding the importance of communication	Use, test various and adapted communication tools (verbal, non-verbal; digital, etc)	Analyse the results and impacts of the choice of tool, taking into account the objectives and the target audience.
EQF level 4	Know the steps of a successful communication strategy	Propose and implement a communication strategy for your organisation	Understand how to define a communication strategy

1. PARTICIPATE IN THE OPERATION OF THE STRUCTURE

1.4. PREPARE A PROJECT AND ITS EVALUATION

EQF level	Knowledge	Skills/know-how	Autonomy and responsibility
EQF Level 1	Define the objectives of the project	Identify the needs of the target audience	To place its action within the framework of the structure's orientations and values
EQF Level 2	Propose educational approaches adapted to the objectives and audiences	Organise the implementation of participatory approaches.	Describe the validation process of his/her project. Argue for his/her pedagogical choices
EQF Level 3	Define the means necessary for the implementation of the project Knowing activities in different fields: sport, culture, science and technology.....	Drawing up a provisional budget Choose your activities	Putting the project in a regulatory and financial framework Check the coherence between the objectives, the target audience and the proposed activities.
EQF level 4	Differentiate between evaluation methods according to their purpose	Participate in the evaluation of its action by creating criteria and indicators	Critically analysing one's action and readjusting one's intervention methods according to the needs and results of the evaluation

2. LEAD A GROUP

2.1. TAKE INTO ACCOUNT THE CHARACTERISTICS OF THE AUDIENCE

EQF level	Knowledge		Skills / know-how		Autonomy and responsibility
EQF Level 1	Identify and describe the fundamentals of adolescent and young adult development	Know the social and cultural codes of the group	To observe the impact of these fundamentals on the individual and the group	To observe the impact of social and cultural codes on the individual and the group	Know how to use basic knowledge and previous experience
EQF Level 2	Identify and list the similarities and differences between able-bodied and disabled people		To take charge of the public, taking into account their characteristics		To take into account the characteristics of the public in order to carry out its action
EQF Level 3	Explain the implications of these characteristics for educational objectives and intervention		Adapting to the situation, to hazards, to unforeseen events and to different audiences and contexts.		To master the knowledge of the public and its consequences on the educational intervention
EQF level 4	Analyse the impact of these characteristics on the needs and expectations of the public		Assessing the care of the public according to their needs and expectations		To critically analyse one's actions

2. LEAD A GROUP

2.2. TAKE INTO ACCOUNT THE RESOURCES AND CONSTRAINTS OF THE ENVIRONMENT

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Identify the specific characteristics of an environment	Use existing information resources (internal and external)	Knowing how to observe your environment
EQF Level 2	Identify and list the resources and constraints of the environment in relation to the audience and the planned action	Take into account the characteristics of the environment in its actions	Understand that the environment must be taken into account in every educational action
EQF Level 3	Determine the objectives and organisational methods of its action in relation to the analysis of the environment	Promote the public's relationship and interaction with its environment. Designing educational situations that encourage the public to relate to their environment	Master the knowledge of the environment to carry out its action
EQF level 4	Analyse the impact of the environment on the action taken	Evaluate its action and take its results into account	To critically analyse one's actions

2. LEAD A GROUP

2.3. ADAPT COMMUNICATION TO DIFFERENT AUDIENCES

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the fundamentals of interpersonal communication	Distinguish between the different modes of exchange and know how to choose the most appropriate media	Understanding the fundamentals of oral communication
EQF Level 2	Be aware of your communication style	Identify your communication preferences	Analyse the effects of stress on your communication style
EQF Level 3	Distinguish the specificities and needs of different audiences	Understand the motivations of its audiences and analyse needs.	Developing targeted and effective communication
EQF level 4	Adapting your communication	Learn to rephrase and reframe	Adjust its intervention according to the needs of the public

2. LEAD A GROUP

2.4. HAVE AN INCLUSIVE EDUCATIONAL POSTURE

EQF level	Knowledge		Skills / know-how		Autonomy and responsibility
EQF Level 1	Knowing emotional intelligence		Be aware of your emotions and control them	Pay attention and respect	Show / Have an exemplary attitude: respectful, empathetic and warm
EQF Level 2	Defining inclusion	Knowing the techniques that promote group dynamics	Promote the inclusion and expression of all group members		Take into account and value the place of each person in the group
EQF Level 3	Know the needs of the participants	Know the basics of non-verbal communication	Adapt interventions according to the state (physical, mental...) of the group members		Readjust intervention according to the state of the group
EQF level 4	Know the basics of non-violent communication		React to situations of dysfunction, tension and conflict in the group.		Analyse the reasons for the problem and resolve it with the stakeholders (and other actors if necessary).

3. ENSURE THE SAFETY OF GROUP MEMBERS

3.1. KNOW THE PHYSICAL, MORAL AND EMOTIONAL SAFETY NEEDS OF PARTICIPANTS

EQF level	Knowledge			Skills/know-how			Autonomy and responsibility		
	Physical security	Moral security	Emotional security	Physical security	Moral security	Emotional security	Physical security	Moral security	Emotional security
EQF Level 1	Choosing suitable venues that are consistent with the activity	Knowing inclusion and group dynamics	Identify the emotions of the participants in a situation	Doing activities in safe spaces	Ensure that each participant finds his or her place in the group with the same rights and duties	To observe closely the oral and physical expression of the participants	Knowing how to observe and analyse the potential of your environment	Building the rules of life with the participants	Know how to use basic knowledge and previous experience
EQF Level 2	Knowing the biological rhythm of the participants	Identify laws, rules, cultural traditions and social codes	Allow participants to express their emotions	Adapting activities to the biological rhythm of the participants	Enforce laws, rules, cultural traditions and social codes	Promoting empathy and social awareness	Readjust intervention according to the state of the group	Apply regulatory measures and respect cultural and social diversity	Demonstrate empathy and have an exemplary attitude
EQF Level 3	Explain the basics of health education	Explain the meaning and value of regulations, cultural traditions and social codes	To help the participant learn to recognise their emotions and their effects	Have and promote a healthy lifestyle	Promote the values of respect, democracy, secularism, equality/equity, freedom of expression	Developing emotional self-awareness	Be aware of the weight of social inequalities in health in behaviour	Integrate all social rules, traditions and codes into their activities	Assess the importance of the impact of emotions on daily life and relationships
EQF level 4	Use educational tools to support participants' abilities to make healthy choices	Explain why every participant has an obligation to respect the human rights of others.	Explain the importance of emotions and their impact on our relationships	Supporting participants to be actors of prevention	Promoting intercultural dialogue and active citizenship	To develop participants' ability to assert themselves without aggression or manipulation	Analyse the issues related to health education	Ensuring and monitoring compliance with rules, traditions and social codes	Analyse your communication style by being assertive

3. ENSURE THE SAFETY OF GROUP MEMBERS

3.2. KNOW THE LEGISLATION AND ITS RESPONSIBILITIES (CIVIL, CRIMINAL AND ADMINISTRATIVE)

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know your various regulatory responsibilities as a facilitator	Taking responsibility for your actions	Be responsible for your choices and actions
EQF Level 2	Identify the regulatory standards associated with the activities and the public	Knowing how to look for information, understand it and appropriate it	Draw on existing resources (internal and external)
EQF Level 3	Apply regulatory measures	Respecting and enforcing regulatory standards	Adapting to the situation
EQF level 4	To assess participants' compliance with regulatory standards	Responding to non-compliance with regulatory standards	Analyse the reasons for the problem and resolve it with the stakeholders (and other actors if necessary).

3. ENSURE THE SAFETY OF GROUP MEMBERS

3.3. ANTICIPATE AND PREVENT RISKS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Identify risks	Make as comprehensive a list as possible of all risk events.	Brainstorm in teams to identify all possible hazards
EQF Level 2	Assessing and prioritising risks	Focus on the most important and likely risks	Determine the priority actions to be taken to control the risks
EQF Level 3	Addressing risks	Implement preventive and corrective actions.	Analyse the results of the actions implemented
EQF level 4	Monitoring and controlling risks	Regularly review risks by updating the list of potential threats, reassessing them and ensuring that prevention actions are still appropriate.	Monitor risks throughout the project and as a team

3. ENSURE THE SAFETY OF GROUP MEMBERS

3.4. ACT IN CASE OF AN EMERGENCY/INCIDENT

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Identify the problem	Diagnose and analyse the circumstances of the problem	Report the nature of the problem and alert
EQF Level 2	Know the procedures	Identify the appropriate procedure and propose a solution	Have the relevance of its solution checked
EQF Level 3	Explain the procedures, the most suitable methods	Implement a procedure adapted to the problem encountered	Acting in agreement with the relevant actors and authorities
EQF level 4	Evaluate the results of the action taken	Analyse the strengths and weaknesses of the action taken.	As a team, propose corrections and adjustments to anticipate and prevent problems

4. WORK IN A TEAM

4.1. IDENTIFY HOW A TEAM OPERATES

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing the basics of how a team works	List the basic principles of teamwork	Be aware of the fundamentals of team functioning
EQF Level 2	To know the contents of a team functioning diagnosis	Develop and carry out an operational diagnosis	Analyse results and share them with the team
EQF Level 3	Know the 7 keys to teamwork	Complete the dedicated questionnaire and propose it to each member of the team	Analyse and discuss the results as a team
EQF level 4	Synthesise the results of the diagnosis and the questionnaire	Present a summary of the results	To be a source of proposals for improving the functioning of the team

4. WORK IN A TEAM

4.2. BE PART OF A TEAM

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Identify your place in the team	Drawing up an organisation chart for the team	Know the status of each team member
EQF Level 2	Identify the skills of each member of a team	Develop a document that specifies who does what in the team	Know the functions of each team member
EQF Level 3	Know the structure's project and its missions	Contribute to the coherence of its educational action in line with the project and missions of the structure	Share and compare observations and analyses
EQF level 4	Know the fundamentals of group dynamics	Promote a teamwork dynamic	Analyse your action and share it with your team for improvement

4. WORK IN A TEAM

4.3. MAKE PROPOSALS AND TAKE INTO ACCOUNT THE OPINIONS OF TEAM MEMBERS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Communicating with the team (professionals and volunteers)	Participate in meetings	Writing simple documents: reports, balance sheets....
EQF Level 2	Adopting a caring attitude to work	Make proposals and agree to negotiate them	Participate actively in collective work
EQF Level 3	Reporting to management	Knowing how to question your superiors when necessary	Adapt your communication style to the person you are talking to
EQF level 4	Knowing how to question yourself in order to progress	Accepting criticism	Analysing criticism in order to readjust one's action

4. WORK IN A TEAM

4.4. LEAD AND DEVELOP TEAMWORK

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the fundamentals of group dynamics	Identify the resources of each team member	Listening. Demonstrate empathy and collective intelligence
EQF Level 2	Knowing how to channel and contain what emerges in order to direct it towards the team's objective. Knowing how to record the content of exchanges	Confronting ideas	Knowing how to distribute the floor to allow each person to be a force of proposal
EQF Level 3	Knowing the fundamentals of collective intelligence	Developing collective intelligence	Mobilising the team to promote collaborative work while ensuring the psychological safety of each member
EQF level 4	To be aware of different methods and tools to enable reflexivity of team members	Regulating and measuring results	Support the team in analysing the results. Putting the planned developments into perspective.

5. DESIGN, LEAD AND EVALUATE ACTIVITIES

5.1. DEFINE EDUCATIONAL OBJECTIVES

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the difference between an educational objective and a pedagogical objective	Define the concrete objectives of the activity	Understand and use the SMART method for writing objectives
EQF Level 2	Know the different ways of learning	Create a structured sequential plan of logically linked activities	Selecting appropriate teaching methods
EQF Level 3	Knowing different evaluation methods	Develop an evaluation grid in line with the educational objectives	Have the evaluation grid tested in teams. Analyse the results and correct if necessary
EQF level 4	Know the different types of existing resources: human, material, financial...	Identify the resources needed to implement the activity	Understand the importance of resources in the development of learning objectives. Understand the difference between 'the desired' and 'the achievable'.

5. DESIGN, LEAD AND EVALUATE ACTIVITIES

5.2. PLAN THE IMPLEMENTATION OF AN ACTIVITY

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Identify and list the different tasks to be done to complete the activity	Implement the different tasks to carry out the activity	Understand that an activity is built on successive and logical tasks
EQF Level 2	Know the constraints and precautions to be taken to carry out the activity	Organise the activity taking into account the constraints and precautions to be taken.	Understand that the activity takes place within a specific framework with constraints that must be taken into account.
EQF Level 3	Identify the members of the international team	Assigning roles within the team	Facilitating and developing collective work
EQF level 4	Identify possible changes or problems	Dealing with possible reactions from participants	Anticipating and planning for possible unforeseen events

5. DESIGN, LEAD AND EVALUATE ACTIVITIES

5.3. LEAD AN ACTIVITY

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the role and tasks of a facilitator	Adapting one's posture according to the audience	Understand the importance of the facilitator's educational posture.
EQF Level 2	Determine how to organise your activity	To create the right conditions to respect the individual and collective needs of the participants	Understand the importance of providing a safe environment
EQF Level 3	To know the basics of adolescent and young adult psychology	Adapting interventions according to the signs of fatigue or uneasiness of the participants	Responding to situations of dysfunction and tension within the group
EQF level 4	Knowing different types of activity	Accompany the public in the discovery of diversified activities	To encourage the expression of participants in complete safety

5. DESIGN, LEAD AND EVALUATE ACTIVITIES

5.4. EVALUATE AN ACTIVITY

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	To be familiar with different evaluation methods and tools	Select and prepare the chosen methods and tools	Share the choices in an international team and readjust if necessary
EQF Level 2	Discover the Evaluation Platform of the International Youth Encounters (i-eval.eu)	Use the Evaluation Platform of International Youth Events (i-eval.eu)	To promote this type of European tool dedicated to the self-assessment of participants
EQF Level 3	Developing evaluation tools	Evaluate its activity with the participants and the team	Analyse the results and write a report
EQF level 4	Reflect on possible developments and adaptations of the activity, taking into account the evaluations of the participants and the team	Adapt the activity according to the results of the evaluations	Anticipate the prospects for business development

6. USE NON-FORMAL EDUCATION METHODS

6.1. KNOW THE BASIC PRINCIPLES OF NON-FORMAL EDUCATION

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the differences between formal, non-formal and informal education	To build an activity project taking into account the fundamental principles of non-formal education	Knowing how to adapt your activity for non-formal education purposes
EQF Level 2	To be familiar with the concept of inclusion and group dynamics	Design, implement and facilitate educational and learning situations that take into account the diversity of participants	Organise and ensure a group functioning that promotes learning and socialisation of the participants
EQF Level 3	To know the basics of European citizenship education	To design and implement educational approaches that encourage participation, emancipation of participants and cultural openness.	Contribute to the implementation of cross-curricular education, including health education, citizenship education, education for sustainable development and artistic and cultural education.
EQF level 4	Know the ethical and deontological principles of the profession of facilitator	Designing and implementing educational approaches that promote living together	Act as a responsible and ethical facilitator

6. USE NON-FORMAL EDUCATION METHODS

6.2. USE DIFFERENT TOOLS AND TECHNIQUES THAT PROMOTE PARTICIPATION, EXCHANGE OF IDEAS AND COLLABORATION

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the basics of group facilitation	Know how to use your skills and experience	Understand that in order for the group to become autonomous, it is necessary to accept to let go of power, not to work on controlling the content, but only the process
EQF Level 2	List methods and tools for participation	Choose and adapt methods and tools according to the objectives, the intervention framework and the audience	Know why and how to use them in animation
EQF Level 3	Get participants to talk and confront each other	Bringing out ideas. Identify the obstacles. Compare representations. Debate.	Create motivating conditions for participants to get involved and take ownership of what needs to be done. To create the desire and provide a suitable framework.
EQF level 4	Building understanding and solutions	Analyse the causes. Work on representations. Creating a shared culture. Getting people to cooperate Promote collective decision-making.	Reappropriate methods and tools consistent with the values and intentions of non-formal education

6. USE NON-FORMAL EDUCATION METHODS

6.3. USE PLAY AND EXPERIENCE TO SUPPORT UNDERSTANDING

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	List the reasons why we like to play	Using games as an animation and pedagogical tool	Understand that games are a tool to manipulate content, to reflect and to transmit
EQF Level 2	Know the fundamental differences between classical and active pedagogy	Designing a game for active learning	Understand that a game is : -objectives -constraints -means of action -choices -interactions Understand that game design is about articulating these different elements to give a coherent, engaging and enjoyable experience.
EQF Level 3	Knowing the representation of our reality according to Edgar Morin	Test and analyse its representation using images with multiple interpretations.	Understand that it is not easy to change a representation since it is consistent and stable. It is the representation we have of an object, a person, a discipline or a situation that will lead us to act in one way or another.
EQF level 4	Using images with multiple interpretations with participants	Facilitate the activity to encourage debate and analysis while respecting each other.	To develop participants' open-mindedness and acceptance of the diversity of realities.

6. USE NON-FORMAL EDUCATION METHODS

6.4. ANALYSE DIFFICULTIES IN THE FIELD AND CONSIDER SOLUTIONS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing the SWOT method	Knowing how to search for information	Know how to use the SWOT method
EQF Level 2	Identify the contents to be considered for the SWOT method in the context of non-formal education	Work as a team on the content envisaged and the questions to be asked	Knowing how to observe the realities on the ground
EQF Level 3	Build SWOT matrices for each content listed (e.g. diversity of participants, international team, teaching methods, working language, premises, etc).	Completing SWOT matrices as a team	Analyse the results observed and share them with the team
EQF level 4	List and reflect on the difficulties arising from the results (weaknesses and threats)	Adapt its intervention to reduce the difficulties encountered or listed	Anticipating difficulties for action in non-formal education

7. HUMAN RIGHTS EDUCATION

7.1. UNDERSTAND HUMAN RIGHTS AND THEIR EVOLUTION

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Defining the concept of human rights	Explain what a human right is	Know how to use knowledge and experience
EQF Level 2	List key values associated with human rights	Making the link between values and their implementation in societies	Understand that the key values of human rights are accepted in almost all cultures. They have a universal dimension.
EQF Level 3	Know the basic characteristics of human rights	Making the link between the fundamental characteristics and their implementation in societies	Understand that the core characteristics of human rights form a binding legal foundation
EQF level 4	Know the 3 main generations of human rights	Explain why human rights change over time.	Understand that human rights respond to basic needs that evolve over time and across societies.

7. HUMAN RIGHTS EDUCATION

7.2. KNOW THE DIFFERENT APPROACHES TO HUMAN RIGHTS EDUCATION

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	To discover different pedagogical approaches to human rights education	Know how to search for reliable and relevant sources of information	Use existing knowledge and information resources
EQF Level 2	List the different types of learning dedicated to human rights education for young people	Be able to explain the essential characteristics of each type of learning	Understand that teaching methods and content are interconnected and interdependent
EQF Level 3	List the educational sectors related to human rights education	Define the main objectives of each education sector listed	Understand that human rights education involves taking into account complementary educational sectors
EQF level 4	List the different themes associated with human rights	Know how to identify the main types of discrimination that may exist in the context of an activity.	Anticipate difficulties and potential sources of conflict between participants

7. HUMAN RIGHTS EDUCATION

7.3. BE FAMILIAR WITH INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the human rights framework	List the main United Nations human rights conventions	Understand that a Declaration must be translated into international norms and standards to have real legal force
EQF Level 2	Defining the concept of ratification	Explain the consequences of ratification for a state and its citizens	Understand that ratification is a binding legal commitment for the State and an opportunity for its citizens
EQF Level 3	Discover the different stages in the construction of a convention	Know how to explain the different stages	Understanding the methodology used in international standards
EQF level 4	Knowing the Council of Europe's human rights mechanisms	List the main Council of Europe Charters and Conventions on Human Rights	Understand the articulation of human rights between the international level (United Nations) and the regional level (Council of Europe)

7. HUMAN RIGHTS EDUCATION

7.4. ACT FOR HUMAN RIGHTS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	List the different forms of citizen participation	Describe the advantages and disadvantages of each form of action	Understand that action is multifaceted and always responds to a need
EQF Level 2	Know the steps of an action plan	Supporting participants in developing an action plan	Supervising work to achieve results
EQF Level 3	Organise the implementation of the action plan	Create a task distribution table	Managing work teams and delegating responsibilities
EQF level 4	Carrying out the action	Evaluate the action with the participants	Analyse the results to improve the action

8. DISCOVER EUROPEAN YOUTH POLICY

8.1. KNOW THE MAIN STAGES OF YOUTH EUROPE

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Collecting information	Identify the information collected	Correctly record your sources
EQF Level 2	Sorting the information	Selecting relevant data	Questioning the reliability of information
EQF Level 3	Processing information	Analyse the different information collected	Confronting different information
EQF level 4	Synthesise information	Organise, structure and prioritise information	Produce a document presenting the main stages of Youth Europe

8. DISCOVER EUROPEAN YOUTH POLICY

8.2. UNDERSTAND THE EUROPEAN YOUTH STRATEGY

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Searching for information on the web	Sort out the information on the Youth Strategy	Organising and structuring information
EQF Level 2	Synthesising information on the Youth Strategy	Building a historical synthesis of the Youth Strategy	Analysing the challenges of the youth strategy
EQF Level 3	List the different European Union programmes and initiatives for youth	Explain the main objectives of the different programmes and initiatives	Understand the basis of the different programmes and initiatives
EQF level 4	List the different websites dedicated to the Youth Strategy and to EU programmes and initiatives in favour of youth	Draw up a practical sheet summarising the information	Sharing the results within the team and with the participants

8. DISCOVER EUROPEAN YOUTH POLICY

8.3. IMPLEMENT THE EUROPEAN YOUTH STRATEGY

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the 3 fields of action of the European Youth Strategy (2019-2027)	Explain the meaning of the 3 action areas (Mobilise-Connect-Empower)	Taking ownership of the fundamentals of the European Youth Strategy
EQF Level 2	Discover the main European sites dedicated to youth	Consult the sites to find out about all the existing resources	Update your knowledge
EQF Level 3	Discover the European Youth Strategy Debate Kit	Sharing thoughts in teams to prepare for the debate	To appropriate the contents and the approach
EQF level 4	Preparing for the debate	Leading the debate	Evaluate and analyse the results with the participants, the team and the elected representatives

8. DISCOVER EUROPEAN YOUTH POLICY

8.4. INITIATE A STRUCTURED DIALOGUE PROCESS

EQF level	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing the European structured dialogue process	Using the existing action kit	Become familiar with the method
EQF Level 2	Find out about the Erasmus + programme	Develop a Key Action Summary Sheet 3 - Structured Dialogue	Sharing work with the team
EQF Level 3	Consult young people on the issues they wish to address	Using the structured dialogue method	Getting involved and taking ownership of the structured dialogue process
EQF level 4	Develop an action plan with young people	Carrying out the project with young people	Evaluate and analyse the results with the young people and the team

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