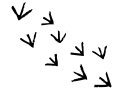




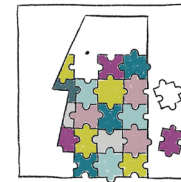
# GLOSSARY | ETS CM



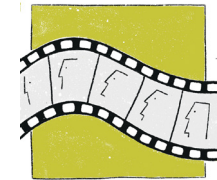
## LEARNING TO LEARN



Knowledge of the principles and methods of assessment and self-assessment



Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this



Curiosity about their own learning process



Knowledge of learning as a continuous process



Knowledge of existing appropriate resources for supporting learning



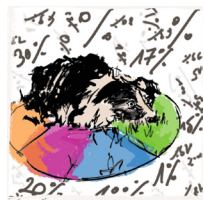
Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan the learning process accordingly



Skill to give, receive and integrate feedback in a constructive way



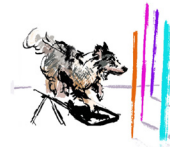
Awareness and acceptance of learners' responsibility for one's own learning process



Openness to accept one's own unconscious behaviours/habits



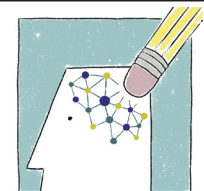
Openness for and readiness to balance between planned and unplanned learning



Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this



Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities



Readiness to unlearn

## BEING CIVICALLY ENGAGED



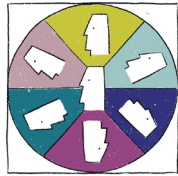
Readiness to stand up for values and beliefs



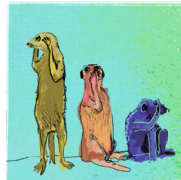
<p><b>UNDERSTANDING AND FACILITATING INDIVIDUAL AND GROUP LEARNING PROCESSES</b></p>	 <p>Knowledge of group processes and of the principles of creating an encouraging learning environment</p>	 <p>Skill to identify the potential of the environment</p>	 <p>Skill to support and encourage/confront the group and/or learner in useful way</p>	
 <p>Attentiveness to the safety of the learner group</p>	 <p>Knowledge of existing methods and their sources</p>	 <p>Courage to improvise, adjust and deal with unknown and unpredicted situations</p>	 <p>Skill to identify risk factors</p>	 <p>Skill to apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking</p>
 <p>Creativity</p>	 <p>Skill to establish a supportive relationship with the learner</p>	 <p>Openness and acceptance</p>	 <p>Knowledge of group processes</p>	
	 <p>Knowledge of methodologies used in youth training</p>	  <p>Skill to choose, adapt or create an appropriate method</p>	  <p>Empathy, honesty and respect</p>	 <p>Knowledge of safety regulations in a given context</p>



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Skill to foster cooperation among team members



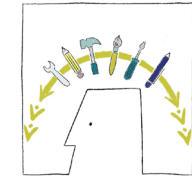
Knowledge of one's possibilities and limits in the context of educational activity



Tolerance for interpersonal tensions and openness to deal with disagreements

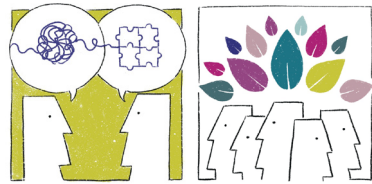


Curiosity and goodwill towards the team members

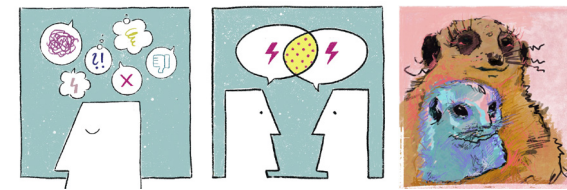


Openness and readiness to accept challenges

## COOPERATING SUCCESSFULLY IN TEAMS



Skill to involve other team members



Skill to recognise disagreements and apply specific ways and methods for dealing with disagreements

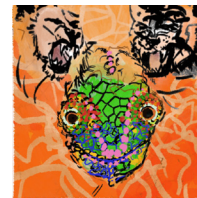


Skill to clarify roles and responsibilities in the team

## INTERCULTURAL COMPETENCE



Skill to deal with ambiguity and change



Knowledge of the theories and concepts of power relations



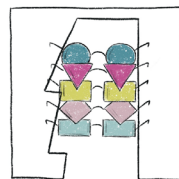
Readiness to confront and be confronted



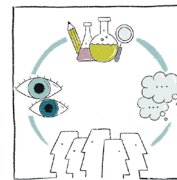
Openness to unexpected issues and to ambiguity within the group and the learning process



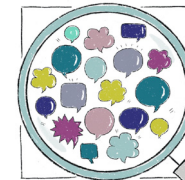
Skill to raise identity-related awareness within the group



Skill to work with interrelated dimensions of culture and identity



Skill to initiate critical reflection



Skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit





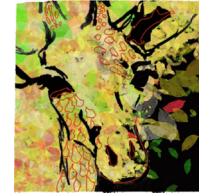


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## COMMUNICATING MEANINGFULLY WITH OTHERS



Skill to work with empathy in a way that allows others to learn from the experience



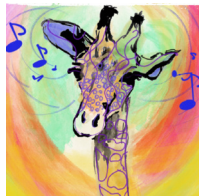
Readiness to challenge one's own emotions and beliefs



Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements



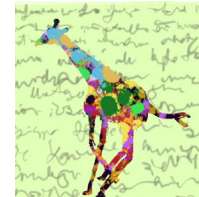
Skill to deal with emotions and to ask for support



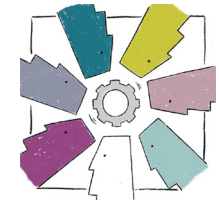
Non-judgmental and engaging attitude



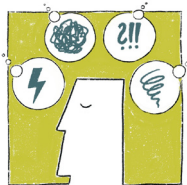
Knowledge of methods and approaches towards working with diverse groups of learners



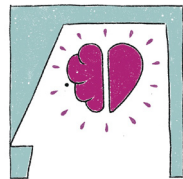
Knowledge of the various dimensions and elements of active listening and non-verbal communication



Skill to work with diverse groups of learners



Openness to the expression of feelings and emotions



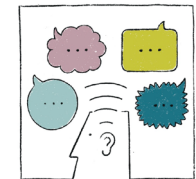
Knowledge of emotional intelligence principles



Skill to encourage sharing and support within the group



Openness to the clear expression of thoughts, feelings and emotions



Skill to actively listen

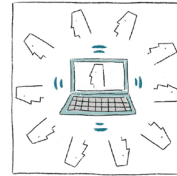


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## DESIGNING EDUCATIONAL PROGRAMMES



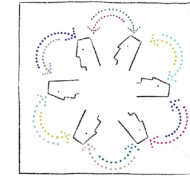
Knowledge of the concept and values of nonformal learning as an educational practice



Openness to the challenges related to ICT and e-learning tools and techniques



Knowledge of evaluation processes and assessment mechanisms and tools



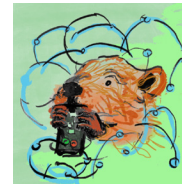
Knowledge of the concepts and methods relating to the transferability of knowledge and values to the group of learners



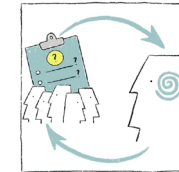
Skill to collect, choose, interpret and use information according to the context of the activity



Skill to apply ICT and e-learning related techniques and principles in the educational programme



Knowledge of a variety of ICT tools and e-learning related techniques and principles in nonformal learning settings



Skill to assess/analyse learners' needs



Skill to adjust the educational approach to learners' needs



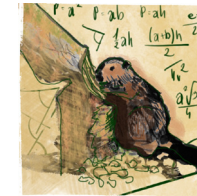
Openness and readiness for unexpected elements when defining the educational approach



Readiness to constantly adjust the contents and the values of the programme to the process of the group of learners



Skill to connect evaluation and impact assessments with relevant conclusions for further learning



Openness to the ambiguity inherent in the information collected and to its use

