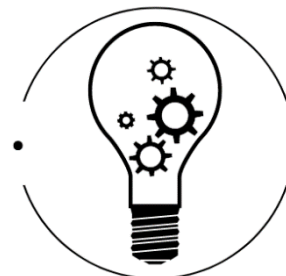


# TRAINER COMPETENCE FRAMEWORK FOR TRAYCE 2023-24

## Trainer Competence framework for TRAYCE 2023-24

*"The capacity to learn is a gift; the ability to learn is a skill;  
the willingness to learn is a choice."  
- Brian Herbert*



One of the educational objectives of TRAYCE course is to develop participants' competences to design, run and evaluate non-formal education and training activities to support the quality development of the activities mentioned. To this end, the following competence framework will be used in the training course.

*In TRAYCE, competence should be understood as the combination and result of knowledge, skills and attitudes of trainers in a specific area or domain that can be applied successfully in practice to various settings. Being competent in a field implies certain abilities, often more than one.*

Competency-based education and training has become a well appreciated and recognised concept of learning. As defined the "competency-based training is a structured approach to training and assessment that is directed toward achieving specific outcomes. It is about assisting individuals to acquire skills and knowledge so they can perform a task to a specified standard under certain conditions".<sup>[1]</sup> It is essential what the person learns, how they advance, what is achieved and not how long the training was, for how many hours it is taught. The learners have much more autonomy and control over their learning and training as a whole. This generally increases motivation of the adult learners. It also gives certain freedom to choose the relevant pace of work, methods and tools of learning, basing on what one knows and using the experience to support the newly gained competences.

The competence frameworks have several very practical applications. They can be used as set of competences, to understand the qualifications needed for a certain profession, and help understand who the best fit for the job is. They can also be used for assessing the staff of an organisation or team, support self-assessment and further personal and organisational development. The frameworks can become a good base for planning learning and developing professional training processes, contents, and curricula. They can also be a good tool to manage teams and consolidate professional, complementing each other's competences, to ensure quality processes.

For the TRAYCE this competence framework will be the basis for a self-assessment tool for participants to reflect on their competences as trainers, clarify their learning needs and set up learning goals. Supported by the trainers, the participants will develop their personal learning plans for during and after the course. The competence framework is built as a package, that helps approaching development in a holistic way, balancing the development of social, psychological, emotional, professional aspects of trainers.

The competence framework of TRAYCE includes 6 competence areas, with various more specific aspects detailing and explaining them.

During the TRAYCE course, participants will receive mentorship support for self-reflection and following their learning objectives and plans. Overall, all the course features will contribute to the development of participants' competences and responding to their learning objectives.

<sup>[1]</sup> National Skills Centre of Australia <https://elearningindustry.com/competency-based-training-cbt-getting-started>

## 1. Organisation of quality non-formal education and training processes

**This competence refers to abilities related to all the programme and methodological aspects and choices in educational activities, setting up programme goals and learning objectives, based on needs identified for the learners.**

- 1.1. Designing a learning programme from beginning to end, based on the values, principles and practices of non-formal education with young people
- 1.2. Articulating a training programme according to objectives, learning outcomes or competences and participants' profiles and needs
- 1.3. Choosing, developing and adopting methodologies and methods serving the educational setting, aims, different learning preferences and needs
- 1.4. Being able to explain the rationale and choices made in organising a non-formal education process, grounded in the relevant learning theories
- 1.5. Building inclusive, safe learning spaces, based on the values and principles of human rights and intercultural learning
- 1.6. Securing a balance between knowledge, skills and attitudes development of learners within the context of the learning process
- 1.7. Evaluating learning processes, applying among others, approaches and tools of formative evaluation, identifying indicators for monitoring and analysis
- 1.8. Documenting an educational process in suitable ways, relevant for organisers and participants
- 1.9. Applying the quality standards of the Council of Europe in educational activities, and other quality-oriented instruments



## 2. Facilitation of individual and group learning processes

**This competence is related to the abilities of facilitating learning processes based on deep understanding of the internal and external factors influencing and guiding individual and group development trajectories in non-formal educational activities.**

- 2.1. Developing and facilitating educational processes based on the learner-centred approach, being aware of the impact of personal, cultural, social, professional backgrounds on the educational processes
- 2.2. Understanding, valuing and respecting personal and professional background of learners, and integrating them into the educational process.
- 2.3. Being conscious and flexible in identifying and adapting the learning process to the group profile, needs and pace.
- 2.4. Understanding the development stages of the group and supporting the group to go through them smoothly and consciously
- 2.5. Sensing and influencing group dynamics in a constructive way, balancing and managing the focus on personal, group and theme aspects.
- 2.6. Delivering concepts and theories relevant to the activity in a coherent and comprehensible manner.
- 2.7. Organising and facilitating dialogical communication and cooperation in the group as a source of learning
- 2.8. Supporting the expression of various perspectives and opinions in a group.
- 2.9. Explaining, running, and debriefing group learning methods.
- 2.10. Recognising the potential emotional impact of educational activities and being competent to deal with it in appropriate manners.
- 2.11. Being aware of the transformative power of non-formal learning processes (by addressing values, inner patterns and beliefs) and knowing how to leverage it in an ethical and appropriate way.
- 2.12. Making use of current information technology for supporting online and blended learning, and understanding their opportunities and limitations for non-formal educational context.
- 2.13. Facilitating plenary sessions, workshops, and group discussions for identifiable learning outcomes
- 2.14. Making learning processes motivating, inspiring, engaging and enriching
- 2.15. Ensuring that all participants are included in the group learning processes
- 2.16. Being able to link and place single educational activities to individual lifelong learning processes
- 2.17. Supporting learners to self-assess their competences, to identify their learning needs and ways to respond to them through supporting reflections on their development paths
- 2.18. Providing individual guidance to participants in their self-development and learning, for example through mentoring or coaching

### **3. Facilitation of learning in intercultural educational activities**

**This competence is about possessing ability to run international and intercultural activities and ability to facilitate efficiently learning in those contexts.**

- 3.1. Understanding the concepts underlying intercultural learning and intercultural communication.
- 3.2. Being conscious about the ambiguity present in the groups and educational activities and being ready to address situations related to it.
- 3.3. Being aware of other people's preconceptions and biases, recognising forms of manipulation, and making decisions based on reasoned judgement in an educational activity
- 3.4. Approaching multicultural settings with curiosity, an open mind and tolerance of ambiguity
- 3.5. Explaining and promoting the key intercultural competences of tolerance of ambiguity, empathy, and distance to social roles
- 3.6. Integrating, applying, and explaining key concepts, themes and values of intercultural learning into educational activities
- 3.7. Critically examining and reflecting upon and being aware of one's own prejudices and biases (perceptions and stereotypical constructions of reality)
- 3.8. Applying anti-discrimination principles and guidelines to youth activities, including gender equality, peace and non-violence and intersectional perspectives
- 3.9. Empathising with learners and all actors within the learning process
- 3.10. Communicating effectively in diverse cultural contexts
- 3.11. Dealing constructively with tensions, disagreements and conflict situations in the learning environment and encouraging learning from them

#### **4. Support personal development and social change**

**This competence refers to the ability of linking social change, individual learning and educational activities, giving possibility to reflect on their impact on learners, with a focus on integrating currently emerging needs and contexts in the educational activities.**

- 4.1. Understanding the value and importance of lifelong learning and development in the rapidly changing world.
- 4.2. Understanding the connections between the life of young people and the current/emerging political, social, economic, technological, ecological and other realities and ability to address those in educational processes
- 4.3. Integrating the principles of human rights, democratic participation and citizenship in learning processes
- 4.4. Finding information and evaluating evidence critically and supporting learners to do the same
- 4.5. Supporting learners to take action in line with Council of Europe values
- 4.6. Making links between learning processes and community or society transformations connecting individual and community actions to related global processes
- 4.7. Linking the content of an educational process with youth work and youth policies matters and other relevant themes
- 4.8. Critically reflecting on the social and political role of trainers and related ethical matters
- 4.9. Having basic knowledge and understanding of social and individual change dynamics and processes, being able to apply those in the learning context

## 5. Building efficient teamwork

**This competence is related to the importance of ethical and efficient teamwork, organisation of the work and awareness of its impact on educational activities and provision of quality educational offer.**

- 5.1. Creating an enjoyable and productive working atmosphere in a team.
- 5.2. Understanding and integrating own and team members working culture, strengths and limitations in the working process.
- 5.3. Facilitating the working process of a team, including distribution of tasks.
- 5.4. Giving and receiving feedback in an educational context.
- 5.5. Dealing with conflict in teams in a constructive and non-violent ways.
- 5.6. Being aware of personal issues and individual needs and how those may influence teamwork and relations in the team, constructively trying to deal with those
- 5.7. Understanding the approaches, ethical codes and standards of working in international educational teams within the Council of Europe youth programme.
- 5.8. Supporting team members in developing ownership and responsibility for the educational process
- 5.9. Supporting self-reflection, learning processes and self-development in a team
- 5.10. Respecting team agreements, responsibilities and deadlines
- 5.11. Understanding shared responsibility for team's overall performance and delivery of expected results

## 6. Institutional awareness of the Council of Europe and its youth sector

**This competence is related to the trainers' awareness of the institutional priorities, thematic focuses and youth work context of the Council of Europe, and deeper understanding of the existing practices and quality standards of the educational activities.**

- 6.1. Understanding the international context of youth work and youth policy, and particularly the role of the Council of Europe and the European Union in these fields
- 6.2. Presenting and explaining the core values, main fields of action and the main bodies and institutions of the Council of Europe to team members and learners
- 6.3. Presenting and explaining the values, functioning, programmes and approaches of the Council of Europe's youth sector
- 6.4. Understanding and applying the core values of the Council of Europe in education and training activities
- 6.5. Understanding the principles, guidelines, implications and practical applications of relevant policy documents on the priorities of the youth sector of the Council of Europe<sup>1</sup>
- 6.6. Introducing and applying principles, approaches, methods and practices of human rights education /education for democratic citizenship in educational activities
- 6.7. Pursuing the goals of human rights, equality in dignity and respect for diversity through educational processes
- 6.8. Respecting and safeguarding the values and approaches of the Council of Europe, while taking into consideration the specific approaches of different partners involved in the activities
- 6.9. Applying, adapting and further developing activities from the educational resources of the youth sector, like Compass, Compasito, Bookmarks, Gender Matters, Have your say! or Mirrors
- 6.10. Understanding the processes and challenges of recognition of non-formal education and youth work and the role of training in contributing to its advancement
- 6.11. Making use of the expertise and standards of the Council of Europe in specific fields for the learning processes

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<sup>1</sup> Recommendation CM/Rec(2019)4 on supporting young refugees in transition to adulthood, Recommendation CM/Rec(2017)4 on youth work, Recommendation CM/Rec(2016)7 on young people's access to rights, Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights, Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, CM/Rec(2010)5 of the Committee of Ministers to member States on measures to combat discrimination on grounds of sexual orientation or gender identity, CM/ Rec(2006)14 on citizenship and participation of young people in public life, Recommendation Rec(2004)13 on the participation of young people in local and regional life, Recommendation Rec(2003)8 on the promotion and recognition of non-formal education/learning of young people, White Paper on Intercultural Dialogue of the Council of Europe