Competence framework for TRAYCE 2015-2016

This competence framework was developed for the Training of Trainers for Youth in The Council of Europe (TRAYCE) 2015-2016. The competence framework of the new edition of TRAYCE will include to some extent the same or similar competences.

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.

This competence framework was the basis for a **self-assessment tool** for participants to assess their competences as trainers, clarify their learning needs and set up learning goals. Together with another individual analysis of internal and external factors (such as motivation, environment, external support etc.), participants developed their personal learning plans for during and after the course.

The competence framework of TRAYCE included 7 competence areas, and within each competence area there were included a number of more specific competences.

Competences:

1. **Organising non-formal education and training processes**

1.1.   Designing a learning programme from beginning to end, on the basis of the values, principles and practices of non-formal education with young people

1.2.   Choosing, developing and adopting methodologies and methods serving the educational setting, aims, different learning preferences and needs

1.3.   Articulating a training programme according to objectives, learning outcomes or competences and participants' profiles 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.   Delivering concepts and theories relevant to the activity in a coherent and comprehensible manner

1.6.   Securing a balance between knowledge, skills and attitudes development of learners within the context of the learning process

1.7.   Integrating, applying and explaining key principles and values of experiential learning in intercultural learning activities

1.8.   Pursuing the goals of human rights, equality in dignity and respect for diversity through educational processes

1.9.   Respecting and safeguarding the values and approaches of the organising institution, while taking into consideration the specific approaches of different partners involved in the activities

1.10.   Understanding the socio-political background of learners and adjust the educational programme accordingly

1.11.   Documenting an educational process in suitable ways, relevant for organisers and participants

1.12.   Applying quality standards in educational activities, on the basis of the quality standards of the Youth Department and other quality-oriented instruments

1.13.   Evaluating learning processes and applying the results

2.   Facilitation of group learning processes

2.1.   Organising and facilitating dialogical communication and cooperation in the group as a source of learning

2.2.   Sensing and influencing group dynamics in a constructive way

2.3.   Being flexible and adapting the learning process to the group profile, needs and pace

2.4.   Supporting the expression of various perspectives and opinions in a group

2.5.   Explaining, running and debriefing group learning methods

2.6.   Making use of information technology for supporting online cooperative learning

2.7.   Facilitating plenary sessions, workshops and group discussions for identifiable learning outcomes

2.8.   Making learning processes inspiring, engaging and enriching

2.9.   Ensuring that all participants are included in the group learning processes

3. Facilitation of individual learning processes

3.1.　Supporting learners to self-assess their competences, to identify their learning needs and ways to respond to them

3.2.　Providing guidance to participants in their self-development and learning, for example through mentoring or coaching

3.3.　Supporting learners in learning to learn

3.4.　Supporting learners to use feedback, personal learning plans and learning from experience for their development

3.5.　Finding information and evaluating evidence critically and supporting learners to do the same

3.6.　 Linking single educational activities to lifelong learning processes

4. Supporting personal development and social change

4.1.　Being committed to personal development and social change

4.2.　Applying the principles of human rights, democratic participation and citizenship in learning processes

4.3.　Supporting learners to take action

4.4.　Making links between learning processes and community or society transformations

4.5.　Linking training activities with youth policies and issues affecting young people

4.6.　 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

5. Facilitation of intercultural learning processes and communication

5.1.　Being aware of ambiguity of individual and culturally determined behaviours

5.2.　Approaching multicultural settings with curiosity and an open mind

5.3.　Empathising with learners and all actors within the learning process

5.4.　　Communicating effectively in different cultural contexts

5.5.　　Dealing constructively with tensions, disagreements and conflict situations in the learning environment and encouraging learning from them

5.6.　　Critically reflecting upon and being aware of one's own prejudices and biases (perceptions and stereotypical constructions of reality)

5.7.　　Being aware of preconceptions and biases, recognising forms of manipulation, and making decisions on the basis of reasoned judgement

5.8.　　Explaining and promoting the key intercultural competences of tolerance of ambiguity, empathy and distance to social roles

5.9.　　Understanding the principles of the White Paper on Intercultural Dialogue of the Council of Europe and their application in youth activities

5.10.　　Applying anti-discrimination principles and guidelines to youth activities, including gender equality.

6. Cooperation in teams

6.1.　　Creating an enjoyable and productive working atmosphere in a team

6.2.　　Facilitating the working process of a team, including distribution of tasks

6.3.　　Giving and receiving feedback in an educational context

6.4.　　Dealing with conflict in teams

6.5.　　Supporting team members in developing ownership and responsibility for the educational process

6.6.　　Self-evaluating performance in a team and requesting support where necessary

6.7.　　Supporting learning processes and self-development in a team

6.8.　　Respecting team agreements, responsibilities and deadlines

6.9.　　 Identifying roles and contributing to the team overall performance and delivery of expected results

7. The Council of Europe and its youth sector (institutional awareness)

7.1.　　Understanding the international context of youth work and youth policy, and particularly the role of the Council of Europe and the European Union in this fields

7.2.   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

7.3.   Presenting and explaining the values, functioning, programmes and approaches of the Council of Europe's youth sector

7.4.   Understanding and applying the core values of the Council of Europe in education and training activities

7.5.   Knowing the principles/guidelines of relevant policy texts for the priorities of the youth sector of the Council of Europe (Recommendation of the Committee of Ministers of the access of young people from disadvantaged neighbourhoods to social rights, Charter on Education for Democratic Citizenship and Human Rights Education, Revised Charter on youth participation in local and regional life etc.)

7.6.   Introducing and applying human rights education /education for democratic citizenship in activities

7.7.   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

7. 8.   Understanding the processes and challenges of recognition of non-formal education and youth work and the role of training therein

7.9.   Making use of the expertise and standards of the Council of Europe in specific fields for the learning processes