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TRAINING OF TRAINERS FOR YOUTH IN THE COUNCIL OF EUROPE (TRAYCE)

2023-2024

CONCEPT NOTE

BACKGROUND

The Youth Department of the Council of Europe sees itself as a key European actor in non-formal education and training, particularly through the educational programme of the European Youth Centres in Budapest and Strasbourg and the training of multipliers in youth work and non-formal education. Non-formal education with young people is at the heart of its mission to enable young people across Europe to actively uphold, defend, promote and benefit from human rights, democracy and the rule of law.

In line with this, the department initiated in 2015 a long-term training of trainers in non-formal education with young people ([TRAYCE](#)). It aimed at increasing the quality of Council of Europe's youth activities and, by doing so, to support the recognition of youth work and non-formal education. The first edition of TRAYCE was built on previous long-term training courses (TALE, ACT-HRE and ATTE) and supported a renewal of the Youth Department Trainers Pool while contributing to the quality of youth work in member states, notably with youth organisations.

Since the last edition of TRAYCE, many things have changed for young people and non-formal education providers in Europe. The isolation measures and travel bans caused by the COVID pandemic had an unseen impact on international youth activities. While they showed the potential of online learning, they also impacted on the development and availability for face-to-face exchanges and prevented new young people from accessing in-person learning opportunities, especially in an international context.

Recent events in Europe have furthermore seen attacks to the core mission and the values of the Council of Europe. Young people in today's Europe live in societies characterised by multiple complex social challenges which affect their access to peace and human rights. Security challenges, the climate emergency and rapid technological developments are only some of these. The impact of these crisis on young people, especially on mental health, should be by no means underestimated.

The Council of Europe [youth sector strategy 2030](#) acknowledges these contemporary challenges faced by young people, and recognises the important role of quality and accessibility of non-formal education/learning opportunities and assigns it a variety of functions, such as:

1. capacity building of young multipliers (youth leaders and youth workers), notably through the European Youth Centres and their education and training programmes;
2. improving the quality of youth work delivered by both volunteer and paid youth workers;
3. extending the access and attractiveness of youth work and non-formal education/learning for the benefit of wider populations of young people.

The training of trainers and youth workers remains a permanent task of the Council of Europe Youth Department not only because of the need to include new generations of trainers and youth workers but also due to the need to renew approaches, methodologies and practices. In recent years the Youth for Democracy programme has focused on a series of activities that serve specific thematic priorities such as:

- a) Training Facilitators in study sessions

- b) Training on Essentials of non-formal education
- c) Compass Training of Trainers in Human Rights Education
- d) Training youth workers in promoting social rights of young people in disadvantaged neighbourhoods
- e) Training courses on the rights of young refugees.

RE-INTRODUCING TRAYCE

The 2023-2024 edition of TRAYCE is the next step in this tradition of training of trainers organised by the Youth Department. It falls into a category of training courses that build generic non-formal education competences of trainers, over a longer period.

The training will support a group of dedicated young educators in developing and reflecting on their competences, skills and values to get more comfortable and equipped in working with and within the Council of Europe Youth Department. TRAYCE has been designed as a unique long-term training course that aims to increase the capacity of individuals, their youth organisations and support the general programme of activities of the Youth Department.

On a broader scale, TRAYCE should contribute to the development and recognition of non-formal education in Europe, to a renewal and diversification of the pool of young educators that the Youth Department works with, and to strengthen partnerships and connection with youth organisations in Europe.

The aim and objectives of the course have been set as follows:

Aim:

TRAYCE supports the implementation of the Council of Europe youth sector strategy 2030 by developing the competences of youth trainers and sustaining the quality of non-formal education and training activities.

Strategic and institutional objectives

1. To further promote and apply the Council of Europe's core values, approaches and priorities in the education and training activities of the youth sector and its partners, in particular through democracy and human rights education, democratic youth participation, intercultural learning and combating discrimination applying inter-sectional approaches
2. To support the quality and sustainability of the youth programme of the Council of Europe and its partners, including the renewal of the expertise of the Trainers Pool of the Youth Department
3. To update and further develop the professional profile of youth trainers in Europe and the recognition of their role in supporting youth work and youth policy
4. To contribute to the recognition, quality development and provision of non-formal education activities in the youth field and the educational work of youth organisations active at the local, national or international levels

5. To exchange about and learn from contemporary trends and realities of young people in Europe, youth work and non-formal education and reflect them in needs- and evidence-based training practices
6. To enhance the role of the programme of activities of the European Youth Centres in Budapest and Strasbourg and of capacity-building activities of cooperation projects in member states
7. To update the approaches, discourse and experiences about training and non-formal education in the broader youth sector across Europe.

Educational objectives

8. To develop the competences of thirty youth leaders, trainers, facilitators or multipliers, to act as competent and confident trainers in youth activities at national and European level based on a shared understanding of quality approaches in intercultural non-formal education
9. To deepen participants conceptual and practical knowledge of the Council of Europe's institutional framework, values, policies, programmes and approaches underlying non-formal education with young people
10. To guide participants in extending their competences and confidence to design, run and evaluate quality non-formal education and training activities, including in blended-learning formats, through experiential learning and self-directed learning
11. To enable the participants to develop and adjust educational interventions to reflect current trends, emerging issues, needs, and communication and learning modes of young people
12. To raise self and collective awareness the ethical, professional, social and personal dimensions of working as a youth trainer in non-formal education in contemporary Europe
13. To equip participants/trainers with conceptual and educational resources to practice and advocate for the role of non-formal education and youth work in the development of a culture of human rights, democracy and non-violence
14. To connect generations of trainers and practitioners of non-formal education and encourage communities of practice, cooperation and networking among actors at various levels of youth policy, non-formal education and youth work.

METHODOLOGY OF THE COURSE

TRAYCE is a long-term training course of hybrid nature. The blended work will include face to face meetings, online learning element, training practices , cooperative learning and individual guidance schemes.

TRAYCE will be based on principles of non-formal education and includes methodological approaches such as:

- experiential learning
- task-based learning
- individual and cooperative/peer learning
- independent and self-directed learning
- learning within organisations, and in connection with participants' local work and their organisation
- competence-based learning
- focus on learning outcomes translation into practical skills.

TRAYCE is a course where full and wide cooperation between the learners, the organisations they represent, local partners, Council of Europe Youth Department and the team of trainers, is essential and the guarantee for the success of the course and its results.

COMPETENCE FRAMEWORK

The individual learning paths in TRAYCE will be guided by a competence framework for trainers developed specifically for the course. The list of competences in this framework are specific to trainers expected to work in the context of the Youth Department of the Council of Europe, and they cover areas of competence such as;

- designing and implementing quality non-formal education
- working in international teams
- leading individual and group learning processes
- motivating and supporting social transformation
- guiding exploration of values and priority themes in the field of European youth work and youth policy.

Find the full competence framework [here!](#)

PROFILE OF PARTICIPANTS

The course will bring together young facilitators, educators or trainers who have the motivation and need to develop their competences as trainers in non-formal education. The participants must be able to commit to the full duration of the course and all its features.

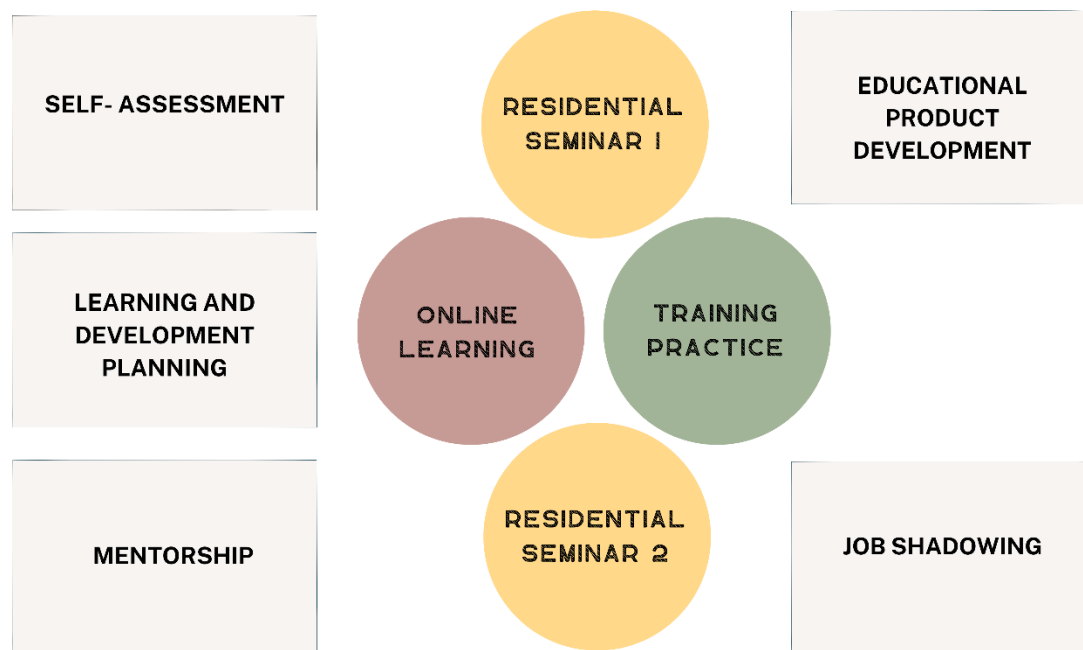
Applicants to TRAYCE are expected to:

- be aged 18-30 at the time of applying;
- have experience working as facilitators, trainers or educators in non-formal education activities and possess the motivation and need to improve their trainers competences;
- have some relevant experience of European level youth work through education and training activities;
- be active in, and be supported by, a youth organisation, network, pool of trainers, community etc. on local, national and / or international level;
- subscribe to the values and mission of the Council of Europe;
- have the capacity to run a training practice during the course, on themes related to [the priorities](#) of the Council of Europe Youth Department;
- be in position to multiply what they learn during the course to the wider youth work field;
- have basic ICT competences and regular access to the Internet during the course;
- be available for the whole course (residential seminars and all other features of the programme);

- reside in one of the countries state parties to the European Cultural Convention;
- be able to work in English.

COURSE STRUCTURE

TRAYCE is a long-term training course that includes several phases and a combination of residential meetings, practice-based and online learning, intensive trainer competence development support schemes, mentorship, etc. The following features will be the basis for the learning and development in the course:



First residential seminar

- *4-11 June 2023, European Youth Centre Budapest*

The two residential seminars play an essential role of the course as the basis for collective and dialogical learning and holistic development of participants. In the first residential seminar, participants will experience different dimensions and aspects of learning, improve in practice their essential training competence in non-formal education, get a deeper understanding of education promoting the values and priorities of the Council of Europe. The seminar will give the participants the opportunity to experience and reflect upon the methodologies, philosophy, principles, activities, and concepts central to non-formal education.

Online learning

- *March 2023 to Autumn 2024*

Participants will be involved in online learning modules, hosted on the E-learning platform of the Youth Department of the Council of Europe. This will be a space for learning, professional support, and group communication. The online learning units will build on and deepen knowledge on the main features and priority themes of the course. Participants are expected

to be available for an **average of 10 hours/month** for online learning throughout the course. The online modules will be accompanied by webinars.

Self-assessment

- *Throughout the course*

The course curriculum is articulated around a competence framework for trainers in the youth field. During the course, each participant will undergo a process of assessing their competences and identifying their learning needs. At several moments in the course, this process will allow participants to assess their learning progress and match their needs with the course learning opportunities.

Learning plan

- *Throughout the course*

The competence-based learning approach promotes learning planning as one of the tools to support, orient and motivate learning. TRAYCE will use this feature to support and guide individual and self-directed learning dynamics and path with the engagement of one-to-one mentorship process.

Mentorship

- *Throughout the course*

This is a feature helping professional development of participants, supporting the reflection and consolidation of learning from various features of the course. It will also include guidance for participants' full involvement in the course. Each participant will be mentored by one of the trainers in the course.

Training practice

All participants are expected to plan, run and evaluate a training activity that can take place at any time between the two residential seminars. The training practice will contribute both to development of participants own training capacities but also to quality in the home organisations. The training practice has a central role in the course methodology as it provides the basis for experiential learning and going through the complex roles and processes of being a trainer in non-formal education activities with young people.

The training practices, typically a residential training course or seminar, are activities fully planned, designed and implemented by the TRAYCE participants within, or with the support of, their sending organisation. The practices must follow specific criteria to TRAYCE – these will be introduced and discussed at the initial seminar.

Job shadowing

As an opportunity to consolidate training competences, participants will be offered a possibility to engage in job shadowing in educational activities of the Youth Department and partner institutions. This feature will be implemented according to participants' individual learning needs and the possibilities available to match those needs. This is a non-mandatory feature.

Educational product development

As a contribution to developing their competences and to the consolidation of participants' learning each participant in TRAYCE will be expected to create an "educational product" that reflects a particular competence or area of interest of the participant and can be applied or used in in the wider community of youth work and non-formal education across Europe.

Second residential seminar

- *Autumn 2024, European Youth Centre Strasbourg*

The second residential seminar will support a collective reflection of, and learning from, the individual learning paths. It will also serve to further enhance participants' competences in being facilitators of non-formal education and support them in reacting to emerging issues and trends in training.

RECOGNITION AND CERTIFICATION

As a non-formal education activity, TRAYCE will not provide any formal certification of participants as professionally qualified trainers. Individual certificates of participation and portfolios of achievement will be provided by the Council of Europe to each participant who will have completed the training course.

Likewise, completion of the training course will not represent an automatic admission to the Trainers Pool of the Council of Europe Youth Department (or any other similar pool). The value of TRAYCE lies on the quality of the methodology and human resources mobilised for individual and collective learning. This should be as meaningful and relevant to the youth work sector as formal certifications.