

# Trainers Pool

Profile of competences for a junior and senior trainer

## Profile of a junior trainer

Competence	<p><b>Experience as a trainer and/or member of a team of trainers in international and intercultural youth work activities</b></p> <p>Indication: The trainer has been involved in at least 2 international and/or intercultural youth training activities.</p>
Competence	<p><b>The ability to contribute constructively to and assist in the preparation, running and evaluation of the activity, based on intercultural non-formal education.</b></p> <p>Indication: The trainer has attended at least one training course for trainers with the Youth Department of the Council of Europe or other partner running similar activities or the trainer can prove the ability through experience (CV, recommendation letters).</p>
Competence	<p><b>The ability to run parts of the activity independently (such as selected workshops or working groups)</b></p> <p>Indication: Possession of certain educational backgrounds either formal or non-formal.</p> <ul style="list-style-type: none"> <li>▪ academic education in line with the methodologies and/or the topics relevant to the activity</li> <li>▪ received extra-curricular training</li> <li>▪ attended a training course for trainers as a participant/learner</li> <li>▪ being participant and/or trainer on previous activities in relevance to the activity concerned</li> <li>▪ leader of a project on a similar topic</li> <li>▪ the trainer is recommended by a member of DYS educational staff or members of the DYS Trainers Pool</li> </ul>
Competence	<p><b>Good knowledge and experience of youth work in at least 3 of the following domains:</b></p> <ul style="list-style-type: none"> <li>▪ Human rights education and education for democratic citizenship</li> <li>▪ Youth participation, democratic citizenship and the development of youth work and youth organisations</li> <li>▪ Promoting gender equality through youth policy and youth work</li> <li>▪ Environment and sustainable development</li> <li>▪ Intercultural youth work in a multicultural environment</li> <li>▪ Promoting responses to racism, intolerance and discrimination</li> <li>▪ Youth work for peace-building, conflict prevention and transformation</li> <li>▪ Promoting global solidarity and cooperation</li> <li>▪ Youth information and counselling</li> <li>▪ Promoting access of young people to social rights</li> <li>▪ Non-formal education/learning as a means of facilitating the social inclusion of young people and children</li> <li>▪ Promoting intergenerational dialogue and solidarity</li> <li>▪ Supporting youth and child policy development at national level</li> <li>▪ Using e-learning in non-formal education activities</li> <li>▪ Using information and communication technology in youth work</li> </ul> <p>Indication: the trainer has run activities in the mentioned key areas on local/regional/national level; the trainer followed trainings on the issues or has a relevant formal or non-formal background. Publications and articles,</p>
Competence	<p><b>The ability and willingness to work in an intercultural team</b></p> <p>Indication: The trainer has been previously working in intercultural teams; motivation letter highlights willingness.</p>
Competence	<p><b>Intercultural competence, especially in respect to working with multicultural groups. The trainer is aware of own biases, understands tolerance of ambiguity and is able to take distance to social roles.</b></p> <p>Indication: The trainer has worked in similar settings before; has received formal or non-formal training on youth work in multicultural environments; has worked with various cultural and social groups.</p>

## Profile of a senior trainer

Area of competence	Including:
<b>Understanding the institutional framework of the Council of Europe and its youth sector (institutional awareness)</b>	<ul style="list-style-type: none"> <li>▪ Ability to present and explain the core values of the Council of Europe to team colleagues and participants</li> <li>▪ Knowledge of and ability to explain the main fields of action and the main bodies and institutions of the Council of Europe</li> <li>▪ Capacity to respect and safeguard the values and approaches of the Council of Europe, while taking into consideration the specific approaches of different partners involved in the activities</li> <li>▪ Implementing the core values of the Council of Europe in the educational programme, including the approaches and methodology employed</li> <li>▪ Understanding of and ability to explain about his/her role(s) as trainer for the youth sector of the Council of Europe and supporting other trainers in that role</li> <li>▪ Explaining participants and trainers colleagues the institutional context of the educational activity</li> <li>▪ Supporting trainers and participants in making the link between the values of the Council of Europe and their activities</li> <li>▪ Implementing the quality standards of the youth sector of the Council of Europe in the activities</li> <li>▪ Ability to present and explain values and functioning of co-management and its structures in the Council of Europe Youth Department</li> <li>▪ Presenting the structure, priorities, work and publications of the Youth Department</li> <li>▪ Understanding and capacity to present and explain the main instruments of the youth policy of the Council of Europe and their interest for participants in the activities</li> <li>▪ Awareness of and ability to make links between the topics being addressed in the activity and related work of other Council of Europe sectors/bodies.</li> <li>▪ Understanding and presentation of the relations between the Council of Europe and the European Union, but as well other partners, in matters relevant to activities.</li> </ul>
<b>Indication</b>	<i>The trainer has cooperated with the Youth Department in the past.</i>
<b>Facilitation of the team and group work process</b>	<ul style="list-style-type: none"> <li>▪ Ability to create an enjoyable and productive working atmosphere in and for a team</li> <li>▪ Ability to organise and facilitate the working process of a team, including distribution of tasks</li> <li>▪ Ability to recognise and foster the strengths of people rather than pointing out deficits</li> <li>▪ Ability to give and receive feedback in an educational context</li> <li>▪ Capacity to deal with conflict in teams</li> <li>▪ Capacity to support the team members in developing ownership and responsibility for the activity and the educational process</li> <li>▪ Capacity to self-evaluate performance in a team and request for support where necessary</li> <li>▪ Capacity to support learning processes and self-development in a team</li> <li>▪ Ability to work autonomously</li> <li>▪ Ability to formulate session outlines and reports adapted to the specific target groups</li> <li>▪ Capacity to secure regular communication with the Youth Department's Secretariat</li> <li>▪ Sensing and influencing group dynamics in a constructive way</li> <li>▪ Participating in and organising social groups</li> <li>▪ Taking responsibility for tasks and developments</li> <li>▪ Providing guidance to other team members and participants to support their self-development and learning</li> <li>▪ Understanding the socio-political background of learners and adjust the educational programme of an activity accordingly</li> <li>▪ Supporting learners to increase their self-awareness</li> </ul>
<b>Indication</b>	<i>The trainer has documented experience as member of international teams and in leading international teams during training activities.</i>

<p><b>Facilitation of learning processes</b></p>	<ul style="list-style-type: none"> <li>▪ Organising a training programme according to competences</li> <li>▪ Learning with and from others;</li> <li>▪ Taking over responsibility for one's own actions and showing commitment to personal development and social change</li> <li>▪ Finding relevant information, appraising evidence critically, being aware of preconceptions and biases, recognising forms of manipulation, and making decisions on the basis of reasoned judgement</li> <li>▪ Viewing an argument from various perspectives</li> <li>▪ Choosing methods serving the educational setting and aims best</li> <li>▪ Designing an educational programme from the beginning until its end</li> <li>▪ Explaining, running and debriefing group learning methods</li> <li>▪ Debriefing and extracting learning points from an educational activity or method</li> <li>▪ Identifying motivating factors for learners and addressing them</li> <li>▪ Making use of information technology for supporting learning processes</li> <li>▪ Mentoring participants in their learning process</li> <li>▪ Coaching participants in their initiatives and other follow-up activities after the educational activity takes places</li> <li>▪ Supporting learners to self-assess their competences</li> <li>▪ Supporting learners to identify their learning needs and ways to respond to them</li> <li>▪ Presenting concepts, methodologies and theories relevant to the activity in a coherent and comprehensible manner</li> <li>▪ Developing educational programmes responding to different learning styles</li> <li>▪ Facilitating plenary sessions, workshops and group discussions</li> <li>▪ Support others in discovering their learning style and developing strategies accordingly.</li> <li>▪ Making learning processes interesting and playful</li> <li>▪ Evaluating learning processes and using results in the future process within the particular educational activity</li> <li>▪ Supporting participants to identify learning outcomes</li> <li>▪ Acting as a resource person</li> </ul>
<p><b>Indication</b></p>	<p><i>The trainer has formal or non-formal educational background in youth work training and the thematic area concerned and has been involved in youth activities or is working in the specific field in question for at least 2 years, trainer has been responsible for developing and implementing a learning process in at least 3 training activities.</i></p>
<p><b>Competence to facilitate intercultural learning processes and culture-sensitive communication</b></p>	<ul style="list-style-type: none"> <li>▪ Promoting diversity as a resource to the group of participants</li> <li>▪ Awareness of ambiguity of individual and culturally determined behaviours</li> <li>▪ Approaching intercultural settings with curiosity and an open mind</li> <li>▪ Work towards the ideals of human rights, equality in dignity and respect for diversity</li> <li>▪ Ability to empathise with participants/learners</li> <li>▪ Capacity to take distance to social roles</li> <li>▪ Ability to communicate in different cultural contexts</li> <li>▪ Capacity to work autonomously in English language, using both oral and written communication</li> <li>▪ Capacity to work autonomously in any other languages, using both oral and written communication, used in the activity and by preparatory team</li> <li>▪ Basing own judgements on a sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious differences</li> <li>▪ Communicating meaningfully and respectfully with others</li> <li>▪ Dealing constructively with conflict situations</li> <li>▪ Reflecting on and communicating one's own cultural identity;</li> <li>▪ Critically reflecting upon and being aware of one's own biases (perceptions and stereotypical constructions of reality)</li> <li>▪ Understanding the principles of the White Paper on Intercultural Dialogue and their application in youth activities</li> <li>▪ Applying anti-discrimination principles and guidelines to youth activities</li> <li>▪ Ability to apply principles of intercultural learning to own work</li> <li>▪ Ability to explain concepts such as tolerance of ambiguity, empathy, distance to social roles</li> </ul>

<b>Indication</b>	<i>The trainer has been involved in at least 3 international youth activities in a responsible role, trainer is/has been active with at least 3 different target groups, experience in delivering trainings (at least 30 training days), clearly written motivation letter, experience in working with groups composed of participants of different cultural backgrounds</i>
<b>Competence to organise an educational activity in cooperation with the Youth Department</b>	<ul style="list-style-type: none"> <li>▪ Working autonomously</li> <li>▪ Keeping deadlines</li> <li>▪ Using e-mail, internet and basic text-programmes</li> <li>▪ Formulating precise session outlines and reports adapted to specific target group (reader)</li> <li>▪ Securing a regular communication with the Youth Department secretariat</li> <li>▪ Working in a structured and transparent way</li> </ul>
<b>Indication</b>	<i>The trainer has been responsible for the organisation of at least 5 (youth) training events or his/her professional duties comprise(d) organisational matters during at least 1 year.</i>