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# **TRAYCE**

## ***2023-2024***

### **TRAINING OF TRAINERS FOR YOUTH IN THE COUNCIL OF EUROPE**



### **FINAL COURSE REPORT**

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## Executive summary

The purpose of this report is to document the details of the long-term training course Training of Trainers for Youth in the Council of Europe (TRAYCE) that took place between 2023 and 2024. The general purpose and strategic goal of TRAYCE was to support 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. The 2023-2024 edition of TRAYCE was part of a longer tradition of training of trainers organised by the Youth Department.

The course was run by an educational team of five trainers, who all brought their diverse competences, fresh ideas, commitment and personal touch to the design and implementation of TRAYCE. The team also served as mentors for the participants throughout the course.

TRAYCE was ambitious – and by the end of a training that lasted almost 2 years, participants described it as a transformative and enriching experience, which improved their self-awareness, confidence, and professional capabilities as trainers, equipping them with tools, networks, and inspiration to advance youth work and non-formal education. This report is an attempt to capture all of this – and to describe in detail the elements that contributed to the success of the course.

In the report, you will find a timeline, a description of profile of participants, an explanation of the competences addressed by the course and descriptions of the various course features. The report also explains in detail the outcomes of the final evaluation and provides testimonies by course participants. A comprehensive list of attachments serves to give more details about each component of the course, and to support others who wish to organise a similar long-term training of trainers.

TRAYCE was in many ways life changing, both for the team of trainers and for the participants. Or as one participant put it:



“Who would have thought that inside the walls of an institution such as the Council of Europe, there is magic happening?”

*The opinions expressed in this work are the responsibility of the author(s) and do not necessarily reflect the official policy of the Council of Europe.*

# 1. INTRODUCTION

Non-formal education with young people is at the heart of the mission of the Council of Europe Youth Department 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 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.

The 2023-2024 edition of TRAYCE was a next step in the tradition of training of trainers organised by the Youth Department. It aimed to build generic non-formal education competences of trainers, over a longer period.

The training supported 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 was a unique long-term training course that increased the capacity of individuals, their youth organisations and supported the general programme of activities of the Youth Department.

On a broader scale, TRAYCE was designed to 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.

For TRAYCE, the Youth Department developed an overall aim, as well as strategic and educational objectives.

**The aim** of TRAYCE was to support 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 intersectional 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:**

1. 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 nonformal education
2. To deepen participants conceptual and practical knowledge of the Council of Europe's institutional framework, values, policies, programmes and approaches underlying nonformal education with young people
3. 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

4. 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
5. 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
6. 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
7. 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.

To organise the course, the Youth Department contracted four experienced trainers:

Ana Afonso  
Cihan Kilic  
Zara Lavchyan  
Kalle Ristikartano

The educational team was led by Ida Kreutzman, educational advisor, who also acted as a trainer/mentor in the course. The overall course was supervised by Rui Gomes, Head of Education, Training and Cooperation Division in the Youth Department.

## 2. PROFILE OF PARTICIPANTS

The course brought together young facilitators, educators, or trainers with motivation and need to develop their competences as trainers in non-formal education.

Applicants to TRAYCE were expected to:

- be aged 18-30 at the time of applying;
- have experience working as facilitators, trainers, or educators in non-formal education activities, with the motivation and need to improve their training competences;
- have relevant experience in European-level youth work through education and training activities;
- be active in, and supported by, a youth organisation, network, pool of trainers, community, etc., at the 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 a 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 entire course (residential seminars and all other features of the program);
- reside in one of the countries party to the European Cultural Convention;

- be able to work in English.

The team of trainers were responsible for selection of participants. They assessed the applications based on pre-set criteria, that included geographic balance, age, ability to work as trainers, connection to youth organisations/youth work and prior experience.

In the end, 29 participants were selected for TRAYCE. They came from diverse backgrounds both in terms of geography and thematic profile as trainers. Some were familiar with the Youth Department from before, but for others it was their first time working with the institution. While the expectation was for the participants to have previous experience of working as trainers, the final group ended up being diverse also in terms of experience – with some already established as freelancers, and others just starting their journey. Out of the 29 originally selected for the course, 26 finished the course 1,5 years later. Most of the participants who finished TRAYCE, expressed interest in continuing their engagement as members of the Youth Department pool of trainers.

### 3 COMPETENCE FRAMEWORK IN TRAYCE

TRAYCE built on a competence framework developed specifically for the course, drawing and building on the framework developed for the previous edition of TRAYCE. It set the ground for the development of the features and contents of the course.

In TRAYCE, competence was understood as the combination of knowledge, skills, and attitudes that trainers bring to a specific area or domain and successfully apply in various practical settings. Being competent in a field involves the ability to integrate and utilise multiple capabilities effectively.

The competence framework served as a basis for participants' self-assessment, enabling them to evaluate their skills as trainers, identify learning needs, and set learning goals. In the beginning of the course, participants were asked to rank themselves on a scale from 0-5 for each competence, in a self-assessment form. This served as a starting point for developing the individual learning and development plan, in which participants focused on a handful of competences throughout the course. Competence development was regularly monitored through mentoring and assessed at the end of the course.

The framework includes 69 competences that are specific to trainers expected to work in the context of the Youth Department of the Council of Europe, and they were listed under the following 6 headlines:

1. Organisation of quality non-formal education and training processes
2. Facilitation of individual and group learning processes
3. Facilitation of learning in intercultural educational activities
4. Support personal development and social change
5. Building efficient teamwork
6. Institutional awareness of the Council of Europe and its youth sector

## 4. FEATURES

TRAYCE was built around features – some were group features, but many were individual features tailored to participants' learning needs. A few features were optional.

The core of TRAYCE consisted of two residential training-seminars, with a one-year long e-learning phase in between. Between the two seminars, participants were expected to carry out a training practice.

Participants' learning was guided throughout the course by a self-assessment of their competences, and a learning and development plan, in which they identified early on what they wished to focus on. Mentors supported them through regular meetings. Additionally, participants developed an educational product and had the option to job-shadow a team of trainers in an activity organised by the Youth Department. The job-shadowing feature – while optional – served to introduce participants to the educational work of the Youth Department, especially for those who were not familiar with its' work from before.



### 4.1 Residential Seminars

The two residential seminars played an essential role in the course as the basis for collective and dialogical learning and holistic development of participants. Each of them had its focus and a set of developed objectives to be accomplished.

#### **Residential seminar I**, European Youth Centre Budapest, June 2023

The main aim of the seminar was to establish the foundations of non-formal education within the Council of Europe's youth sector context. The seminar prioritised creating a collaborative learning environment where participants could share experiences and learn from peers, while introducing them to the Council of Europe's values, mission, and key youth sector priorities.



(particularly human rights, intercultural learning, and social inclusion). The programme concentrated on exploring and clarifying non-formal education's principles, values, and methodological approaches, whilst developing practical trainer competences. A significant component was supporting participants to understand and work with the competence framework, enabling them to conduct self-assessments and develop personalised learning plans that would guide their development throughout the entire course.

The seminar followed a dynamic learning journey logic that began with orientation and group building before diving into the fundamentals of non-formal education and youth work within the Council of Europe context. The programme then built upon this by exploring human rights principles and learning theories, before transitioning into practical competence development. The middle of the seminar focused on self-assessment and professional development planning, supported by mentorship opportunities. The latter part emphasised hands-on training skills, including method selection, activity design, and debriefing techniques. The seminar concluded with practical considerations for handling challenging situations and establishing next steps for continued learning through e-learning platforms, creating a comprehensive blend of theoretical knowledge, practical skills, and personal development opportunities throughout the eight-day programme.

The first seminar deepened participants' understanding of education that promoted the values and priorities of the Council of Europe. It offered the opportunity to experience and reflect upon the methodologies, philosophy, principles, activities and concepts central to non-formal education. Through practical application and collaborative learning, participants gained insight into how these foundational elements could be effectively implemented in their own training practices. The seminar also emphasised the importance of experiential learning whilst maintaining alignment with the Council of Europe's core mission of promoting human rights, intercultural learning and social inclusion.

### **Residential seminar II, European Youth Centre Strasbourg, September 2024**

The seminar provided a space for participants to reflect upon, share, conclude and celebrate their learning journeys throughout the TRAYCE programme and its various features. It enabled participants to analyse their development of trainer competencies and showcase their educational outputs whilst receiving peer feedback.

The second TRAYCE residential seminar aimed to support a collective reflection of, and learning from, the individual learning paths and experiences in the course through the different features. It addressed additional educational needs that emerged during the TRAYCE journey and explored various trainer paths within the non-formal educational field in Europe, specifically within the Council of Europe Youth Department.

It started with a day of reconnection, allowing participants to reflect upon their collective journey thus far and share their learning from various features they were involved in between the two residencies. The programme then moved into a thorough examination of competences, where participants revisited their self-assessments and shared their educational products. Then the programme focused on trainers' roles and responsibilities, particularly in

addressing contemporary issues related to human rights and democracy. The seminar team invited a TRAYCE alumni Mustafa Jakupov, who presented how he has been using the TRAYCE outcomes in his work to inspire and give some orientation to the new generation of TRAYCE trainers. The following day was dedicated to developing essential training competences, whilst the following day explored the Youth Sector of the Council of Europe, including its priorities and approaches. The programme also provided space and valuable networking opportunities through the Council of Europe café, where participants engaged with various departments and divisions, learning about different aspects of the organisation's work.

The seminar concluded with forward-looking sessions that celebrated learning achievements, evaluated the TRAYCE features, and established ways to maintain connections within the community. Throughout the programme, there was a balanced mix of professional development, institutional knowledge-sharing, and community building, and looking ahead to connecting the learning outcomes with the organisational engagements back home. Various ideas were shared on how the transfer of the knowledge can be made in different levels from personal professional engagement to organisational training strategies and internal capacity building.

## 4.2 Online Learning

Participants were involved in online learning modules, hosted on the E-learning platform of the Youth Department of the Council of Europe. This served as a space for learning, professional support, and group communication, thematic expiration, resources corner. The online learning units built upon and deepened knowledge of the residential seminars and priority themes of the course and CoE in general. They covered both specific themes such as youth work, intercultural learning, participation, etc, but also transversal training skills such as educational product development or debriefing.

The online learning logic and programme was constructed in a way to support the different features with inputs and communication spaces at the moments where it was most relevant. Participants were expected to be available for an average of 10 hours per month for online learning throughout the course. The team organised group tasks, which gave opportunities for small group work and connection, experience exchange and peer learning throughout the course. The online modules were accompanied by webinars, which complemented the digital learning experience and provided additional opportunities for interactive engagement and knowledge exchange.

## 4.3 Training Practice

Practice was one of the most essential features in the course, as it helped applying competences in a real-life situation, and get support in reflecting and learning from it. The focus in the practice activity could be on learning needs as defined by the participants together with their mentors and based on the self-assessment and the set learning objectives corresponding to the competence framework used in TRAYCE. The activity could be a training course (not a seminar, short workshop, webinar, symposium or a conference), thematic or skill building longer workshop, one-time course or series of consecutive sessions over a longer period of time.

All participants were expected to plan, run and evaluate a training activity that could take place at any time between the two residential seminars. The training practice contributed both to the development of participants' own training capacities and to quality improvement in their home organisations. The training practice provided the basis for experiential learning and allowed participants to experience the complex roles and processes of being a trainer in non-formal education activities with young people. The training practices, typically residential training courses or seminars, were activities fully planned, designed and implemented by the TRAYCE participants within, or with the support of, their sending organisations. The practices were required to follow specific TRAYCE criteria, which were introduced and discussed at the initial seminar.

*The practice activities included:*

- Training course on activism with CoE on Youth Participation
- Mental health training
- Training for Roma youth workers and youth work
- NGO management for minority youth organisations
- Course on peacebuilding and conflict
- study sessions on peacebuilding, youth activism and rural youth work
- local Youth Peace camps in divided communities
- Training course on digital skills development for civic activism
- HR club in a school
- ToT for marginalised groups
- Training on Youth Advocacy for Pluralistic Democracies
- Training on organisational management for youth NGO leaders, representing you migrant led organisations

#### 4.4 Self-Assessment and Learning Development Plan

TRAYCE built on a competence framework, developed for the course. The competences listed in the framework, were built into the self-assessment form (SAF) through which participants assessed their competences in the beginning of the course – and later, at the end of the course.

The competence-based learning approach in TRAYCE promoted learning planning as one of the tools to support, orient and motivate learning. TRAYCE used this feature to support and guide individual and self-directed learning dynamics and path with the engagement of one-to-one mentorship process. The self-assessment was made through an excel file, which gave a chance to also see a visual representation of the learning aspects and their development throughout the course.

In TRAYCE, self-assessment and learning planning were key to fostering lifelong learning and the learning to learn competence. This process encouraged self-reflection, helping participants evaluate their experiences, identify goals, and create development pathways.

The course introduced a competence framework for assessing skills, setting learning objectives, and tracking progress. Supported by mentorship, participants at various moments in the course, especially related to specific features, practices, explored their competences, their development, and reflected on how to optimise their learning methods, address challenges, and use tools effectively. Learning and Development Plans (LDPs) served as adaptable tools, revisited throughout the course to refine goals and align personal learning needs with TRAYCE opportunities.

#### 4.5 Mentoring

Mentoring was a core element of TRAYCE, providing professional guidance to support individual development. It offered a structured and tailored process to help participants achieve their learning goals and advance their career paths. While mentoring included aspects of personal development, the focus remained on building professional capacities. The close mentor-mentee relationship facilitated reflections, insights, and growth throughout the intensive course. Each participant was assigned a mentor (a trainer in the trainer's team), who supported their learning journey across the course. This matching was made based on several considerations, to give a maximum support possibility. Some of the factors for the decision were the field of professional involvement, main formats of work, experience with the theme, target audience, region or country, scope of the working methods, relevance and familiarity of the field of work of the sending organisation, field of interest of participants, etc.

Mentors provided clarifications about the course structure and opportunities, offered educational advice, and linked individual learning goals to the broader objectives of TRAYCE. The process also involved regular reviews of self-assessments and learning plans. The mentoring approach offered flexibility, allowing both mentor and mentee to propose methods and tools based on individual learning styles and preferences. This adaptability created a safe, open, and trustful space for effective communication and learning.

Mentoring meetings were tailored to the needs of each mentor-mentee pair. Regular monthly meetings acted as checkpoints for progress, while additional meetings occurred at key phases, such as before and after practice activities or other course features. Ad hoc meetings addressed specific concerns or reflections. Initial face to face meeting during the first residential seminar helped establish the relationship, clarify goals, and agree on the best working format.

#### 4.6 Educational Product

The development of an educational product in TRAYCE was a feature that enabled participants to apply their learning, experiment with new approaches, and enhance trainer competences beyond running sessions. These products could take various forms, including tools, board games, multimedia resources, methods, articles, or research. Their aim was to address identified gaps, improve the quality of training, and contribute to the advancement of the

youth field. Equal emphasis was placed on the outcome and the developmental process of building competences throughout the journey.

Participants received ongoing guidance and support from mentors, starting with identifying needs and ideas through to testing and finalisation. The products were expected to include clear guidelines for use, align with participants' self-assessment and learning development plans, and be relevant to professionals working with young people at local or international levels. The creation process involved researching needs and contexts, identifying gaps, and understanding the educational requirements of target groups. The participants had a chance to present, test their products at the course. The feedback from these trials was used to refine the product before its finalisation and dissemination.

This feature encouraged participants to consolidate their learning, explore innovative educational approaches, and contribute to the diversification and enhancement of non-formal education practices. It also provided an opportunity to develop professionally while addressing tangible needs within the youth sector.

*Products created by the participants:*

- Article on how NFE contributes to social change
- Code of Conduct for volunteer-based NGOs
- Card game on right to protest
- Flash cards on narratives in the public space that promote nationalism, patriarchy and militarisation.
- Youth NGO fundraising board game
- Mental health educational workshops
- Human Realm: A Board Game of Survival and Human Rights
- Storytelling activity ADAMONTHEPLANET" MirrorTooN"
- Tool to help mindfully introspection on what Peace is
- Adapting CoE Quality standards in Educ. activities for a national youth council
- A game for teams to explore teams' competences and how to work together
- Checklist/guideline to be used at educational activities to support participants with visual impairment
- Support competence of trainers working with minority languages
- Toolkit on digital tools supporting activism
- A guide on neurodiversity in youth organisations
- Evaluation activity "4 elements"
- Board game for trainers in developing their competences to deal with ethical dilemmas in human rights education
- Safeguarding guidelines
- Journaling tool for planning and evaluating learning
- Funometer – a tool to evaluate what makes education fun and engaging
- Inclusivity and accessibility guidelines
- Card game on stereotypes
- Set of questions stirring reflective discussion for groups of young people

## 4.7 Job Shadowing

Job Shadowing was an optional feature of TRAYCE, offering the opportunity to follow a training team during an educational activity. It was a unique chance to experience the process of preparation and the daily running of a non-formal training activity, while being simultaneously inside and outside of it. This approach provided a different type of learning, enabling participants to experience training from a distinct perspective. Not taking the role of either trainer or participant, the Job Shadower had the space and time to observe details, draw generalisations, gain insights into various elements, and reflect on the flow and dynamics, interactions, processes, connections, and other aspects of the training activity. It allowed them to observe how teams planned, executed, and managed the educational activity. Additionally, it offered the chance to observe trainers at work and created opportunities to reflect, discuss, and learn about their approaches and decisions.

The role of the Job Shadower was that of a silent yet involved observer. As with other features, participants received guidance and support from both the teams they worked with and the TRAYCE team and mentor. Job Shadowing was tailored to the learning needs of the individual undertaking the shadowing.

For the TRAYCE participants the job shadowing opportunities were offered through the Youth Department training activities and the study sessions implemented in cooperation with the international youth organisations and networks in the European Youth Centres. These included training course on Essentials of Non-Formal Education and a training course on Advocacy in the Council of Europe. TRAYCE participants job-shadowed study sessions at the European Youth Centre (Strasbourg or Budapest) organised in partnership with VYRE (Voices of Young Refugees in Europe), ternYpe (International Roma Youth Network), Don Bosco Network, RYE (Rural Youth Europe), ESN (Erasmus Student Network AISBL), TEJO (World Esperanto Youth Organisation), European Coordination International Young Catholic Students (JECI-MIEC), International Federation of Hard of Hearing Young People (IFHOHYP), and EYP (European Youth Parliament).

## 5. General description of the e-learning

The online learning in TRAYCE was an integral part of the course and served to connect the participants between the residential seminars and provide a space to explore the different features. The e-learning was opened with an introductory module before the first seminar and closed 1,5 years later after the second seminar. In total there were 18 modules that all contributed to participants' learning in different ways: often through individual work, and other times through structured group assignments. These modules were accompanied by 9 webinars facilitated by the team. E-learning was continuously evaluated and adapted to the needs of the group. The e-learning was hosted on the Youth Department moodle-based platform.

## **E-learning modules in TRAYCE**

Module 1: Getting started

Module 2: Getting to know people in TRAYCE (1st Webinar March 23)

Module 3: Getting to know TRAYCE (2nd Webinar April 23)

Module 4: Council of Europe - Youth Department (3rd Webinar July 23)

Module 5: Introduction to I Residential Seminar

Module 6: Follow-up I Residential Seminar

Kick-off Autumn season - 4th Webinar October 23

Module 7.1: Training design (5th Webinar October 23)

Module 7.2: Thematic modules

- Environment and human rights
- Human rights and HRE
- Gender and intersectionality
- Youth participation and democratic citizenship
- Peace and conflict transformation
- Transition to adulthood of young refugees

Module 7.3: Programme development: Step by step (6th Webinar November 23)

Module 7.4: Evaluation of educational activities

Module 8: Practice, product and job shadowing

Module 9: Kick-off Winter-Spring (7th Webinar January 24)

Module 10: Intercultural learning (8th Webinar April 24)

Module 11: Democratic participation (9th Webinar May 24)

Module 12: Youth work

Module 13: Preparing for Residential Seminar II

Module 14: Residential seminar

## **6. Final evaluation of TRAYCE**

### **6.1 General evaluation of TRAYCE**

The Training of Trainers for Youth in the Council of Europe (TRAYCE) has been widely recognised as a transformative and enriching experience by its participants. Spanning 1.5 years, this second edition of the long-term training programme focused on enhancing trainers' competences, fostering intercultural dialogue, and strengthening the practice of non-formal education (NFE) across Europe.

Participants described the course as transformative, life-changing, noting significant improvements in self-awareness, confidence, and professional capabilities as trainers. One participant reflected,



*There was a before TRAYCE, where I felt more insecure and self-doubting, and an after TRAYCE, where I am more confident and reflective of my strengths."*

The diverse group dynamic was a central aspect of the learning journey, with participants from across Europe sharing unique perspectives. This enriched peer-to-peer learning and fostered intercultural understanding. One participant noted,



*"The group was the key to this experience. There is no meaningful learning without the group itself."*

Several participants noted challenges with group cohesion and inclusivity during the first seminar, describing it as marked by tension, a lack of active listening, and difficulties connecting with peers. Some felt the group dynamic was hindered by individuals showcasing their expertise rather than fostering meaningful discussions. However, the second seminar was widely praised for its improved atmosphere, stronger collaboration, and peer learning, highlighting the potential benefit of incorporating more structured team-building activities early in the programme to establish trust and inclusivity. While some found it challenging to connect during the first seminar, the second seminar strengthened bonds, with a participant saying, *"By the second seminar, I felt more in tune with the group, and it was a great chance for peer learning."*

Participants valued the trainers' willingness to adapt but recommended enhancing feedback loops to make adjustments more seamless and ensure that all phases of the course align closely with participants' evolving expectations and needs. One participant remarked, *"I noticed many topics and points of learning I mentioned in my mid-term evaluation were incorporated into the program for the second residential seminar. This showed the team's commitment to adapting to our needs."*

The mentorship component stood out as a highlight, providing personalised guidance tailored to individual learning needs. Many found the practice activities, including job shadowing and the development of educational tools, particularly valuable. A participant shared, *"The mentorship pushed me to grow professionally, guiding me through every step of the TRAYCE journey."*

The CoE played a pivotal role in the programme's success by offering a strong values-based framework, access to quality resources, and exposure to institutional processes. One participant expressed, *"I am inspired by how the CoE turns its values into practice and how it empowered us to do the same in our work."* Another added, *"Being in the CoE Youth Department felt like being part of something greater, a space committed to democracy, human rights, and youth empowerment."* Several participants recommended greater engagement with CoE's broader policymaking processes to enhance understanding of its relevance to youth work.

TRAYCE has left a lasting legacy, equipping participants with tools, networks, and inspiration to advance youth empowerment and non-formal education. As one participant summarised,



*"TRAYCE was more than a course; it was a community and a source of continuous inspiration."*



Another concluded,



*"This experience has given me friends, colleagues, and mentors for life, and I leave the course more confident, capable, and ready to make a difference."*

This evaluation underscores TRAYCE's unique value as a model for impactful trainer development within the European context.

### **Evaluation of the achievement of the course objectives**

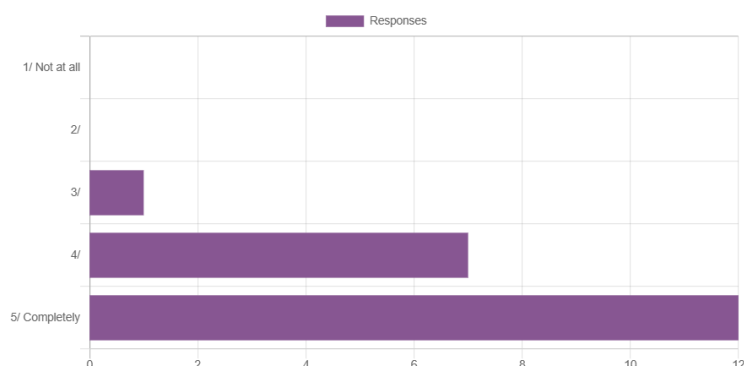
In the final evaluation, participants were asked to rate to what extent they felt that the overall course objectives had been fulfilled. They were asked to rate each objective between 1 (not fulfilled at all) to 5 (completely fulfilled).

The evaluation shows that the overall objectives generally resonated with participants after completing the course. The objectives about gaining confidence to act as trainers (objective 1), guiding participants to plan, implement and evaluate quality NFE (objective 3) and about the ethical, professional, social and personal dimensions of training (objective 5) scored highly. Participants also felt that that they were supported in advocating for the role of non-formal education and youth work in the development of a culture of human rights, democracy and non-violence.

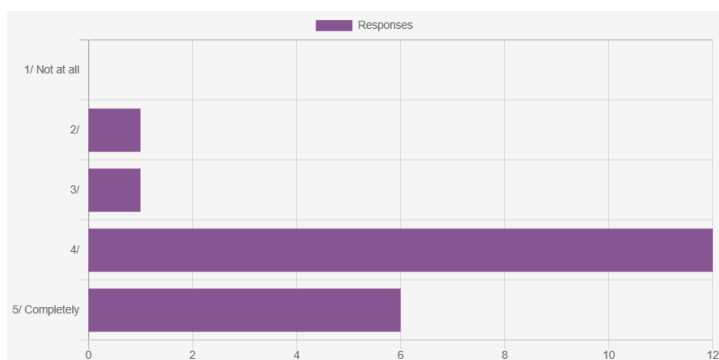
Participants were less in agreement whether the course succeeded in addressing their competences to adapt training to trends and emerging issues. This could reflect the complexity of working with education and training in a world where social and political needs are fast evolving.

Generally, TRAYCE succeeded in fulfilling its' objectives.

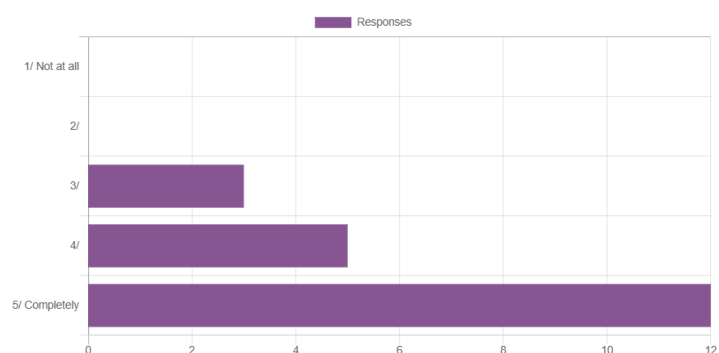
*Objective 1: Develop competences of thirty youth leaders, trainers, facilitators or multipliers, to act as competent and confident trainers in youth activities at national and European level based on a shared understanding of quality approaches in intercultural NFE*



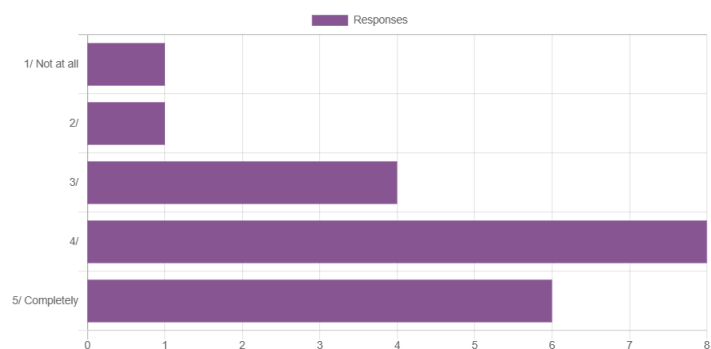
*Objective 2: To deepen participants conceptual and practical knowledge of the Council of Europe's institutional framework, values, policies, programmes and approaches underlying non formal education with young people*



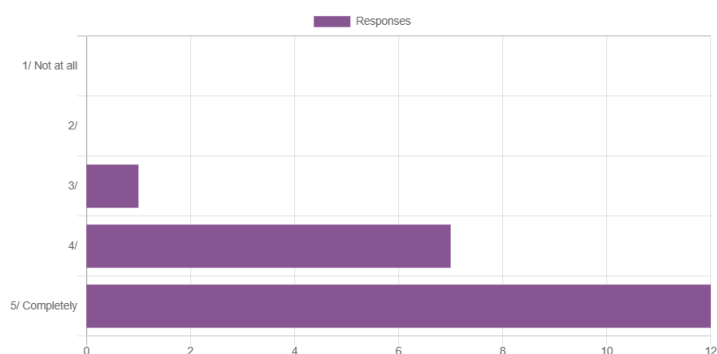
*Objective 3: To guide participants in extending their competences and confidence to design, run and evaluate quality non-formal education and training activities, including in blended learning formats, through experiential learning and self-directed learning*



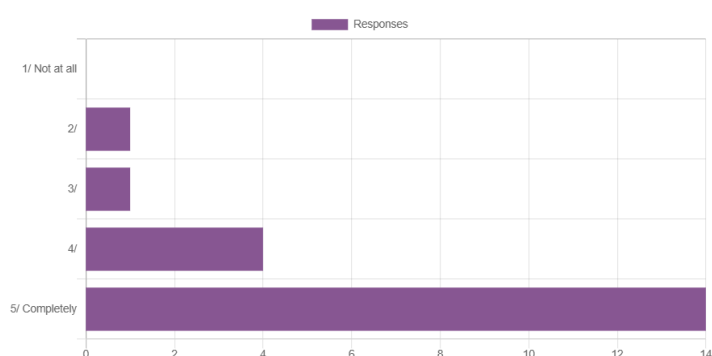
*Objective 4: To enable the participants to develop and adjust educational interventions to reflect current trends, emerging issues, needs, and communication and learning modes of young people*



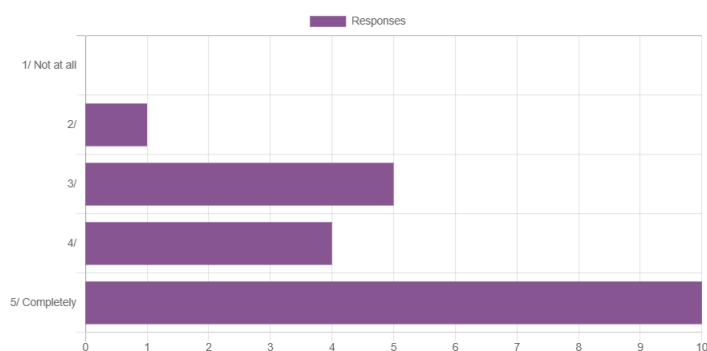
*Objective 5: To raise self and collective awareness the ethical, professional, social and personal dimensions of working as a youth trainer in non-formal education in contemporary Europe*



*Objective 6: To equip participants/trainers with conceptual and educational resources to practise 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*



*Objective 7: 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.*



## 6.2 Evaluation of the features

### Residential seminars

The TRAYCE residential seminars were crucial for connecting participants with the values of the Council of Europe (CoE) and deepening their understanding of non-formal education (NFE) methodologies and human rights education (HRE). These immersive experiences combined intensive discussions, practical activities, and reflective exercises, enabling participants to enhance their training competencies, intercultural communication skills, and overall understanding of youth work. Many described the seminars as transformative, citing

significant personal and professional growth, especially in building confidence and grappling with ethical considerations in training.

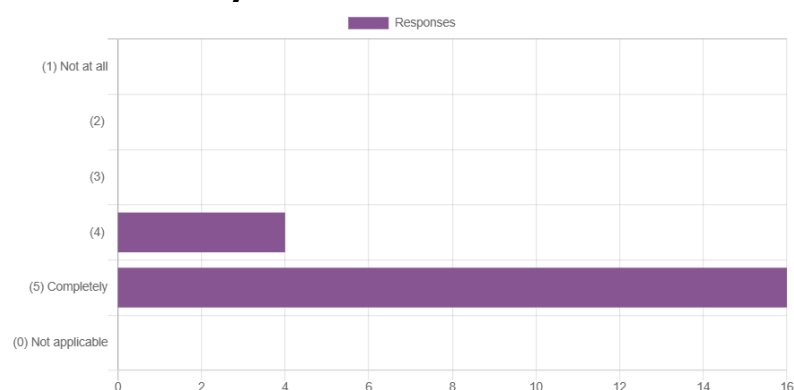
The first seminar served as an introduction to TRAYCE's core principles, NFE frameworks, and participants' roles within the program. While it successfully established a foundation for the course, some participants felt it lacked depth in fostering group connections and called for more interactive activities that encouraged emotional and personal engagement. The second seminar, by contrast, focused on reflection and consolidating the learning journey.

Participants valued the opportunity to assess their progress, internalise the skills and knowledge gained, and connect with CoE representatives to understand the broader scope of youth work. However, some suggested extending the seminar to allow more time for reflection, networking, and addressing complex topics such as ethical challenges.

Participants highlighted areas for improvement, including deeper engagement with specific topics, earlier access to program schedules, and preparatory e-learning modules to better connect prior learning stages. They also expressed a desire for more self-directed time and activities that emphasised personal and professional development. Ethical considerations and controversial issues in youth work were viewed as underexplored, with participants calling for structured discussions to enhance their understanding of complex challenges in the field.

Overall, the seminars had a profound impact on participants' development, providing them with insights into training design, facilitation, and intercultural dynamics. Beyond skill-building, the seminars fostered a strong sense of community, creating a network of supportive peers that participants saw as a critical resource. This "TRAYCE community spirit" was instrumental in reinforcing the value of non-formal learning and connecting participants to the broader trajectory of TRAYCE alumni, inspiring them to envision their future contributions to the youth training sector.

## Practice Activity



Participants rated to what extent the feature contributed to their learning from 1 (not at all) to 5 (completely).

The feedback on the feature of practice activities highlights a transformative experience for participants, who found it essential for their development as trainers. The feature allowed them to apply theoretical knowledge in practical settings, engaging in all phases of training

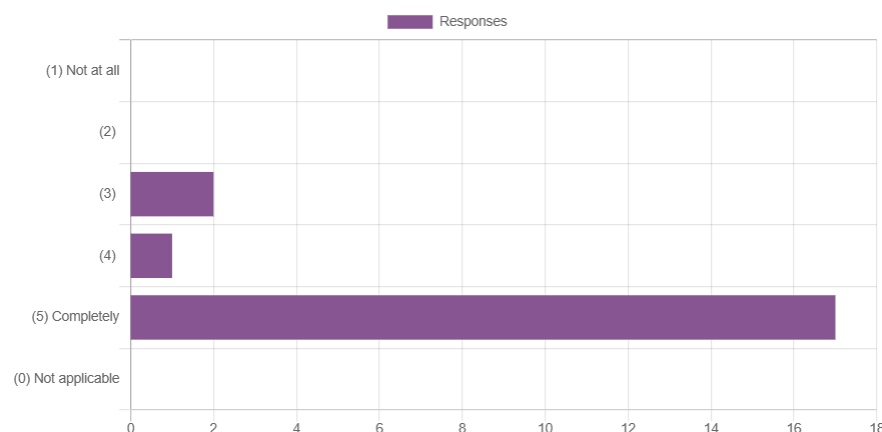
from planning to evaluation. Clear learning objectives were crucial, as they provided direction aligned with personal development goals. This hands-on experience enhanced their understanding of training management and the responsibilities involved, particularly in areas like conflict management, teamwork, and reflective self-evaluation.

Participants emphasised the importance of mentorship and feedback during the various phases of working on the practice activity, appreciating the support from mentors that helped them navigate challenges.

However, participants suggested that more structured feedback and peer support groups could further enhance their learning experience from this feature. Despite the benefits, participants faced challenges during the implementation, such as overwhelming initial stages and a lack of logistical support, especially those without organisational affiliations. They recommended clearer guidance for planning and additional resources to manage training complexities. Some expressed a desire for comprehensive feedback mechanisms, including 360-degree evaluations, to gain insights into their performance.

Reflection was a key aspect of the practice activity, allowing participants to consolidate their learning through reports that documented their progress and achievements. Overall, the practice activities significantly boosted participants' confidence and preparedness for future roles, particularly in international contexts. While improvements were suggested, the general sentiment was one of appreciation for the experiential learning that bridged theory and practice effectively.

## Mentoring



Participants rated to what extent the feature contributed to their learning from 1 (not at all) to 5 (completely).

Mentoring emerged as a vital and transformative feature of the TRAYCE program, with participants frequently highlighting its significance in their learning journey. Many described mentoring as a cornerstone of their experience, providing essential support for engagement, reflection, and professional development. One participant emphasised that mentoring was the most necessary aspect of TRAYCE, helping them stay focused amidst competing life priorities.

The personalised guidance and regular contact with mentors created a grounding influence for participants. They appreciated the tailored support that allowed for honest reflection and constructive feedback. Mentoring sessions served as a safe space for participants to connect deeply with their experiences, fostering self-awareness and confidence.

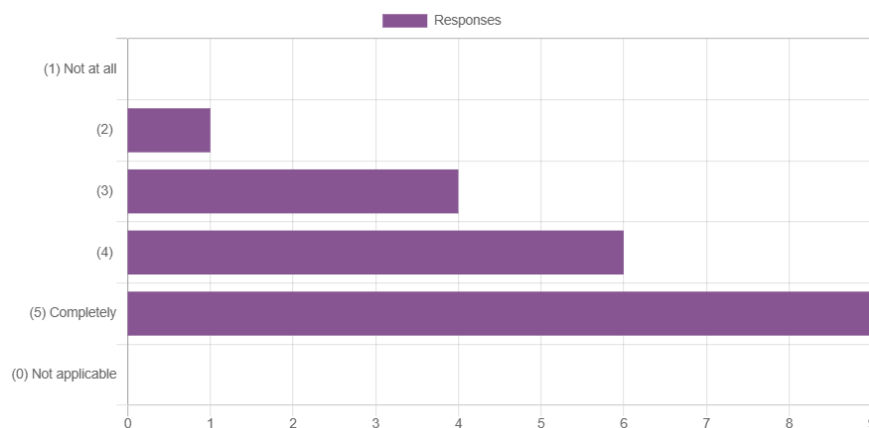
Participants found the structure of mentoring invaluable for maintaining progress, noting that mentors acted more as guides than direct instructors. This approach encouraged independence while ensuring that participants remained aligned with their Learning and Development Plan (LDP) objectives. Many felt that this balance was crucial for navigating challenges and refining skills.

Reflecting on the impact of mentoring, participants recognised its contribution to personal and professional growth. Mentors demonstrated sensitivity to individual needs, helping participants build confidence in their competencies. However, some suggested that more structured and frequent mentoring sessions could enhance the experience, providing additional motivation and accountability.

Participants also valued the inspiration derived from mentoring relationships. Many described their mentors as role models who motivated them during challenging times.

Overall, mentoring was celebrated as a highlight of the TRAYCE experience, with many participants viewing it as life-changing. The personalised approach allowed them to apply their learning effectively in real-world scenarios, impacting their professional identity in youth work positively.

### Educational product development



Participants rated to what extent the feature contributed to their learning from 1 (not at all) to 5 (completely).

The product development component of the TRAYCE program provided participants with a transformative experience, allowing them to channel their creativity into practical educational tools that aligned with their Learning Development Plans (LDP). This autonomy encouraged exploration of personal interests and the creation of tailored products, fostering innovation and a sense of ownership. Participants appreciated the connection between product

development and their hands-on practice, which enabled real-time testing and refinement of ideas.

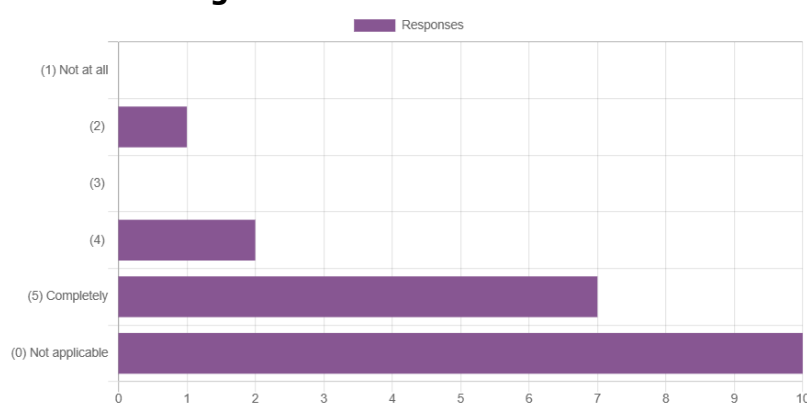
However, challenges arose from the freedom to choose topics, leading to feelings of overwhelm and indecision. Participants suggested that providing specific examples and structured brainstorming sessions could enhance clarity and collaboration. Some felt disconnected from the abstract nature of product development, questioning its relevance to their training skills, particularly when products were highly specialised.

Despite these challenges, many found the experience fulfilling, viewing themselves as contributors to the educational landscape. The process of identifying organisational needs and creating relevant products was meaningful. Mentorship played a crucial role in guiding participants, though some desired more structured support throughout the process.

Reflection was integral to the experience, prompting participants to assess their identities as trainers. While some faced self-doubt, they ultimately took pride in their achievements. The extended timeframe for product development allowed for deeper engagement with tasks, though some struggled with time management.

Participants proposed incorporating guidance on promoting final products and sharing experiences from past cohorts to inspire new participants. Overall, while some initially questioned the relevance of product development, most recognised its value in linking learning with professional contributions. Suggestions for improvement included earlier exposure to examples and structured mentorship, indicating ways to enhance future iterations of the program.

## Job Shadowing



Participants rated to what extent the feature contributed to their learning from 1 (not at all) to 5 (completely).

The job-shadowing feature of the TRAYCE program was highly valued by participants, providing them with the chance to observe and learn from real training environments, particularly within the Council of Europe (CoE). This experience offered insights into the operations of CoE's Youth Department during Study Sessions, allowing participants to reflect

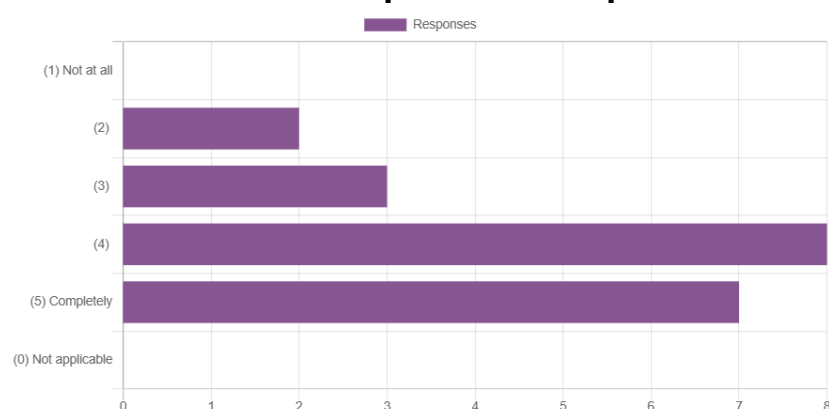
on their own training styles and competencies, which was beneficial for both personal and professional growth.

Participants appreciated witnessing diverse training styles and adapting activities for specific audiences, especially vulnerable groups like young refugees. This exposure prompted trainers to consider necessary adjustments in their facilitation methods. Additionally, learning about team dynamics and conflict resolution techniques was frequently highlighted as a significant takeaway.

Job-shadowing also challenged participants' preconceived notions about non-formal education (NFE), encouraging them to embrace flexibility in their approaches. The opportunity to observe other trainers allowed for deep self-reflection on their own practices. Some participants suggested that structured reflection sessions could enhance learning, while others recommended better promotion and coordination of job-shadowing opportunities at the program's outset to avoid scheduling conflicts.

Overall, job-shadowing emerged as a standout feature of the program, offering a rich, hands-on learning experience. For those unable to participate, feedback from peers emphasised its benefits, generating interest in making this feature more accessible in future cohorts.

### Self-Assessment and competence development



Participants rated to what extent the feature contributed to their learning from 1 (not at all) to 5 (completely).

The Self-Assessment Form (SAF) and Learning and Development Plan (LDP) were crucial tools in the TRAYCE training process, providing structure for participants' competence development. Initially, some found these tools challenging and bureaucratic, struggling to connect with the competencies outlined. However, as the program progressed, many recognised their value in tracking progress, setting goals, and fostering self-reflection.

Participants expressed initially feeling overwhelmed by the SAF and LDP, with some describing the SAF as "too much work" and expressing that it felt rushed during early sessions. Yet, over time, many came to view the SAF as a "backbone" of their learning experience, helping them identify strengths and areas for improvement. The LDP was appreciated for its role in



transforming competencies into actionable strategies, facilitating proactive goal-setting and discussions with mentors.

Feedback indicated a desire for more integration of the SAF and LDP into the overall program, including structured check-ins to encourage ongoing engagement. Participants suggested that clearer guidance on using these tools at the beginning could enhance their effectiveness. Some also expressed interest in more creative and visual formats for self-assessment to make the process feel less rigid.

Despite initial challenges, many participants ultimately found the SAF and LDP to be transformative, empowering them to take ownership of their learning journey. These tools motivated competence-based learning and encouraged participants to continue using them beyond TRAYCE for personal and professional development.

### 6.3 Evaluation of the e-learning

#### Participation in TRAYCE e-learning

Participation rate in e-learning was changing over time and while in the first modules almost everyone was active, by the end participation decreased. On the other hand, many participants mentioned they were reading the materials and using them in their work even if not necessarily writing and contributing in other ways.

According to the various feedback forms and the final evaluation, participation in the e-learning was conditioned by their availability and the time they could dedicate, the levels and state of motivation and their individual interest in the topics proposed. Participation in webinars was also conditioned by various personal commitments and motivation.

Throughout the year trainers asked for feedback in terms of what to improve in order to make the e-learning feature more appealing, relevant and adapted to various needs. Some of the improvements made were:

- Keep webinars and make them more interactive
- Have more group work
- Enough time for assignments
- More time between modules

Mid-term evaluation of e-learning:

<p><i>What to keep:</i></p> <ul style="list-style-type: none"> <li>• Using different methods</li> <li>• To do group work</li> <li>• Working in duos (as a team)</li> <li>• Keeping the webinars.</li> </ul>	<p><i>What to change:</i></p> <ul style="list-style-type: none"> <li>• More time: Allocating more time for tasks. How to communicate the review deadlines.</li> <li>• Using video for instructions</li> <li>• Using the input from the evaluations of modules</li> <li>• Adding more fun</li> <li>• Reviewing based on needs</li> </ul>
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<ul style="list-style-type: none"> <li>• Connecting the module to a webinar as it was done in the Module 7.</li> <li>• Summarising every module at the end of each module.</li> <li>• Bonus sections: readings</li> </ul>	<ul style="list-style-type: none"> <li>• Better communication about what is coming ahead to allow participants to plan their work, especially for the group work</li> <li>• Better communication about the deadlines about until when the team would comment to the inputs.</li> <li>• Smaller modules.</li> <li>• Using the same communication/design styles when giving information about the webinar</li> <li>• Using more collaborative tools. Encouraging collaboration/participation</li> <li>• Changing the timing of the webinar</li> <li>• Library to collect documents and keep the dynamics.</li> <li>• More interaction</li> <li>• Preparing selective modules, not making every module obligatory for everyone.</li> <li>• Webinars with smaller groups on specific topics.</li> </ul>
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### Overall evaluation of TRAYCE e-learning

The e-learning was a feature that aroused in participants very contradictory experiences and feelings. On the one hand they found it useful, and it comes out from the final evaluation that for many it was a great source of learning and a connector with TRAYCE between the residential seminars. On the other hand, many found it hard to commit to all the tasks and they didn't find it so appealing as a learning channel.

Participants appreciated the structure and the contents provided, the diversity of the activities and tasks, the flexibility and possibility to learn at an individual pace, the effort to adapt to their needs shown by the team, the amount and interest of the materials provided, the fact they can still have access to the platform in the future and use the materials available.

The final evaluation shows that e-learning contributed a lot to participants' learning, especially from a theoretical point of view. Here are some of their reflections:



*I appreciate the resources we've received! Even if I didn't manage to read everything, it is a great collection of resources and information on the topics we've covered. My AHA moment of the e-learning was the module on intercultural learning, as it made me dive much deeper into the subject and see other layers of it, I didn't know, so that was a huge contribution to my competence development. Also, a great way (on a more practical side) to see what tools/methods are there and how e-learning can be created and facilitated.*

*Online learning was essential for the knowledge transfer, and it used innovative methods to engage participants. (...) I did however enjoy the content of the modules and I believe they greatly contributed to certain competencies in evaluation, ICL and more.*

*I think that the modules provided very good supporting material and provided questions that required a lot of reflection and critical thinking. The modules I completed provided me with a variety of sources that I can keep on referring to in the future.*

*The online components allowed me to deepen my understanding of key concepts at my own pace, particularly in areas like non-formal education methodologies and youth policy.*

*Definitely, e-learning contributed to my learning journey in TRAYCE especially in terms of expanding theoretical base and knowledge part of my holistic learning process.*

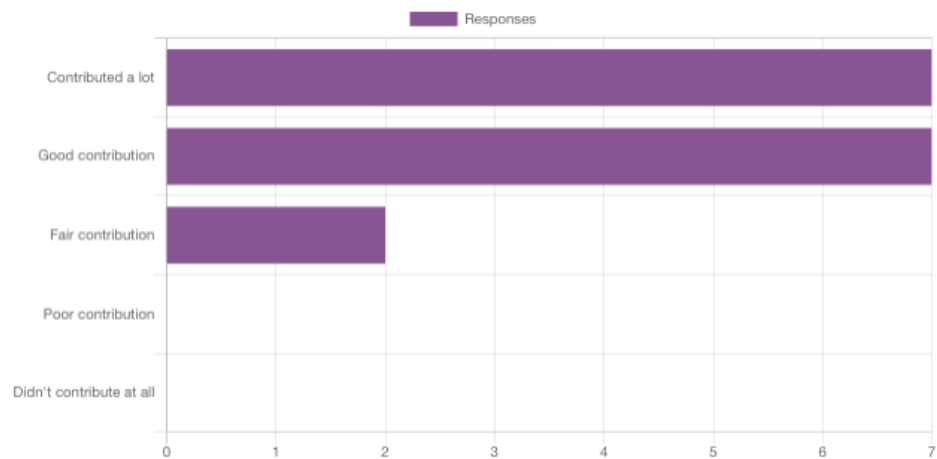
*(...) the fact that It's always there to be accessed has helped me a lot to work on my skills in planning educational activities and understanding Council of Europe frameworks.*

*The E-Learning mainly supported with knowledge and materials. It contributed as a permanent and reliable place to continue with TRAYCE.*

*Having the online part is good. It helped introduce and explore some topics, and webinars helped in deepening certain discussions, getting to know each other more and staying connected to the group. Modules and webinars contributed to my theoretical knowledge about NFE (e.g. designing and evaluating activities), so they were very practical. They gave me the confidence in creating the flow, designing the programme and choosing evaluation methods. They also opened some new thematic avenues for me (e.g. inclusion and diversity, GBV) which I have not worked on before, and I got not only interested but also involved.*

The contribution of the e-learning feature to participants' learning was also expressed in the feedbacks asked in the various modules. Here some of the charters that show that most of the participants found the modules relevant to their learning:

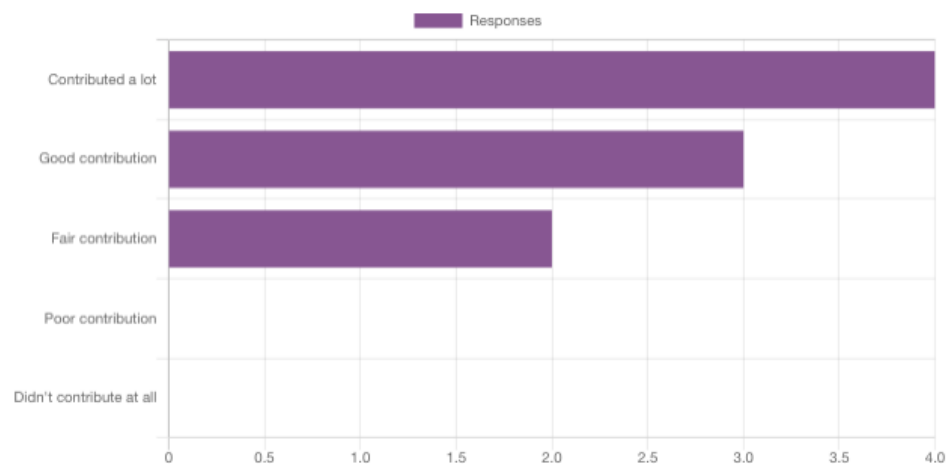
1) How do you evaluate module 10-INTERCULTURAL LEARNING in terms of contribution to your learning?



[Hide chart data](#)

Responses	
Contributed a lot	7 (43.75 %)
Good contribution	7 (43.75 %)
Fair contribution	2 (12.50 %)
Poor contribution	0
Didn't contribute at all	0

4) How do you evaluate sub-module 7.4 EVALUATION OF EDUCATIONAL ACTIVITIES in terms of contribution to your learning?



[Hide chart data](#)

Responses	
Contributed a lot	4 (44.44 %)
Good contribution	3 (33.33 %)
Fair contribution	2 (22.22 %)
Poor contribution	0
Didn't contribute at all	0

In terms of things to be improved, besides what has been already mentioned, there was still a request to have more group tasks, with more time to do them, to have more interaction, to have more webinars, to have more interactive elements ( *"adding more interactive elements, like live discussions or quizzes, could make the experience more dynamic and engaging"* ).

One of the weakest points was the lack of interaction between participants online. This could partially be because the group of participants were very busy and with very little available time. For future e-learning processes it would be important to reflect on this.

## 7. CONCLUSION

### **Reflection on learning**

A key aspect in NFE is learners' empowering, what is achieved through a three-dimensional approach: learning *about*, learning *through* and learning *for*, and a variety of pedagogical approaches that foster active participation, critical thinking, and aims to build learners' confidence and autonomy, fostering an environment where participants feel in control of their learning journey. This empowerment is a powerful motivator and can lead to profound personal and community development, one of the main goals of TRAYCE and non-formal education in general.

Training in non-formal education emphasises peer learning and support as this collaborative environment helps to build a sense of community and shared responsibility for learning. Trainers guide rather than dictate, creating spaces where learners can contribute and feel valued, thus reinforcing the empowerment of participants and the group.

Learning in a non-formal education context is holistic and integrates practical skills, emotional intelligence and social dynamics. Trainers are not just conveyors of knowledge; they are facilitators of growth and change. The role of trainers in NFE as changemakers, their impact in social change, and was addressed frequently and in a transversal during TRAYCE. It's essential that trainers in NFE are aware of this dimension and bring it consciously into their work as trainers and youth workers.

On another way, non-formal education settings require trainers to be highly adaptable as they often deal with diverse groups composed by young people with different backgrounds, identities, different learning styles and needs. The ability to adapt methods and materials to the group is invaluable and was stressed regularly during TRAYCE.

For trainers in NFE it is essential to adopt a reflective practice and continuously reflect on their learning methods, on learners' progress and on the group dynamics. Reflection allows trainers to remain responsive and effective and even more so if this happens in the context of a community of practice composed of trainers with diverse backgrounds and sharing similar values: human rights, peace and nonviolence, intercultural dialogue, active and democratic participation, and equality.

Contrary to what happens in the context of the Youth Department, non-formal settings where trainers work and often challenging due to a lack of resources and sometimes even the lack of understanding on what NFE is. Trainers need to be creative, resourceful and resilient, finding innovative ways to engage and support their learners despite these challenges. In a society that tends to be less and less democratic, NFE has the potential to become a powerful tool that can boost participation and democratic values.

In essence, training trainers in non-formal education is about nurturing facilitators who are creative, reflective, and capable of empowering others. It's a dynamic, ongoing learning process that emphasises the importance of human connections/community, the need for being a changemaker with a conscious value-based approach that is inclusive and supports learning and transformation for all participants and trainers themselves.

### **Trends in education and youth work, and the role of TRAYCE within that**

These trends reflect some of the evolving demands of modern societies and are important to know also for the field of non-formal education as the impact will be seen there as well. The educators working in the field should have their own and a common reflection on how the changes should be integrated in the non-formal education practice, outcomes, forms, methods, aims, spaces, and more. TRAYCE gave a possibility to discuss many of these trends, look into how the work can support learners, how to interpret the trends and how to adjust the practice to it.

Below are a few of the trends presented and discussed with TRAYCEs which could be a good base for further reflections on the themes:

#### *Competence-based approach and orientation in education*

This approach focuses on developing specific skills and knowledge that learners can demonstrate in real-world applications. Instead of measuring success by time spent in education or theoretical knowledge, competence-based education prioritises practical outcomes and the learner's ability to apply what they have learned in various contexts. It often involves tailored assessments and flexible pathways that adapt to individual progress.

#### *Personalisation, learner-centredness, and adaptive learning as a base for the practice*

Education is increasingly designed around the needs and preferences of individual learners. Personalisation involves creating learning experiences that cater to different learning styles, abilities, and goals. Adaptive learning leverages technologies such as AI to adjust content and pacing dynamically, providing immediate feedback and support to optimise individual engagement and achievement.

#### *Social-emotional learning (SEL) and soft skills development need and importance*

SEL equips learners with skills such as self-awareness, emotional regulation, empathy, and teamwork. As workplaces and communities demand stronger interpersonal and emotional intelligence skills, non-formal education is placing greater emphasis on building resilience, leadership, communication, and collaboration, preparing individuals to thrive in diverse and dynamic environments.

#### *Mental health and wellbeing considerations*

Acknowledging the connection between mental health and learning outcomes, non-formal education increasingly incorporates strategies to support learners' psychological wellbeing. This includes creating safe and inclusive environments, incorporating mindfulness practices, and providing access to resources and activities that help reduce stress, build self-esteem, and foster a sense of belonging.

#### *Digital technology integration and data analytics in education*

The integration of digital tools, platforms, and analytics is transforming non-formal education. Technologies such as virtual classrooms, interactive platforms, and AI-driven tools enable innovative teaching methods. Data analytics allows educators to track learner progress in real-time, identify gaps, and customise interventions to improve outcomes, fostering a data-informed approach to education.

#### *Immersive technologies and gamification supporting quality learning*

Virtual and augmented reality, simulations, and game-based learning tools make learning experiences more interactive and engaging. Immersive technologies provide hands-on, experiential opportunities, enabling learners to practise real-world scenarios in a controlled environment. Gamification motivates learners by incorporating elements like rewards, challenges, and leaderboards into the educational process.

#### *Design thinking and project-based experiential learning in educational offers*

Design thinking fosters creative problem-solving by guiding learners through iterative processes of ideation, prototyping, and testing. Project-based learning engages learners in real-world challenges, allowing them to explore complex issues, work collaboratively, and develop practical solutions. These methods encourage innovation and critical thinking while making education highly relevant and impactful.

#### *Lifelong and lif-wide learning valorisation*

This trend underscores the importance of continuous education throughout life to adapt to evolving professional and societal needs. Lifelong learning promotes adaptability, curiosity, and skill enhancement across all life stages, enabling individuals to remain relevant in changing job markets and to contribute meaningfully to society.

#### *Sustainability, global citizenship, and social responsibility*

With growing awareness of global challenges like climate change, inequality, and human rights issues, education now seeks to prepare individuals to act responsibly and ethically in a globalised world. Topics such as sustainable development, cultural diversity, and ethical practices are incorporated to cultivate global citizens who actively contribute to societal wellbeing.

#### *Cross-sectoral and collaborative learning*

Breaking down silos between disciplines and sectors, this trend promotes interdisciplinary and multi-sector partnerships. Cross-sectoral learning encourages sharing resources, perspectives,

and expertise to tackle complex issues. It also fosters a collaborative mindset, enabling learners to work effectively across diverse fields and teams.

## 8. TESTIMONIES BY PARTICIPANTS

We end this report with testimonies by participants. This was TRAYCE, in their own words.



"The TRAYCE course was honestly a game-changer for me. From the first session, I felt like I was stepping into a whole new world of youth work and non-formal education. What really stood out was how engaging and hands-on everything was—I wasn't just listening to theories; I was living them out through practical activities and real-life scenarios."

"I acquired new skills and knowledge as a trainer but there was also space to focus on values and what our role as trainers should be. I think that the course has a huge impact on the quality of the activities I deliver both at a local and at a European level. "

"Who would have thought that inside the walls of an institution such as the Council of Europe, there is magic happening? I explored value-based learning, training design, evaluation, and delivery, while also gaining deeper insights into the Council of Europe's work and youth work. I connected with inspiring humans, with whom I feel united in our work towards a common cause – to live in democratic, resilient and peaceful societies."

"There has been a before TRAYCE, where I felt more insecure, impulsive and self-doubting, and an after TRAYCE, where I am actually confident about the skills I have, cautious with the ones I have more troubles with and overall, more appreciative of the fun and enriching process that is non-formal education. "

"TRAYCE is transformative and essential, as I have seen growth in every participant."

"TRAYCE provided me with insights I never thought about, questions I never asked myself, ideas I never came up with, profiles of people I never worked with before - thus teaching me and challenging me at the same time, in a provocative, demanding and positive way."

"TRAYCE expanded my view about non-formal education by questioning the idea of 'being a trainer' and their social, ethical and political role(s) in young people's learning experiences and skills building."

"The people involved in TRAYCE have been living sources of inspiration, ... The CoE Youth Department has been a safe and brave space where both TRAYCE and I have flourished."



"I felt empowered to explore and dive into the things I'm truly passionate about- whether it was developing new products, using tools I love, or having meaningful discussions about growth, challenges, and even low points."

"TRAYCE has impacted me much more than I would have ever thought. In some ways, it challenged me, my views, competencies, and skills and reassured in others at the same time."

"TRAYCE was a space to learn, reflect and apply, a space to consolidate my values."

"*TRAYCE* is a journey that opens different doors and opportunities to experience new challenges and learn."

"My highlight of TRAYCE is the Educational product: many trainings (even designed in the long term) do not allow the opportunity for the participants to produce an educational tool. I value much that TRAYCE opens the door for it and allows the space to exchange."

"TRAYCE was a great opportunity to explore training outside my comfort zone, to do more reading and reflection on a wide variety of components of being a trainer and to promote good practices in my organisation."



*On the last day of the second residential seminar, TRAYCE participants visualised their community of practice and their connections to each other in a "practice map".*

## **List of Participants**

Mikel Aguirre Herreiro	Infinite Opportunities Association
Zeliha Busra Akdogan	Youth Express Network
Ralu Baci	IGLYO
Flutura Brakaj	Regional Youth Cooperation Office- RYCO
Nino Butskhrikidze	Imereti Development Center
Sara Chehade	Youth and Environment Europe
Mustafa Andım Çoban	YFU Turkey and Jugendbotschafter e. V.
Petru Crețu	„Millenium” Training and Development Institute
Rebecca Fisch	ternType International Roma Youth Network
Evie Grouta	Association for Historical Dialogue and Research
Chiara Gullotta	Amnesty International Italy
Nare Hovhannisyan	Erasmus Student Network Yerevan
Georgina Laboda	DIKH HE NA BISTER Roma Genocide Remembrance Initiative
Adam Lambe	National Youth Council of Ireland
Mila Lukic	Arkan Foundation
Irada Mehdiyeva	Azerbaijan Alumni Association
Beatriz Melo	Portuguese Red Cross - Braga Branch
Armine Movsesyan	MIJARC Europe
Spyros Papadatos	AEGEE, European Students Forum

Zacharias Piazas	United Societies of Balkans
Syrine Rekhis	The European Forum for Youth with Lived Migration Experience
Gianluca Rossino	DYPALL NETWORK
Martin Siemen	Rural Youth Europe
Kristiana Stoyanova	Erasmus Student Network
Katarzyna Urbanczyk	GFPS-Polska Stowarzyszenie Naukowo - Kulturalne Europy Środkowej i Wschodniej



DDP-YD/ETD (2023) 83 rev.

Budapest, 23 May 2023

## **TRAINING OF TRAINERS FOR YOUTH IN THE COUNCIL OF EUROPE (TRAYCE) 2023-2024**

A long-term training course to support 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.

TRAYCE Residential seminar I  
European Youth Centre Budapest  
4-11 June 2023

### **Programme**

#### **Saturday 3 June**

Arrivals

21:00 Welcome evening

#### **Sunday 4 June – *Setting the stage***

9:30 Welcome to TRAYCE!

11:00 Break  
 11:30 Opening by **Antje Rothemund**, Head of Youth Department, Council of Europe  
 How to live and learn together during the week  
*Getting to know each-other*  
 13:00 Lunch  
 14:30 Exploring expectations and motivations  
*What do we want to learn?*  
 16:00 Break  
 16:30 Who is in the room?  
*Exploring organisations, contexts and themes*  
 18:00 Evening reflection  
 19:00 Dinner  
 21:00 Intercultural evening: sharing stories and poems

### **Monday 5 June – Non-formal education and young people**

8:30 Registration in the lobby of EYCB, ground floor  
 9:30 Youth today – exploring current realities  
 11:00 Break  
 11:30 Get to know the Youth Department of the Council of Europe  
**Rui Gomes**, Head of Education and Training, Youth Department  
 13:00 Lunch  
 14:30 Non-formal education in youth work  
*How can NFE respond to the challenges that young people face?*  
 16:00 Break  
 16:30 What is quality in NFE?  
*Exploring the quality standards of the Youth Department*  
 18:00 Evening reflection  
 19:00 Dinner

### **Tuesday 6 June – The principles of human rights**

09:30 Human rights and human rights education  
 11:00 Break  
 11:30 Human rights and human rights education *continued*.  
 13:00 Lunch  
 14:30 Exploring non-discrimination and inclusion online  
 16:00 Break  
 16:30 Meta-reflection on methodology used  
*How can non-formal education methodology support social change?*  
*Youth Department tools for NFE/HRE*  
 19:00 Dinner

### **Wednesday 7 June – Learning**

09:30 How do we learn? – *exploring different learning theories*  
 11:00 Break  
 11:30 The experiential learning cycle  
 13:00 Lunch

*FREE AFTERNOON*

19:00 Dinner on the Danube

#### **Thursday 8 June – Competences reflection**

*FREE MORNING*

13:00 Lunch

14:30 My trainer path – *my goals and motivation for professional development*

16:00 Break

16:30 Reflection on the competence framework of TRAYCE and time for self-assessment

18:00 Evening reflection

19:00 Dinner

#### **Friday 9 June - Competence development**

09:30 Self-assessment & learning and development planning

11:00 Break

11:30 Self-assessment & learning and development planning *continued*

*Meeting of mentors and mentees*

13:00 Lunch

14:30 Foundations of building an educational activity

*Reflecting on own training practice*

16:00 Break

16:30 Foundations of building an educational activity

*Objectives and programme flow*

18:00 Evening reflection

19:00 Dinner

20:30 Game night

#### **Saturday 10 June – Developing a practice activity**

09:30 How to pick the right method?

11:00 Break

11:30 Sharing plans for practice activities

13:00 Lunch

14:30 Adapting educational material – how to consider the needs of the target group

16:00 Break

16:30 The art of debriefing – *what should trainers pay attention to?*

19:00 Dinner

### **Sunday 11 June - *Next steps***

09:30 Trainers' skills: dealing with challenging situations in training and education

11:00 Break

11:30 Reflection on next steps together with mentors

13:00 Lunch

14:30 Introduction to next phases: TRAYCE features and e-learning

16:00 Break

16:30 Evaluation and closing

19:00 Dinner

### **Monday 12 June**

Departures

## **Objectives of TRAYCE Residential seminar 1**

- Develop increased understanding of the TRAYCE features and the long-term educational journey, and encourage participants' ownership of, and commitment to, their own learning path
- Encourage a constructive and collaborative learning atmosphere that enables and supports experience sharing, peer learning and cooperation between participants
- Introduce participants to the Council of Europe (its values, mission, main programmes) and explore how to apply and address the key themes and priorities of the Council of Europe's youth sector in training processes (human rights, intercultural learning, and social inclusion)
- Explore and clarify the principles, values, quality assurance, methodological approaches and purpose of non-formal education and its role in the lives of young people and society
- Develop participants' trainer competences in designing, running, evaluating educational activities
- Support participants in understanding the content and potential of the competence framework used in the course, and provide support for participants to work on the self-assessment of their competences and develop their learning plans



DFD-YD/ETD (2024) 166

Budapest, 10 July 2024

## **TRAINING OF TRAINERS FOR YOUTH IN THE COUNCIL OF EUROPE (TRAYCE) 2023-2024**

A long-term training course to support 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.

**TRAYCE Residential seminar II**  
**European Youth Centre Strasbourg**  
**11-17 September 2024**

### **Programme**



## **Tuesday 10 September**

Arrivals

21:00 Welcome evening

## **Wednesday 11 September – Reconnecting**

8:30 Registration in the dining area of the European Youth Centre, ground floor

9:30 Opening of Residential Seminar II and welcoming participants back

10:30 Welcome words by Tobias FLESSENKEMPER, Head of Youth Department, Council of Europe and Nina GRMUŠA, Chair of the Advisory Council on Youth

11:00 Break

11:30 Reconnecting with TRAYCE, each other, and our journeys

13:00 Lunch

14:30 Consolidating learning individually and collectively  
*What did TRAYCE do so far?*

16:00 Break

16:30 Consolidating learning individually and collectively  
*What did TRAYCE do so far?*

18:00 Evening reflection

19:00 Dinner

## **Thursday 12 September – Competences**

9:30 Me and my competences – revisiting the self-assessment form (SAF) and the TRAYCE competence framework

11:00 Break

11:30 Me and my competences, *continued*

13:00 Lunch

14:30 Educational product lab – learning from, and contributing to, each other's educational products

16:00 Break

16:30 Educational product lab – reflection on dissemination, visibility and promotion

18:00 Evening reflection

19:00 Dinner

### **Friday 13 September – Roles and responsibilities of trainers**

09:30 Addressing contemporary issues connected to human rights and democracy

11:00 Break

11:30 Addressing contemporary issues connected to human rights and democracy

13:00 Lunch

14:30 Role and responsibility of trainers in addressing contemporary issues

16:00 Break

16:30 Role and responsibility of trainers, *continued*

19:00 Dinner

### **Saturday 14 September – Developing competences**

09:30 Training essentials – what do we still need to learn?

11:00 Break

11:30 Training essentials, *continued*

13:00 Lunch

*FREE AFTERNOON*

19:00 Dinner out in Strasbourg

### **Sunday 15 September – Youth Department**

*FREE MORNING*

11:30 The Youth Sector of the Council of Europe – priorities and approaches and the role of trainers therein with Rui GOMES, Head of Education, Training and Cooperation Division, Youth Department

13:00 Lunch

14:30 Translating values and priorities into action, with Mustafa JAKUPOV, Deputy Director at the Reporting and Information Centre on Antigypsyism, Germany

16:00 Break

16:30 Resource library – what can help us?

18:00 Evening reflection

19:00 Dinner

### **Monday 16 September** – *Council of Europe services*

09:30 Getting to know each-other professionally

11:00 Break

11:30 Community of practice – who are we now?

13:00 Lunch

14:30 Preparation for Council of Europe café

15:00 Council of Europe café, round 1

European Youth Foundation, Mara GEORGESCU

Youth Policy Division, Marius SCHLAGETER

Cooperation projects, Maja MICIC-LAZOVIC

Youth Partnership, Laszlo MILUTINOVITS

Quality Label for youth centres, Gordana BERJAN

16:00 Break

16:30 Council of Europe café, round 2

Education Department, Vjosa ROGOVA-DAMONI

Roma and Travellers Division, Marina VASIC

Hate Speech, Hate Crime and Artificial Intelligence Unit, Nidaa BOTMI

Gender Equality Division, Cecile GREBOVAL

Office of the Special Representative of the Secretary General on Migration and Refugees, Rüdiger DOSSOW

17:45 Reception with Council of Europe staff at the Belgian bar

19:00 Dinner

20:30 Game night

### **Tuesday 17 September** – *Closing and evaluation*

09:30 Looking ahead and staying connected

11:00 Break

11:30 My trainer's path – what is the next destination?  
Celebration of learning!

- 13:00 Lunch
- 14:30 Evaluation of TRAYCE features
- 16:00 Break
- 16:30 Closing of seminar and of TRAYCE
- 19:00 Celebratory dinner

## Wednesday 18 September

Departures

## Objectives of TRAYCE Residential seminar 2

### **Consolidating learning**

- Provide a space for participants to reflect on, share, conclude and celebrate their learning journeys throughout TRAYCE and its various features
- To reflect and analyse the development of trainer's competencies throughout TRAYCE,
- To showcase the results and developed educational outputs and get feedback from peers

### **Building competences**

- To address further educational needs emerging from learning in TRAYCE and through its features

### **Looking ahead**

- To look into various trainer paths in non-formal educational field in Europe and CoE YD in specifically
- To reflect on the broader role of trainers and educators in social change processes in society, and for participants to find their own contribution and role therein, including in own context
- To provide guidance on navigating the existing resources supporting NFE trainers in Europe

### **Staying connected**

- To get familiar with current priorities, objectives and programmes of the CoE youth sector and to discuss educators role in their achievement
- To explore ways to engage and stay connected to the TRAYCE community and the Council of Europe following the course

## **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

### **TRAYCE II curriculum**

The TRAYCE team developed an initial curriculum based on the competence framework. The curriculum served as a plan for how to spread out competencies and content across residential seminars and e-learning phases. While the course was updated based on evolving needs, the curriculum supported the team to plan a course strongly linked to the competence framework.

The TRAYCE curriculum is divided into these main phases:

- 1. E-learning phase I**
- 2. Residential seminar I**
- 3. E-learning phase II**
- 4. Residential seminar II**

Each phase has the following sections:

- **Contents**
- **Learning objectives**
- **Competences addressed**
- **Educational objectives**

It's important to bear in mind that many competences, mainly those related to training practice, will also and above all be developed through other features, namely the training practice, the job shadowing and the educational product.

<b>E-learning phase I</b>	
<b>Contents:</b>	<p>Moodle and the e-learning platform of the Council of Europe (CoE)</p> <p>Getting to know the group:</p> <ul style="list-style-type: none"><li>• My work/context</li><li>• Personal strengths</li></ul> <p>Understanding TRAYCE II:</p> <ul style="list-style-type: none"><li>• Introduction of the course context and features</li></ul> <p>Council of Europe:</p> <ul style="list-style-type: none"><li>• Youth Department</li><li>• Agenda 2030</li><li>• Iceland Summit</li><li>• European Youth work agenda</li><li>• The Bonn Process</li><li>• Resources supporting the youth work development</li></ul>

	<ul style="list-style-type: none"> <li>• Documents: Quality Standards, Recommendations</li> <li>• Priority themes</li> </ul> <p>Self-assessment:</p> <ul style="list-style-type: none"> <li>• Fill in the self-assessment form (SAF)</li> <li>• Identifying learning needs</li> <li>• SAF and Learning and Development Plan (intro)</li> <li>• How to keep motivation (growth and static mindset)</li> </ul> <p>Learning:</p> <ul style="list-style-type: none"> <li>• What is learning, who is the learner, who is the trainer</li> <li>• Learning styles</li> <li>• Learning theories</li> </ul> <p>First residential seminar: Practical information, Preparation for the seminar, Expectations</p>
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• To get familiar with the Moodle e-learning platform.</li> <li>• To better understand TRAYCE II, its objectives, features and institutional context.</li> <li>• To start getting to know the team and the group of participants.</li> <li>• To become more aware of the individual context of work back home and of personal motivations and strengths.</li> <li>• To better understand the Council of Europe and the Youth Department.</li> <li>• To understand the self-assessment feature and its relationship with the Competence Framework, the self-assessment form and the Learning and Development Plan. 7. To fill in the self-assessment form and identify individual learning needs.</li> <li>• To start to explore the concept of the Learning and Development Plan (LDP).</li> <li>• To gain new insights on motivation and learning.</li> <li>• To understand the concept of learning, learner, and learning styles and theories, and to understand the practical impact of those in the training/learning setting.</li> <li>• To develop and reinforce the intercultural competence.</li> <li>• To reflect about and clarify the personal expectations towards TRAYCE II and the first residential seminar.</li> <li>• To be prepared for the first residential seminar.</li> </ul>
<b>Competences addressed:</b>	<p>2.5. Being conscious, flexible in identifying and adapting the learning process to the group profile, needs and pace.</p> <p>2.9. Making use of current information technology for supporting online and blended learning, and understanding their opportunities and limitations for non-formal educational context.</p> <p>3.3. Being aware of ambiguity of individual and culturally determined behaviours.</p> <p>3.4. Approaching multicultural settings with curiosity, an open mind and tolerance of ambiguity.</p> <p>3.5. Empathising with learners and all actors within the learning process. 3.6. Communicating effectively in different cultural contexts.</p>

	<p>4.1. Being committed to lifelong learning and personal development.</p> <p>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. 6.5. Understanding the principles, guidelines, implications and practical applications of relevant policy documents on the priorities of the youth sector of the Council of Europe.</p>
<b>Educational objectives covered:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Residential Seminar I</b>	
<b>Contents:</b>	<p>Getting to know each other</p> <p>Building the group and ownership of the course</p> <p>The TRAYCE II features and their role in learning</p> <p>Principles, values, approaches and quality standards of NFE in youth work Training and change:</p> <ul style="list-style-type: none"> <li>• The role of the trainer in social and environmental change</li> <li>• Human rights education</li> <li>• Fields of work (inclusion, peace and nonviolence, gender equality, anti-racism, etc.) • Target group: who are young people?</li> </ul> <p>Institutional knowledge:</p> <ul style="list-style-type: none"> <li>• Getting to know the CoE in depth</li> <li>• Thematic and policy priorities of the CoE and YD</li> <li>• Youth work, youth policy and the Youth Department</li> <li>• Human rights documents</li> </ul> <p>Training essentials I:</p> <ul style="list-style-type: none"> <li>• Preparing session outlines</li> <li>• Methodology and methods</li> <li>• Translating themes to educational practice</li> <li>• Adapting activities</li> <li>• Debriefing</li> <li>• Facilitation skills (how to facilitate)</li> </ul>

	<p>Supporting competence development:</p> <ul style="list-style-type: none"> <li>• Lifelong learning</li> <li>• Learning to learn</li> <li>• Working with SAF, LDP and CF</li> <li>• The mentoring process</li> </ul>
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• To deepen the process of getting to know each other and foster teambuilding.</li> <li>• To consolidate the understanding of TRAYCE II and its process, objectives and features and their role in the learning process of participants.</li> <li>• To better understand the required commitment towards TRAYCE II and to develop the proper motivation to it.</li> <li>• To understand the principles, values, approaches and quality standards of non-formal education (NFE) in youth work.</li> <li>• To reflect on and understand the role of the trainer in NFE as an agent of change.</li> <li>• To develop essential competences and understanding of human rights education.</li> <li>• To understand the diversity amongst young people and realise the practical implications of that diversity for the training work.</li> <li>• To deepen the knowledge and understanding of the work of the Council of Europe and the Youth Department.</li> <li>• To know the main human rights documents of the CoE, mostly those who connect with the field of youth work and training.</li> <li>• To get familiar with the concept of youth policy and its relationship with youth work and training.</li> <li>• To understand the concept of methods and methodology and the difference between them.</li> <li>• To be able to choose a relevant method/activity to reach predefined learning objectives considering the needs and profile of the group of participants.</li> <li>• To know how to adapt an activity to a group and context.</li> <li>• To understand and be able to apply the experiential learning cycle. To understand the difference between reflection and debriefing, to know the basic steps of a debriefing and be able to debrief an activity.</li> <li>• To be able to fill in a session outline, including defining learning objectives and learning outcomes.</li> <li>• To reflect on and understand the main competences of a facilitator. To develop the basic facilitation skills and be aware of the personal strengths and learning points as a facilitator.</li> <li>• To better understand the Competence Framework (CF) and how it connects with the trainer's competence development.</li> <li>• To consolidate the understanding of the LDP and to fill in the individual plan.</li> <li>• To understand the mentoring process and how it sustains participants' development.</li> <li>• To develop the learning to learn competence as a strategy to develop and strengthen the individual learning path during TRAYCE II.</li> <li>• To develop the intercultural competence.</li> </ul>

<b>Competences addressed:</b>	<p>1.3. Choosing, developing and adopting methodologies and methods serving the educational setting, aims, different learning preferences and needs</p> <p>1.4. Being able to explain the rationale and choices made in organising a non-formal education process, grounded in the relevant learning theories</p> <p>1.6. Securing a balance between knowledge, skills and attitudes development of learners within the context of the learning process</p> <p>1.7. Evaluating learning processes, including identifying indicators for monitoring and analysis, applying the results of the analysis</p> <p>1.8. Documenting an educational process in suitable ways, relevant for organisers and participants</p> <p>1.9. Applying quality standards in educational activities, based on the quality standards of the Youth Department and other quality-oriented instruments</p> <p>2.1. Understanding the factors impacting personal, cultural, social peculiarities of learners, and implications of these peculiarities on the educational processes</p> <p>2.2. Organising and facilitating dialogical communication and cooperation in the group as a source of learning</p> <p>2.7. Supporting the expression of various perspectives and opinions in a group</p> <p>2.8. Explaining, running and debriefing group learning methods</p> <p>2.10. Facilitating plenary sessions, workshops, and group discussions for identifiable learning outcomes</p> <p>2.12. Ensuring that all participants are included in the group learning processes</p> <p>2.15. Being able to link and place single educational activities to individual lifelong learning processes</p> <p>3.3. Being aware of ambiguity of individual and culturally determined behaviours</p> <p>3.4. Approaching multicultural settings with curiosity, an open mind and tolerance of ambiguity</p> <p>3.5. Empathising with learners and all actors within the learning process</p> <p>3.6. Communicating effectively in different cultural contexts</p> <p>3.8. Critically examining and reflecting upon and being aware of one's own prejudices and biases (perceptions and stereotypical constructions of reality)</p> <p>4.1. Being committed to lifelong learning and personal development</p> <p>4.3. Integrating the principles of human rights, democratic participation, and citizenship in learning processes</p> <p>4.4. Finding information and evaluating evidence critically and supporting learners to do the same</p> <p>4.7. Linking the content of an educational process with youth work and youth policies matters and other relevant themes</p> <p>5.1. Creating an enjoyable and productive working atmosphere in a team</p> <p>5.2. Understanding and integrating own and team members working culture, strengths and limitations in the working process.</p> <p>5.3. Facilitating the working process of a team, including distribution of tasks</p> <p>5.7. Supporting team members in developing ownership and responsibility for the educational process</p> <p>5.8. Supporting self-reflection, learning processes and self-development in a team</p> <p>5.9. Respecting team agreements, responsibilities and deadlines</p> <p>5.10. Contributing to the team overall performance and delivery of expected results</p>
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	<p>5.11. 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</p> <p>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 this fields</p> <p>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</p> <p>6.3. Presenting and explaining the values, functioning, programmes and approaches of the Council of Europe's youth sector</p> <p>6.4. Understanding and applying the core values of the Council of Europe in education and training activities</p> <p>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</p> <p>6.7. Pursuing the goals of human rights, equality in dignity and respect for diversity through educational processes</p> <p>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</p> <p>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</p> <p>6.11. Making use of the expertise and standards of the Council of Europe in specific fields for the learning processes</p>
<b>Educational objectives covered:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul>

## E-learning phase II

<b>Contents:</b>	<p>Training essentials II:</p> <ul style="list-style-type: none"> <li>• Educational evaluation</li> <li>• Resources available</li> <li>• Digital tools for online learning</li> <li>• Accessibility</li> <li>• Training design</li> <li>• Group dynamics</li> <li>• Recognition of learning in NFE</li> </ul> <p>Support for the next course features:</p> <ul style="list-style-type: none"> <li>• Training practice</li> <li>• Job shadowing</li> <li>• Educational product development</li> </ul> <p>Analysing contexts:</p> <ul style="list-style-type: none"> <li>• Pressing issues for youth and NFE-providers (war, climate change, economic stress, youth independence and transition to adulthood, etc.) <ul style="list-style-type: none"> <li>• Gender and intersectionality</li> <li>• Anti-discrimination and equality</li> <li>• Youth participation</li> <li>• Connecting to global process</li> <li>• Individual and group change processes</li> </ul> </li> </ul> <p>Intercultural learning:</p> <ul style="list-style-type: none"> <li>• Concepts of culture</li> <li>• Intercultural competence</li> <li>• Current trends in Europe and intercultural learning (ICL)</li> <li>• Addressing ICL in practice in a NFE activity</li> </ul>
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• To understand the concept and practices of educational evaluation in non-formal learning contexts and be able to recognise the differences between evaluation in formal and non-formal contexts.</li> <li>• To be able to develop an educational evaluation plan.</li> <li>• To know the different educational resources from the CoE and other institutions/youth organisations available in the youth field.</li> <li>• To develop basic competences on how to deliver online learning in the context of NFE.</li> <li>• To reflect about the concept of accessibility and to be able to implement it in the training practice, both online and offline.</li> <li>• To learn how to design a training programme based on group dynamics theory and including the essential elements that open, foster and close the learning process (programme flow).</li> <li>• To know the most important and recent tools for the recognition of learning in NFE.</li> <li>• To reflect upon and understand the most important challenges of NFE recognition. To fully understand the requirements and quality criteria that need to be fulfilled in the training practice and the job shadowing.</li> <li>• To learn relevant knowledge and tools useful to start the process of creating an educational product.</li> </ul>



	<ul style="list-style-type: none"> <li>• To identify and reflect upon the most pressing issues that affect young people nowadays and those influence the NFE field and the work of the trainer.</li> <li>• To reflect on the connection of climate change and environmental issues with NFE and training, identifying practical ways to promote change and create a positive impact.</li> <li>• To gain basic knowledge about gender, intersectionality, discrimination and youth participation and to understand its connection to human rights and NFE and training.</li> <li>• To understand the general notion of power and power inequalities and its implications for NFE and training.</li> <li>• To know the main human rights documents of the CoE that relate to gender equality, anti-discrimination and youth participation.</li> <li>• To reflect on and to understand issues of equality and participation in a global context.</li> <li>• To explore and understand the basic concepts of intercultural learning, intercultural competence and culture, and its relation to NFE and training.</li> <li>• To develop the intercultural competence.</li> <li>• To be able to apply ICL as a transversal dimension of a NFE process.</li> <li>• To reflect on the current trends in Europe concerning interculturality and identify concrete ways to address the issues observed.</li> </ul>
<b>Competences addressed:</b>	<p>1.1. Designing a learning programme from beginning to end, based on the values, principles and practices of non-formal education with young people</p> <p>1.2. Articulating a training programme according to objectives, learning outcomes or competences and participants' profiles and needs</p> <p>1.7. Evaluating learning processes, including identifying indicators for monitoring and analysis, applying the results of the analysis</p> <p>2.1. Understanding the factors impacting personal, cultural, social peculiarities of learners, and implications of these peculiarities on the educational processes</p> <p>2.4. Understanding the development stages of the group and supporting the group to go through them smoothly and consciously</p> <p>2.6. Delivering concepts and theories relevant to the activity in a coherent and comprehensible manner</p> <p>2.9. Making use of current information technology for supporting online and blended learning, and understanding their opportunities and limitations for non-formal educational context</p> <p>2.11. Making learning processes motivating, inspiring, engaging and enriching</p> <p>3.1. Integrating, applying, and explaining key concepts, themes and values of intercultural learning and dialogue into educational activities</p> <p>3.2. Understanding the traditional and emerging concepts of culture, intercultural communication, and dialogue</p> <p>3.3. Being aware of ambiguity of individual and culturally determined behaviours</p> <p>3.7. Dealing constructively with tensions, disagreements and conflict situations in the learning environment and encouraging learning from them</p> <p>3.8. Critically examining and reflecting upon and being aware of one's own prejudices and biases (perceptions and stereotypical constructions of reality)</p> <p>3.9. Being aware of preconceptions and biases, recognising forms of manipulation, and making decisions based on reasoned judgement</p>

	<p>3.10. Explaining and promoting the key intercultural competences of tolerance of ambiguity, empathy and distance to social roles</p> <p>3.11. Applying anti-discrimination principles and guidelines to youth activities, including gender equality and intersectionality perspectives.</p> <p>4.1. Being committed to lifelong learning and social change</p> <p>4.2. Understanding current and emerging political, social, economic, technological, ecological and other trends impacting the lives of young people and ability to address them in educational processes</p> <p>4.3. Integrating the principles of human rights, democratic participation, and citizenship in learning processes</p> <p>4.5. Supporting learners to take action in line with Council of Europe values</p> <p>4.6. Making links between learning processes and community or society transformations connecting individual and community actions to related global processes</p> <p>4.7. Linking the content of an educational process with youth work and youth policies matters and other relevant themes</p> <p>4.9. Having basic knowledge and understanding of social and individual change dynamics and processes, being able to apply those in the learning context</p> <p>5.1. Creating an enjoyable and productive working atmosphere in a team</p> <p>5.3. Facilitating the working process of a team, including distribution of tasks</p> <p>5.7. Supporting team members in developing ownership and responsibility for the educational process</p> <p>5.8. Supporting self-reflection, learning processes and self-development in a team</p> <p>5.9. Respecting team agreements, responsibilities and deadlines</p> <p>5.10. Contributing to the team overall performance and delivery of expected results</p> <p>6.6. Introducing and applying human rights education / education for democratic citizenship in activities</p> <p>6.7. Pursuing the goals of human rights, equality in dignity and respect for diversity through educational processes</p> <p>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</p> <p>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</p>
<b>Educational objectives covered:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul>

Residential Seminar II	
<b>Contents:</b>	<p>Learning from features:</p> <ul style="list-style-type: none"> <li>• Consolidating learning from job shadowing, practice and product</li> <li>• Sharing with other participants</li> <li>• Testing the product</li> </ul> <p>Training essentials III:</p> <ul style="list-style-type: none"> <li>• Giving and receiving feedback</li> <li>• Creativity and innovation in training</li> <li>• Conflict management</li> <li>• Emotions in the training setting: <ul style="list-style-type: none"> <li>o Dealing with emotions (self and others)</li> <li>o Mental health issues resulting from oppression, discrimination and other pressing issues for young people</li> <li>o Creating and holding safe spaces</li> </ul> </li> </ul> <p>Trainers' competences in practice: trying out HRE and feedbacking</p> <p>Trainer well-being:</p> <ul style="list-style-type: none"> <li>• Self-care tools</li> <li>• Self-care as a political matter</li> <li>• Psychological conditions related to trainers' work</li> </ul> <p>Trainer and society:</p> <ul style="list-style-type: none"> <li>• Ethical, social, political and professional implications of being a trainer</li> <li>• Commitment to social change</li> <li>• Perspectives for the future: me, training and lifelong learning</li> </ul> <p>Review SAF and LDP</p> <p>Staying in touch with CoE after the course</p>
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• To reflect upon and share the main learning points gained through the training practise, job shadowing and product development.</li> <li>• To test the educational products and gain insights to finalise them.</li> <li>• To listen to other participants' experiences and learn from them fostering a culture of reciprocity and respect.</li> <li>• To learn how to give and receive feedback.</li> <li>• To boost creative skills and learn how to bring innovation in training activities.</li> <li>• To acquire basic knowledge and skills in conflict management in teams and within the group of participants.</li> <li>• To understand the role of emotions in the training setting and acquire basic knowledge and skills on how to address them.</li> <li>• To reflect on the personal relationship with the emotional world and understand how the personal emotional culture can impact (negatively or positively) the way to address emotions in training.</li> </ul>

	<ul style="list-style-type: none"> <li>• To understand the impact of oppression, discrimination and other issues in young people's mental health, reflecting on the role or the trainer and its limits in dealing with them.</li> <li>• To learn how to create and hold safer braver spaces.</li> <li>• To put in practice the trainers' competences developed throughout the course through the implementation of HRE activities and to give and receive feedback.</li> <li>• To learn how to take care of oneself as a trainer and being able to boost personal wellbeing as a tool that impacts positively at professional level.</li> <li>• To understand the political dimension of self-care.</li> <li>• To be able to identify specific psychological conditions of the trainer related to working with oppressed and discriminated people (vicarious trauma, compassion fatigue and burnout).</li> <li>• To reflect on the ethical, social, political and professional implications of being a trainer in the contemporary world.</li> <li>• To foster personal motivation and commitment to social and environmental change.</li> <li>• To imagine and project oneself into the future, considering what path to pursue as a person and a trainer in NFE.</li> <li>• To develop a personal plan for future learning and development as a trainer.</li> <li>• To fill in the SAF noticing and reflecting upon the observed changes and how those happened (which features mostly contributed to it).</li> <li>• To review the LDP and celebrate the learning and development that happened.</li> </ul>
<b>Competences addressed:</b>	<p>1.3. Choosing, developing and adopting methodologies and methods serving the educational setting, aims, different learning preferences and needs</p> <p>1.4. Being able to explain the rationale and choices made in organising a non-formal education process, grounded in the relevant learning theories</p> <p>1.5. Building inclusive, safe learning spaces, based on the values and principles of human rights and intercultural learning</p> <p>1.6. Securing a balance between knowledge, skills and attitudes development of learners within the context of the learning process</p> <p>1.7. Evaluating learning processes, including identifying indicators for monitoring and analysis, applying the results of the analysis</p> <p>1.8. Documenting an educational process in suitable ways, relevant for organisers and participants</p> <p>1.9. Applying quality standards in educational activities, based on the quality standards of the Youth Department and other quality-oriented instruments</p> <p>2.1. Understanding the factors impacting personal, cultural, social peculiarities of learners, and implications of these peculiarities on the educational processes</p> <p>2.2. Organising and facilitating dialogical communication and cooperation in the group as a source of learning</p> <p>2.3. Sensing and influencing group dynamics in a constructive way</p> <p>2.5. Being conscious, flexible in identifying and adapting the learning process to the group profile, needs and pace</p> <p>2.6. Delivering concepts and theories relevant to the activity in a coherent and comprehensible manner</p> <p>2.7. Supporting the expression of various perspectives and opinions in a group</p> <p>2.8. Explaining, running and debriefing group learning methods</p>

	<p>2.10. Facilitating plenary sessions, workshops and group discussions for identifiable learning outcomes</p> <p>2.11. Making learning processes motivating, inspiring, engaging and enriching</p> <p>2.12. Ensuring that all participants are included in the group learning processes</p> <p>3.1. Integrating, applying, and explaining key concepts, themes and values of intercultural learning and dialogue into educational activities</p> <p>3.4. Approaching multicultural settings with curiosity, an open mind and tolerance of ambiguity</p> <p>3.5. Empathising with learners and all actors within the learning process</p> <p>3.6. Communicating effectively in different cultural contexts</p> <p>3.7. Dealing constructively with tensions, disagreements and conflict situations in the learning environment and encouraging learning from them</p> <p>5.10. Applying anti-discrimination principles and guidelines to youth activities, including gender equality and intersectionality perspectives</p> <p>4.2. Understanding current and emerging political, social, economic, technological, ecological and other trends impacting the lives of young people and ability to address them in educational processes</p> <p>4.3. Integrating the principles of human rights, democratic participation and citizenship in learning processes</p> <p>4.6. Making links between learning processes and community or society transformations connecting individual and community actions to related global processes</p> <p>4.8. Critically reflecting on the social and political role of trainers and related ethical matters</p> <p>5.1. Creating an enjoyable and productive working atmosphere in a team</p> <p>5.2. Understanding and integrating own and team members working culture, strengths and limitations in the working process.</p> <p>5.3. Facilitating the working process of a team, including distribution of tasks</p> <p>5.4. Giving and receiving feedback in an educational context</p> <p>5.5. Dealing with conflict in teams</p> <p>5.6. Understanding the approaches, ethical codes and standards of working in international educational teams within the Council of Europe youth programme</p> <p>5.7. Supporting team members in developing ownership and responsibility for the educational process</p> <p>5.8. Supporting self-reflection, learning processes and self-development in a team</p> <p>5.9. Respecting team agreements, responsibilities and deadlines</p> <p>5.10. Contributing to the team overall performance and delivery of expected results</p> <p>5.11. 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</p> <p>6.7. Pursuing the goals of human rights, equality in dignity and respect for diversity through educational processes</p> <p>6.6. Introducing and applying human rights education / education for democratic citizenship in activities</p> <p>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</p>
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	6.11. Making use of the expertise and standards of the Council of Europe in specific fields for the learning processes
<b>Educational objectives covered:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• To raise self and collective awareness of the ethical, professional, social and personal dimensions of working as a youth trainer in non-formal education in contemporary Europe.</li> <li>• 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.</li> </ul>



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Budapest, 1 December 2022

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

2023-2024

A long-term training course to support 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.

### **CALL FOR PARTICIPANTS**

Deadline to apply **15 January 2023**



## 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 crises 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 intersectional 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.

The competence framework for the new edition of TRAYCE will build on the one developed for the previous edition of the course. Find it [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.

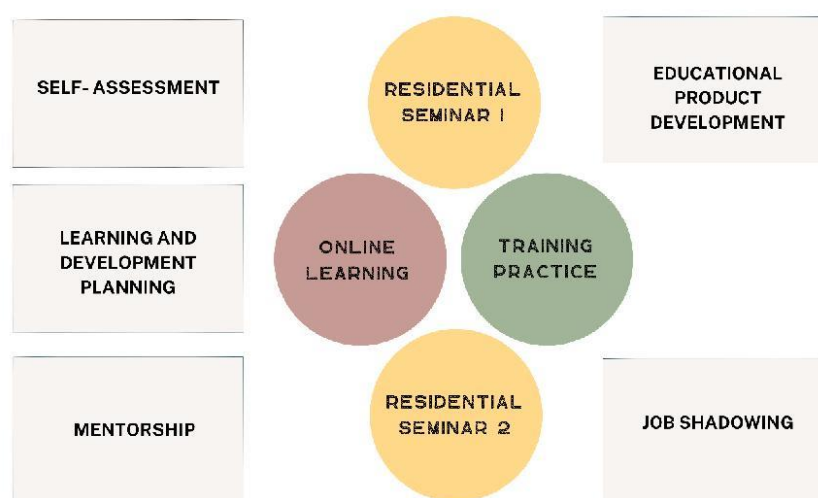
Applicants to TRAYCE are expected to:

- 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 Strasbourg

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 Budapest*

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.

## FINANCIAL AND PRACTICAL CONDITIONS OF PARTICIPATION

The residential seminars will take place in the European Youth Centres in Strasbourg and Budapest.

### *Travel expenses*

Travel expenses and visa fees for accessing Strasbourg and Budapest will be reimbursed according to the rules of the Council of Europe. Only the participants who attend the entire residential seminar can be reimbursed.

Participants are expected to travel to Strasbourg for the first residential seminar on 3 June 2023 and leave on 12 June 2023. The dates for the second residential seminar (in 2024) will be decided in 2023.

### *Accommodation*

Board and lodging for the residential seminars will be provided and paid for by the Council of Europe at the European Youth Centres. The European Youth Centres are accessible to people with disabilities and can take measures to accommodate for any specific needs of participants in this respect. Please provide all the necessary information in your application form.

### *Enrolment fee*

An enrolment fee of 60 Euros is payable by each participant, for each residential seminar. This amount will be deducted from the amount to be reimbursed for travel expenses or paid at the European Youth Centre during the residential seminar.

### *Working languages*

English will be the working language of the training course. Participants are expected to be able to express themselves autonomously in English.

## APPLICATION PROCEDURE

All candidates must apply online at <https://youthapplications.coe.int>

As a part of the application, each applicant is expected to upload a **support letter** from the supporting organisation/network. This letter should clearly state why the organisation thinks

the candidate is suitable for the course; how their participation will benefit the organisation and that it is ready to support the applicant in the organisation of the training practice activity.

The Council of Europe will select a group of participants on the basis of the profile outlined above. It will try as far as possible to respect the organisations' priorities, but also to ensure a balance between genders, geographical regions, different types of experiences, cultural backgrounds and organisations, institutions and projects.

The Council of Europe welcomes applications from all candidates who fulfil the specific profile of the activities, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation.

**The deadline for applications is 15 January 2023, 23:59 CET.**

More information about the course can be found [here](#).

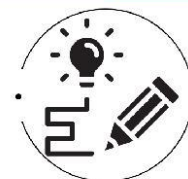
For any questions, please don't hesitate to reach out to the Youth Department at [youth.trainers@coe.int](mailto:youth.trainers@coe.int)





### Self-assessment and the learning and development plan

*"Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing." - Lawrence Bossidy*



### Self-assessment and learning and development plans in TRAYCE

Self-assessment and learning planning are an essential part of the lifelong learning and learning to learn competence. As someone said, self-reflection allows us to see where we have been, where we are, and where we want to go, leading to personal development and growth. The learning to learn competence is related to a person's ability of self-consciousness as a learner, the structuring of one's experience, building personal educational goals and objectives, building development trajectories and following them. It includes abilities such as understanding of how one learns best, what helps and hinders the process, which the best tools and media to use are, what makes it efficient, what factors impact learning, where and how the needed material can be found, how to use opportunities to support personal learning objectives, how to transform experience into competence, to know and be able to use different tools for self-assessment of competencies and draw development plans based on them, the ability to assess success benchmarks, amongst other things. Ability of self-assessment and the learning to learn competence will be tackled and developed in TRAYCE supported by the team and the mentor as one of the important aspects of trainer's path and practice.

One of the educational objectives of TRAYCE course is to develop participants' competences to design, run and evaluate non-formal education and training activities in order to support the quality development of those activities. To this end, a competence framework was developed within the frame of TRAYCE course. The developed framework provides a basis for the participants to assess their competences, identify their learning goals within and beyond the course and design learning and development pathways.

The competence-based learning approach promotes **learning and development 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. It will also help better matching your learning needs with the opportunities provided by the TRAYCE process. It is focused on the competences the participants identify and want to acquire or enhance after completing the self-assessment and support setting learning goals and tracking learning progress in TRAYCE. LDP is a living tool, and it is important to come back to it at various moments and revisit some parts if needed.

### Objectives

- To provide tools and guidance for participants' self-reflection and competence development process
- To support participants' assessment of their trainer competences
- To identify learning goals within TRAYCE and pursue them
- To support participants in becoming self-directed learners
- To support setting up learning and developing goals and help in their achievement





**Quality criteria:**

1. The self-assessment supports participants' understanding and assessment of their competences in an easy and simple way.
2. The self-assessment format facilitates reviewing and comparison of the competences during the course and at the end.
3. All participants are required to fill in the self-assessment form (SAF) at the beginning of the course and at the end.
4. The learning and development plan (LDP) provides clear guidelines and proposes basic tools/reflections that support learning.
5. The LDP is regularly explored and re-assessed throughout the course with the support of the mentor.
6. All participants are required to fill in the LDP at the beginning of the course and use it throughout the course to self-evaluate their learning achievements.

**Process, approaches and methodology**

The self-assessment is a process that can kick off and consolidate training and competence development. The assessment will be done once in the beginning, once at the end, and additionally upon need and relevance for individual development path can be done between these phases.

The process will be supported by the mentors, and will focus much on the analysis, cases, explanations and descriptions of own practice and experiences, rather than rating. The participants are asked to recall situations where a certain aspect of the competence has been manifested, how, on what level, what has worked well, what needs to be improved, what would be the desirable level of proficiency with the competence, and already think about how this aspect could potentially be developed. It can also happen that concrete examples of the aspect might be missing due to the lack of relevant experiences. It is important that participants try to determine for themselves how they understand this aspect and help them go through the search for examples. The grades are simple numbers, the descriptions are the essential parts which give meanings to the numbers. In the SAF each of the competence aspects can be graded between 1 to 5.

5	This is a real strength. I have successfully demonstrated abilities in this competence in various situations and contexts. I can support others in developing these abilities.
4	I am comfortably applying this competence. Still some more practice is needed to improve it, but in general I feel confident in this area.
3	I can do this satisfactorily. I have shown I can do this, but it still represents a challenge for me.
2	I have some difficulties with this competence. I do not feel confident and there is a clear need for improvement.
1	This is a real weakness. I feel I don't have this competence.
N/A	Not applicable. You can't recall enough situations where this competence has played a role.

Self-assessment is the first step in conscious competence development model, which explains development phases of any competence. It is important to realise that assessment and feedback can be the best helpers to show a person where one is currently and what can and should be improved in each situation. The model also shows that often initial self-assessment can give high grades to competence aspects, and with development the assessment grade might go down. This is an interesting phenomenon known as *Danning-Kruger* effect, where once you start developing competences, you realise how much you are not yet able to do. In fact, this shows development, even if the grades go down. What also happens is that one can rate a competence lower than the real ability, this is connected to either the realisation of existing challenges, or self-confidence issues.



Trainers working based on this self-assessment and the competence framework should also understand that it is not possible to have all the competences and their aspects equally developed to the highest rank in one given training intervention, but it is rather a good diagnostic tool, to help navigate in the training competence development path. Mentors will also support participants in linking their self-assessment and competence development process to various other features of the course.

Mentors will support to better internalise that assessment and evaluation are two distinct concepts. Assessment aims to enable learners to adjust their approaches so that they can enhance their learning. On the other hand, evaluation is a process that uses a variety of quantitative or qualitative techniques to analyse and determine whether the objectives have been met. Assessment is a diagnostic tool focused on the learning of individual students, whereas evaluation determines the extent to which predetermined goals, objectives or outcomes were met.

Accordingly, after going through the self-assessment form, the participants are invited to focus on the competences they want to further develop and choose up to 5 to work on. The personal learning plan consist of four main elements:

- The competence (identified in the self-assessment form) the participant wants to develop/improve
- Learning objectives - What exactly does the participant want to develop/improve?
- Strategies – What will the participant do to improve in this field?
- Criteria for assessment - How will the participant know that they have made progress?

#### **Format, time frame, practicalities**

The self-assessment and the learning and development plans will be revised throughout the mentoring process, according to the participants' needs and learning pace. It is recommended that first participants go through the competences, without deep analysis, making sure that all aspects are comprehensive and links to practice are well made. Secondly, it is recommended that the assessment is done little by little, not all at once, to keep the focus, analyse in detail certain aspects and situations, to maintain interest and motivation. They will also be reviewed in correlation to the learning opportunities provided in the other course features.

Below is the LDP template which can be used by the participants.

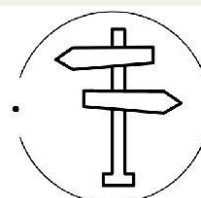
<b>The competence</b>	<b>Learning Objectives</b>	<b>Learning Strategies</b>	<b>Criteria for Assessment</b>
<i>The specific competence identified in the self-assessment form that I want to improve in</i>	<i>What exactly do I want to develop/improve?</i>	<i>Through which means will I improve in this field?</i>	<i>How will I know that I have made progress?</i>



## Attachment 8: Description of mentoring



*"The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves." Steven Spielberg*



### **Mentoring in TRAYCE**

In TRAYCE, mentoring is one of the core elements supporting individual development through professional guidance of more experienced colleagues. It helps to advance learning through a structured, tailored process providing space, support, adaptation to achieve individual learning goals and advance in career path. Mentoring has a lot of elements of guiding personal development, leading to greater autonomy and confidence, but nevertheless in TRAYCE the focus of the work is the development of professional capacities. Any long-term intensive educational intervention, such as TRAYCE is a lifechanging experience, with a lot of reflections, reconsiderations, insights, often painful realisations, and this process can be facilitated also through the close mentor-mentee relationship. It is important to understand that mentoring in TRAYCE is not coaching, psychological therapy or counselling work, even if at certain moments it can have elements of it. It is a format of professional-to-professional support. It is there to help, and not to check, monitor and not judge. Thus, full and thorough understanding of this method of work is essential for its efficiency.

### **Objectives**

- To support the participants' competence development process at individual level;
- To support participants to link the different course features and see the complementarity between them (such as seminars and e-learning, training practice, portfolio and product development, learning assessment, job shadowing);
- To provide individual support for further development of participants in line with their self-assessment and personal development plans;
- To support participants' engagement in the course features.

An important added learning opportunity is to acquire experience in mentoring as a trainer and see how mentoring frameworks function in long-term non-formal courses and to develop own capacities as mentors in future practices.

### **Principles**

One of the key principles of mentoring in the field of non-formal education is the co-responsibility of the learning process. Although in different roles, both the mentor and the mentee are responsible for the learning process; from identifying the needs for learning, until the assessment of learning goals. Based on this principle, mentors and mentees discuss their roles and expectations towards each other at the first stages of the relationship. Then mentoring develops on the basis of agreements and mutual commitments and guided by ethical standards regarding mutual respect and confidentiality.

The mentor-mentee relationship should be based on trust and confidence, it is a non-judgmental relationship. Respecting this confidentiality, mentors should share information that





directly concerns the participation and organisation of the course with other trainers and organisers, after informing the mentee. Each mentor will have to fill in a mentoring report for each participant identifying meeting dates, topic of the meeting, key messages. This is a fully internal document and will be used only for administrative matters.

#### **Quality criteria:**

1. The mentoring is based on monthly one-to-one meetings throughout the course with a duration of maximum one hour.
2. The mentoring supports the development of the other course features.
3. The mentoring has clear and comprehensive guidelines for mentors and mentees.
4. The mentor has the experience, minimum basic skills and motivation required for mentoring.
5. The mentor is aware of the power dynamics between them and the mentee and does not take advantage of it.
6. The mentor always establishes effective and positive communication with the mentee during the mentoring process.

#### **Process, approaches and methodology**

In TRAYCE, each participant will be mentored by one of the trainers throughout the course. As mentoring is an individual process, each mentee-mentor pair will identify the learning opportunities and competences that they want to tackle specifically throughout the training course.<sup>1</sup>

Some of the important points on this feature are:

- Mentoring includes providing clarifications regarding the TRAYCE course, its structure, opportunities, methods and ways of using these opportunities for development.
- Mentoring also takes the form of advice and educational support regarding the competence development process of participants in the field of youth work and non-formal education.
- Mentoring in TRAYCE plays the role of linking the individual learning goals of participants to the global objectives of the course.
- Mentoring will also include a constant review of the self-assessment and learning plans.

Mentoring is a structured process, but the means of this structure depend on the individual characteristics of the mentor-mentee relationship. Each mentor is responsible in accompanying the learning process of their mentees throughout the full duration of the course, yet mentors are free to identify the approaches and methods that they want to use in supporting the mentee. It is foreseen that mentees are in contact with their mentors at least once every month for a longer conversation. The methods and tools used during the meetings can be decided and proposed by both mentor and mentee, based on needs, learning preferences, styles, to provide maximum opportunity and safe space for trustful, efficient, open, dialogical communication.<sup>2</sup>

#### **Goals of meetings and their content**

It is important to have a clear goal for each mentoring meeting, with a clearly defined set of issues and questions to develop the discussion around, coming primarily from the learners themselves. In general, the following can be considered:

<sup>1</sup> some materials on mentoring to help in the feature <https://www.pushfar.com/article/mentoring-vs-coaching-the-key-differences-and-benefits/> ; <https://www.kent.edu/yourtrainingpartner/know-difference-between-coaching-and-mentoring>

<sup>2</sup> Resources on mentoring methods [Mentor's Toolbox](#) ; [Meant to Be A Mentor](#)



- First face to face meeting to set up the work, to build the relationships, to explain in more details the format and goal of the work and answer any questions or concerns the mentees will have on the mentoring scheme, to agree on the goals and best format of work. This can be done with the whole group of mentees of the same mentor.
- Monthly meetings as check points, to see how the mentee is progressing, what kind of support there might be needed, how is the mentee integrating into the course, what is helping and what is hindering the learning in the course, what can be done to support better progress in the course, etc. Monthly meetings can also focus on the specific themes covered in the e-learning during that period, to give space to go deeper into any of the specific topics.
- Meetings or written communication before and after the practice activity (Support in developing it, planning, preparing, discuss some specific cases, give feedback, consolidate learning and competence development, often to readjust the learning and development plan.)
- Meetings before and after going through any other features of the course, to help prepare for the experience, implement it and later support in reflecting on it for consolidating learning lessons learned.
- Ad hoc meetings requested by the mentees, at points where they would like to discuss an issue, get extra support for overcoming a stagnated situation, reflect on an experience they had, a case they encountered, a material they studied, etc.
- Meetings at the key phases of the course (residential seminars, beginning and the end of the course), also aiming at working deeper with the competence frameworks, self-assessment and learning and development plans.

#### **Format and time frame**

Each participant will have a mentor from the TRAYCE team of trainers. Therefore, each team member will have 5 to 6 mentees throughout the course. Mentors are paired based on several factors including field of competence, area of practical experience, contextual knowledge and experience closest and most relevant to the mentee's work and reality.

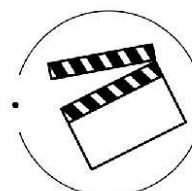
Mentoring as a feature will be introduced in the first residential seminar together with the list of mentor-mentee pairs. The meetings will start in the first seminar, continue throughout the course and end at the end of the second residential seminar. The mentor-mentee meetings during seminars will be face-to-face, and for online work the pairs need to identify means of communication. The mentor and their mentees can decide if they would also like to use the mentoring groups format of the work.



## Attachment 9: Training Practice Description



*"Practice is not just about being good at something.  
It's about the process of becoming good at something."  
- Gretchen Rubin*



### Practice activity in TRAYCE

Practice is one of the most essential features in the course, as it helps put into practice and improve competences in a real-life situation, and get support in reflecting and learning from it. Every participant of TRAYCE is expected to plan, organise, implement and evaluate an educational activity during the course that will firstly contribute to professional development and also advance learning in participants' background organisations and projects.

The focus in the practice activity should be on learning needs as defined by the participants together with their mentors, and based on the self-assessment and the set learning objectives corresponding to the competence framework used in TRAYCE.

### What can be considered a good fit for a training practice as an activity?

The activity can be a training course (not a seminar, short workshop, webinar, symposium or a conference), thematic or skill building longer workshop, one-time course or series of consecutive sessions over a longer period of time. Some of the further criteria for the activity are:

- It should have an international dimension, so preferably involve an international team of trainers and international groups of participants if possible,
- It should use non-formal education methodology.
- It should last for at least 4 working days.
- The TRAYCE participant should be in a trainer role in the activity (not an organiser, technical assistant, head of project), involved in all stages of the activity, running at least 3 full sessions as a lead trainer
- It should be related to young people, and have a clear link to the priority themes of the Youth Department of the Council of Europe
- It should be agreed with and contribute to thematic work of sending organisation
- It should have a well-developed evaluation mechanism
- It should be prepared and reflected upon in cooperation with mentors

### Objectives:

- To develop trainer competences of TRAYCE participants by working in a real-life training setting
- To provide the opportunity to TRAYCE participants to critically reflect on their own competences as trainers and address them directly by acting as trainers
- To get the participants familiar and learn to practically apply the Quality Standards in education and training activities by the Youth Department
- To consolidate theoretical learning in a practical context





**Quality criteria:**

- The training practice respects the standards described in the "[Quality standards in education and training activities of the Youth Department of the Council of Europe](#)" that are relevant to it.
- The training practice respects the standards described in the "[Gender equality in the intercultural youth activities of the Council of Europe and its partners](#)" that are relevant to it.
- 2 weeks before the practice activity the Description and the planning of the practice activity needs to be completed (using the planning template provided on the platform) and uploaded on the platform,
- 1 month after the practice activity the report (using the reporting template provided on the platform) should be completed and uploaded on the platform and debriefed with the mentor
- Mentors follow and support the training practice of their mentees ensuring regular and clear communication.
- The participant should follow the evaluation guidelines for the training practice described in the Evaluation Plan.

**Process, approaches and methods**

Whether there is already a clear plan for a training practice, or if it is a vaguer idea – the participants will have the chance to revisit it, reflect on this feature in the beginning of TRAYCE and place it in their learning and development perspectives.

TRAYCE is a chance to learn and grow as an international trainer in the youth field. One can keep the scope of their activity within what they can do and work in an activity that one is already familiar with but it is essential to take on a new challenge or look at things with new eyes within the activity.

Over the implementation of the activity participants will have the support of their team, peers in the course, organisation and mentor in TRAYCE. It is also worth to have discussions with background organisations, explain this feature, and discuss possible support in terms of learning through the process.

The learning through and in the practice activity should be analysed and reflected on using the tools chosen as most relevant and suitable by the participants. These can include journals, evening writing techniques, short daily 5-minute exchange with the mentor, storifying the experience, etc. The essential is the understanding, that doing a practice activity means that paying attention to own work, and to learning simultaneously in action. At the end of the practice activity, you will reflect with your mentor the learning outcomes of the process. You will also share your learning with the other participants of TRAYCE.



### **Format and time frame**

The practice activity should take place between the two residential seminars (June 2023 – spring 2024). The exact timing will depend on the possibilities and engagement of the participants with other commitments and activities in TRAYCE.

Creating an international training from scratch easily takes a year and it is only one of the TRAYCE features. It is important to remember to plan the work and the schedule early on and come back to the schedule regularly to adapt the timeline if needed. One can consider doing a training activity within an activity that is already planned by background organisations.

The resources, place, tools and materials needed to create an educational activity should be provided by the sending organization or mobilized by the participants themselves. Council of Europe Youth Department can, to a certain extent, provide educational resources to support the activity.

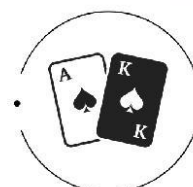




## Attachment 10: Educational Product Description



*"Educational games are the Trojan horses of learning."* –  
Jose Ferreira



### **Educational product in TRAYCE**

The development of an educational product in TRAYCE is one of the features that helps put in practice what one learns, experiment, develop trainer competences which might not be directly linked to running sessions, but will help improve one's abilities and try new roles and activity.

The educational product in TRAYCE is quite widely defined: this can be an educational tool, a board game, multimedia, a new method, an article, material or research in the youth field. Whatever one chooses to do it should be linked and contribute to planned advancement, equally improving the quality of training in organisations and in the field in general. As this is a learning feature it is important to perceive it as such and pay equal attention both to the result and the process of competence development on the way.

As for the other features in the course, the participants will receive guidance, advice, feedback and support from the mentors during the whole process starting from identifying gaps, ideation to the testing and finalisation.

### **Objectives:**

- consolidate participants' learning gained throughout the course through development of educational materials
- develop the ability to address themes with target groups one works with through alternative educational means and approaches
- explore various ways supporting and promoting learning in educational settings, and in youth work in general
- contribute to practice and diversification of roles trainers can master in their educational career
- contribute to the quality development of the non-formal education as a system

### **Quality criteria:**

- The educational product should have clear guidelines that facilitates its use.
- The educational product should be an opportunity for the participant to address the learning needs and develop competences identified through the SAF and LDP.
- The educational product should be useful for other trainers and professionals working with young people at local and/or international level.
- The educational product should go through a testing phase before being finalised.
- The educational product should respect and uphold human rights values and principles and have an intercultural and human rights education dimension.



- The educational product respects the standards described in the [“Gender equality in the intercultural youth activities of the Council of Europe and its partners”](#) that are relevant to it.

### **Process, approaches and methods**

Creating the educational product can be a fully individual endeavor or part of organizational engagement. The need and idea of the product can be discussed and finalized together with the background organisation, addressing and methodologically supporting the work, priorities, target groups and projects.

Today there is an unprecedented number of educational products at our disposal online, but also in libraries, shops and in our homes. It is important to take time for a thorough research in the field to spot the learning needs, gaps and do analogue research once the product idea is finalized. This often gives inspiration for one's own adaptations and helps develop and not recreate existing material.

The process of the product development takes time and the idea needs to be realistic and possible to realise in the short period of the year-long course. It can follow the following logic:

- research of the needs and contexts, identification of the gaps, identification of the educational needs of the target groups and structures
- finalisation of the product idea
- planning the product creation process, identifying milestones
- creation of a test version and its testing in different audiences
- consolidating feedback
- finalizing the product
- applying and dissemination

Product development templates, reporting templates will be provided to facilitate the development work and document it.

### **Format and time frame**

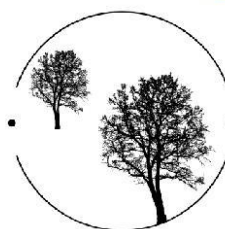
An educational product will be developed during the course, between the two Residential seminars (June 2023 and summer 2024). Starting at the 1<sup>st</sup> Residential seminar ideas for the product will be explored with the support of the mentor and put in the framework of the competence development, with clear planning to give enough time and focus to this feature. At the 2<sup>nd</sup> Residential seminar, the products will be presented, tested and feedbacked.



## Attachment 11: Guidelines for job-shadowing



*"The art of observation is not just about seeing,  
It's about paying attention to what you see, listening to  
what you hear, and sensing what you feel."*  
- Jane Goodall



### Job shadowing in TRAYCE

Job Shadowing is an **optional feature** of TRAYCE, where there is a possibility to follow a training team during an educational activity. It is a unique opportunity to experience the process of preparation and daily running of a non-formal training activity, being at the same time inside and outside. This is a different type of learning, where the participants get a chance to experience training from a different angle. Not being in the role of the trainer neither participant, the Job Shadower has the space and time to observe details, make generalizations, have insights on elements, and reflect on the flow and dynamics, the interactions, the processes, the connections and other parts of the training activity and look into how the teams are planning, running and managing the educational activity. It also offers an opportunity to observe a trainers in their work and provides spaces to reflect, discuss and learn about their approaches and decisions. The role of the Job Shadower is that of a silent but involved observer. As in other features, the participants get guidance and support both from the teams they work with and the TRAYCE team and mentor. Job shadowing is based on the learning needs of the person doing the shadowing.

### Objectives:

- To offer space to learn by observation during an educational work of peers and teams in action
- Provide guided reflection with responsible trainers and mentors supporting competence development
- To connect with the educational work and actors in the Council of Europe's network

### Principles

As the name indicates a Job shadower should be like a shadow: not interfering with the process and activities. That being said, for the Job shadowers to blend into the background of the teams' work and the educational activity, they will need to introduce themselves and their role to the team and the participants of the activity/training and interact with them to make the people feel safe.

The role of the Job shadower is a lone one, not part of the team neither group of participants of the activity. As such it can be frustrating, especially when ideas come up about the efficiency of the educational activity or a better choice during the process. This can also be discussed with the shadowed teams and agreement can be made to give floor for suggestions from the job shadower's side. The relationship between the Job Shadower and the teams and trainers to be "shadowed" should be based on trust and confidence.





### Quality criteria:

1. The shadowed activity has a European dimension and a minimum duration of four working days.
2. The shadowed activity respects the standards described in the ["Quality standards in education and training activities of the Youth Department of the Council of Europe"](#) that are relevant to it.
3. The shadowed activity respects the standards described in the ["Gender equality in the intercultural youth activities of the Council of Europe and its partners"](#) that are relevant to it.
4. The job shadowing offers a clear opportunity to the participant to develop some of the learning needs and competences identified through the SAF and LDP.
5. It is strongly recommended that participants attend all sessions during the job shadowing and participate in the team meetings.
6. The job shadowing's team has at least one senior trainer that is available to offer support and guidance to the participant when needed.
7. Mentors follow and support the job shadowing of their mentees ensuring regular and clear communication.
8. The participant should follow the evaluation guidelines for the job shadowing described in the Evaluation Plan.

### Process, approaches and methodology

It is important that participant taking part in the Job shadowing makes a good learning plan for the experience to guide their attention to parts of the process that are most important for their learning. This doesn't mean that they should not be open to learn from unexpected events or outside of their plan.

It is also good to make a clear distinction between the roles of the mentor of the participant and the trainer participant "shadows". To put it simplified, the mentor gives support where the shadowed trainer provides input. Interactions with the trainer should concentrate on their work, participants own reflections and learning insights are to be discussed with the mentor. The main methodological approach of this feature is engaged observation. It involves several principles to keep in mind:

- Observation of the educational activity and especially the work of the trainer(s) from the early planning meetings through the activity to evaluation is essential to follow the whole process and make the necessary links to fully understand the decisions and team's choice
- Journalling, notetaking, planned observations are important tools to use for further reflections and learning consolidation
- Individual reflection and discussions with the mentor help analyse the experience and make the learning insights
- Discussions with the trainers of the Job shadowing activity around the process during all of its phases are an important source of learning, so it is important to decide on the format of this interaction beforehand
- In some cases learning-by-doing by handling some minor tasks supporting the Job shadowing – reporting, documenting is possible, but this should not take the focus of the shadower, and can only be done additionally to the main learning
- The Job shadower can take up some practical tasks to assist participants and educational teams (making visuals, diaries, formulating questions and running evening reflections about daily learning)



**Format and time frame**

The Job shadowing should happen between the two residential seminars, so between June 2023 and summer 2024. The Youth Department of Council of Europe with the TRAYCE team will try to find the opportunities for the Job shadowing and make the pairings of participants willing to do Job shadowing with the most suitable opportunities. The Youth Department and the TRAYCE team will also brief the shadowed trainers/teams, while mentors of the participants will go through their learning plans for the feature.

As soon as everything is settled, and everyone is prepped the Job shadowing process can begin. The participant and the shadowed trainer/team will agree on their meeting schedule and agree how the participant will join the training preparations. The mentor will also check with participant if some adjustments are needed to the mentoring schedule. Through the process, it is advised that the participant documents their learning and significant observations to support their learning and making it easier to share their experience with the other TRAYCE participants in the 2<sup>nd</sup> Residential seminar.

