

European Training Strategy III

Development of a set of
competences for trainers

GLOSSARY

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salto|youth

European Training Strategy

Set of competences for trainers - Glossary

→ This **document** complements the 'Draft set of competences for trainers' developed by Gisele Evrard Markovic in close cooperation with Rita Bergstein (SALTO T&C RC) on behalf of the SALTO Training and Cooperation Resource Centre.

The document with the basic model and the amended version: <https://www.salto-youth.net/trainercompetences>

Part 1 Introduction and references

This glossary complements the 'Set of competences for trainers' and contains additional information not only on the terms but also on their meaning. The entries are in alphabetical order.

The reference documents used to produce this glossary are:

- SALTO T&C RC: Training of Trainers. Self-Perception Inventory ;
- The Council of the European Union (2010): Resolution of the Council and of the representatives of the governments of the member states, meeting within the Council, on youth work ;
- Chisholm, L. (2005): Terminology Cheat Sheet. Bridges for Recognition ;
- Fennes, H. & Otten, H. for SALTO T&C RC (2008): Quality in non-formal education and training in the field of European youth work ;
- Bortini, P. & Motamed-Afshari, B. for SALTO Cultural Diversity RC (2012): Intercultural Competence Research Report ;
- Jeedas, P. & Enn, U. for the Estonian National Agency for the Youth in Action Programme (2011): Competency model for trainers in the youth field ;
- Council of Europe, Youth Department (2012): Trainers Pool – Role and functioning of the Pool ;

Part 2 Glossary

Competences

The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply developed competences.

Formal education

Formal education is a form of purposive learning that takes place in a distinct institutionalised environment that is designed for teaching/training and learning, is staffed by educators who are qualified specifically for the sector, level and subject concerned, and usually serves a certain category of learners (defined by age, level and specialism). Formal education (and hence formal learning) is organised and formalised by means of national curricula and their requirements. A course of formal education always involves an opportunity to move to the next level and obtain a corresponding degree, diploma or certificate. Typical formal education institutions are primary and secondary schools, vocational colleges and universities. Most formal learning is compulsory.

Identity

Identity is understood as a cluster of elements and dimensions that define an individual at certain times and in certain situations, contexts and settings. Identity encompasses not only dimensions such as gender, sex, persona, culture and ethnicity, among others, but also processes such as identity (personality) change and social transformation. Developing ones identity is considered a dynamic process.

Informal learning

Informal learning is not necessarily purposive and is generally unstructured (i.e., without defined learning objectives, learning settings or educational materials). It takes place in everyday contexts in the family, at work, during leisure time and within the community. While informal learning does have outcomes, these are seldom recorded, virtually never certified, and are typically neither immediately visible to the learner. Nor do they necessarily have an inherent value for education, training or employment purposes.

Intercultural competence

Intercultural competence as developed and demonstrated within the framework of youth work denotes a set of qualities that people need so they can live in contemporary and pluralistic societies. It enables them to actively confront social injustice and discrimination and promote and protect human rights. Intercultural competence requires an understanding of culture as a dynamic, multifaceted process. In addition, it calls for a heightened sense of solidarity that allows individuals to negotiate insecurity and their fear of the 'other' through critical thinking, empathy and acceptance of ambiguity, among other things.

Quality

In the framework of this competence profile, quality is to be understood as encompassing dimensions such as ethos and coherence, adherence to defined objectives, change, and innovation.

Quality of training in the youth field

Training quality plays an essential role in promoting the recognition of non-formal education and youth work; the role of trainers and of training for trainers is thus essential. The criteria pertaining to training in the youth field represent agreements on which existing training courses in the youth field are based. These criteria may include the following:

- The training is based on the values and principles of non-formal learning
- The training is aligned with the evidence-based knowledge about mutual needs of learners and society and promotes a defined set of competences
- The training responds to the needs, competences [abilities] and the individuality of learners and leaves room for both expected and unexpected outcomes
- The training is carefully planned and executed in terms of its educational impact and practical organisation
- Sufficient resources are made available in advance, and are employed in a clearly result-oriented and efficient manner
- The training is evaluated based on jointly agreed criteria
- Its results/outcomes are recognised and visible.

Quality of trainers

The quality of trainers – i.e., their professional expertise combined with their ability to perform within an educational framework – has a crucial impact on the quality of the training activities they deliver. For stakeholders and training organisations, composing a team of trainers who are

able to function and deliver according to expectations ought to be a permanent concern. Trust and transparency are of particular importance in this process. Special attention must be paid to the ability of each trainer and to the importance of the smooth functioning of a given team of trainers. It must hence be ensured that all areas of competence relevant for the educational activity in question are addressed, that the individual trainers can work together as a team, and that the necessary sex/gender and geographical balances are safeguarded.

Learner

A learner is a participant in the learning process at whom the training is targeted and whose competences are developed supported during said training. The terms 'training participant' or 'trainee' are often used as synonyms.

Learning

Learning is a process that results in permanent social transformation and changes in a learner's competences and actions. It supports their becoming a more experienced, self-aware and self-directed individual.

Non-formal learning

Non-formal learning is a targeted learning process that supports the development of an individual, their social transformation, change, potential, creativity, talents, initiative and social responsibility as well as the acquisition of relevant knowledge, skills, attitudes and values. It is understood as a form of learning that takes place outside institutional contexts (e.g., school). Non-formal learning in youth work settings is often structured, based on learning objectives, takes place during a certain period of time, involves specific learning support, and is intentional (voluntary). Non-formal learning is based on a series of educational values and principles.

Principles of non-formal learning

The principles of non-formal learning are agreements on which the organisation of non-formal learning is based: a focus on the learner and their development; transparency; confidentiality; a voluntary nature; participation; ownership; and democratic values.

Trainers in the youth field

'Trainer' is traditionally used to refer to those who shape, guide and accompany the learning processes of individuals or groups. In the youth field, trainers design and implement educational activities based on the values and principles of youth work and non-formal learning, they create conditions that promote learners' individual development, and they shape the knowledge, skills, attitudes and values necessary for youth work.

Training in the youth field

Training in the youth field denotes a targeted educational activity based on the principles and values of youth work and non-formal learning. Training in this area is targeted at young people and those who create the conditions for young people to engage in activities that foster their individual development (youth workers, youth trainers, public officials, leaders, counsellors, etc.). They do so by supporting the development of young people in various ways and by promoting the acquisition of the knowledge, skills, attitudes and values that are necessary for quality youth work.

Values in non-formal learning

'Values in non-formal learning' denotes a set of convictions and beliefs that guide the choices and approaches applied in non-formal learning. In the youth field, the values of non-formal learning are connected to personal development (e.g., independence, critical thinking, openness, curiosity, creativity), social development (e.g., the ability to interact, participative democracy, solidarity and social justice, responsibility, problem-solving) and ethics (e.g., acceptance of others, human rights, intercultural learning, intercultural dialogue, peace and non-violent behaviour, gender equality, and intergenerational dialogue).

Youth work

Youth work is an extra-curricular field of work, in that it involves specific leisure activities, and is based on non-formal and informal learning processes and on voluntary participation. It promotes young people's development in a multi-faceted manner, enabling them to become active outside their families, formal education, and work. Youth work activities and processes are self-managed, co-managed or managed under the guidance of educational staff (either full-time or voluntary youth workers and youth leaders) and can develop and change in line with various dynamics. Youth work is organised and delivered in different ways (e.g., by youth-led organisations, youth organisations and informal groups or by youth services and public authorities) and is shaped at the local, regional, national and European level.

Youth workers

Youth workers work with young people in a wide variety of non-formal and informal learning contexts, typically focusing on their young charges' personal and social development through one-on-one relationships and group-based activities. While acting as trainers/facilitators may be their main task, it is just as likely for youth workers to take a socio-educational or social work-based approach. In many cases, these roles and functions overlap.