



SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



Stakeholders meeting on European-level Training of/for Trainers

**19-21 June 2007
European Youth Centre Budapest (EYCB)
Zivatar utca 1-3
H-1024 BUDAPEST, Hungary**

Report

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Report compiled in September 2007

Table of contents

Executive Summary	p. 3
1. Introduction	p. 4
2. List of participants	p. 5
3. Programme structure	p. 6
4. Flow of meeting	p. 7
5. Main recommendations from the meeting	p. 8
a. Recommendations from the open agenda discussions	p. 8
b. Recommendations from the stakeholders groups	p. 9
6. Conclusion: evaluation of the meeting and next steps	p. 11
ANNEXES	
Annex 1 Link to the “ <i>mapping study on European-level training of trainers</i> ”	p. 12
Annex 2 “ <i>Competences needed to be a trainer at European-level</i> ”: Summary of presentation	p. 14
Annex 3 “ <i>Searching for the right ToT: a subjective story</i> ”	p. 23
Annex 4 Reports from the Open Agenda working groups	p. 26

Executive Summary

Stakeholders meeting on European-level Training of/for Trainers (19-21 June 2007, Budapest)

Meeting Objectives:	<p>The meeting gathered various institutional stakeholders involved in training of trainers in Europe, together with some selected trainers.</p> <p>The meeting had the following objectives:</p> <ul style="list-style-type: none"> - to identify the current offers of trainings of/for trainers in Europe; - to assess the existing needs of training of/for trainers in Europe, from the perspective of the various stakeholders involved.
Main output/results:	<p>The meeting fully met its initial objectives:</p> <ul style="list-style-type: none"> - the current offers of trainings of trainers in Europe were identified in a mapping study, which was discussed during the meeting; - the various stakeholders had an opportunity to share their visions and ideas regarding the existing needs of training of trainers in Europe; - the stakeholders also agreed on the need to develop a co-ordinated strategy of training of trainers at European level in the future.
Foreseen follow-up:	<ul style="list-style-type: none"> - Each of the stakeholders involved should check internally (with its own statutory bodies) if the creation of a co-ordinated strategy of training of trainers at European level is feasible. - The European Commission & Council of Europe Youth-Partnership will start to define its own training for trainers strategy for the future in a sectorial group meeting (19 September). The results and comments of the stakeholders meeting will be taken into account.
Participants:	<p>The target groups of this meeting were the main institutional stakeholders involved in training of trainers in Europe.</p> <p>The meeting therefore gathered representatives from:</p> <ul style="list-style-type: none"> - the Council of Europe; - the European Commission; - the Partnership secretariat; - the SALTOs; - GTZ; - the European Youth Forum; - National Agencies of the Youth in Action programme; - trainers and educational experts.
Invited speakers:	<p>Miguel Angel Garcia Lopez, educational expert and trainer: author of the "mapping study on European-level training of trainers".</p> <p>Helmut Fennes, University of Innsbrück: provided an input on the "Competences needed to be a European trainer".</p> <p>Arturas Deltuva, free-lance trainer: provided an input on "challenges to become a European trainer: a life story".</p>
Meeting organisers & facilitators:	<p>Florian Cescon, Council of Europe & European Commission Youth-Partnership.</p> <p>Udo Teichmann, SALTO Training and Cooperation Resource Centre.</p>
Total No. Participants:	30

1. Introduction

1.1 Context:

Over the past few years, training of/for youth trainers at an advanced European level has become a key working area for many structures and institutions traditionally involved in youth worker training.

However, the main stakeholders offering this kind of training rarely have a chance to share their experience and to review together the existing offer of trainings of trainers in Europe. Moreover, given the limited human and financial resources available for this kind of training, many stakeholders identified the need to try and develop a coherent training strategy for trainers at European level. The stakeholders meeting was organised in order to try and address these needs.

The stakeholders meeting gathered 30 participants, which represented the various stakeholders involved in training of trainers in Europe:

- the Council of Europe;
- the European Commission;
- the Council of Europe & European Commission Youth-Partnership;
- the SALTO Resource Centres;
- GTZ;
- the European Youth Forum;
- the National Agencies of the Youth in Action programme;
- trainers and educational experts.

The activity was co-organised by the Council of Europe & European Commission Youth-Partnership (<http://www.training-youth.net>) and the SALTO Training and Cooperation RC (<http://www.salto-youth.net/TrainingandCooperation>).

The stakeholders meeting, which took place on 19-21 June 2007, was hosted by the Partnership in the European Youth Centre in Budapest (EYCB).

1.2 Main objectives:

The meeting aimed to:

- Bring together the different stakeholders offering international and European-level training of/for trainers and provide them with a space for exchanging their motivation and strategy to train trainers;
- Carry out a “mapping exercise” of European-level training/of for trainers (investigation and stock-taking of what exists already in the field, in terms of aims, objectives, target group, format, methodology, curriculum, etc.);
- Provide the stakeholders with some expert input on qualitative, structural and other aspects to be considered when planning, implementing and evaluating training of/for trainers;
- Check the stakeholders’ interest in developing a coherent strategy to train trainers at European level and see if minimum criteria / a common framework to train trainers should be developed;
- Negotiate the next steps for co-operation (concrete tasks, timeline), if relevant.

2. Updated list of participants

Council of Europe:

Rui Gomes (European Youth Centre Budapest) - Rui.GOMES@coe.int

Nadine Lyamouri-Bajja (European Youth Centre Strasbourg) - Nadine.LYAMOURI-BAJJA@coe.int

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Paul Kloosterman (ATTE and ToT) - Paul@pameambro.org

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Speakers/experts:

Arturas Deltuva - arturas@kitokieprojektai.net

Miguel Angel Garcia Lopez - rmbercia@aol.com

Helmut Fennes - Helmut.Fennes@uibk.ac.at

3. Programme structure

	Tuesday 19th June 2007 Introduction Investigation & stock-taking	Wednesday 20th June 2007 Qualitative and structural aspects of trainings for trainers	Thursday 21st June 2007 Towards a common framework for developing trainings of trainers?
Morning session 9.30-13.00	Morning: travel & arrival of participants 14.00: official start of the meeting	Competences needed to be a European-level trainer / Support measures for trainers Input by Helmut Fennes Open questions & discussion	Wrap-up session Stakeholders group meetings (3 groups)
		11.00: Coffee Break	11.00: Coffee Break
		Challenges to become a European-level trainer / a "life story" Input by Arturas Deltuva Open questions & discussion	Closing session Conclusions, Recommendations, further Action Evaluation of the meeting
Afternoon session 14.30-18.30	Welcome & Introduction Introduction, aim & objectives Round of presentation of participants & expectations towards the meeting Welcome address (Antje Rothemund)	Open Agenda 14 Working Groups	From 13.00 onwards: departure of participants
	16.30: Coffee Break		
	Mapping study on European-level training for trainers Presentation (Miguel Angel Garcia Lopez) Open questions & discussion		

N.B.: the table above reflects the final programme as executed.

4. Flow of the meeting

The meeting tried to fulfil its objectives by encouraging the following methodological approach:

- **1st step:** to foster ideas and discussions based on inputs and studies, which were presented and discussed in plenary;
- **2nd step:** to favour exchanges between all stakeholders on topics of their interest, through self-facilitated discussions (open agenda);
- **3rd step:** to provide space for discussions *within* each stakeholders groups, which led to recommendations discussed *across* all groups.

1. Inputs

“Training of trainers in Europe: a historical perspective” (welcome address by Antje Rothmund)

“Past and current offer of ToT in Europe” (mapping study by Miguel Angel Garcia Lopez)

“Competences needed to be a trainer at European-level” (input by Helmut Fennes)

“Challenges to become a European trainer” (input by Arturas Deltuva)

➔ Each input was followed by a discussion, which sometimes led to recommendations.



2. Open agenda

“What do I want to explore further with others in order to contribute to the development of a coherent strategy?”

➔ 14 working groups, defined according to the topics identified by the participants themselves.

➔ Each working group was requested to identify outcomes, conclusions, recommendations.



3. Recommendations for future steps

Which of the recommendations and conclusions from the open agenda should we try to implement?

How? (which activity? Which format?)

What would be the next steps?

➔ The discussions took place in 3 stakeholders groups:

Trainers

SALTO-YOUTH RCs/NAs/COM

CoE/COM/Partnership/YFJ

➔ Each stakeholders group came up with its own recommendations, which were discussed by all participants, in order to exploration the future possibilities for co-operation.

5. Main recommendations from the meeting

5.1. Recommendations from the Open Agenda discussions (20/06/2007)

During the Open Agenda discussions, different working groups tried to address 14 topics of interest regarding the training of trainers at European level.

The topics were identified by the participants themselves (see **list of topics** below).

Each working group reflected on the topic of its choice and tried to explore how it could possibly contribute to the development of a coherent training of trainers strategy at European level.

Each working group was requested to identify the **main outcomes of the discussions**, as well as **conclusions and recommendations**.

The results of the discussions as well as the main recommendations of each working group are listed in **Annex 4** of the current report (from page 26 onwards).

- | | |
|---|-------|
| 1. “Building /strengthening links research <-> training” | p. 26 |
| 2. “Identifying challenges – field and features of incompetence” | p. 27 |
| 3. “What ToTs do we need?” | p. 27 |
| 4. “Training / educational approaches / concepts / principles” | p. 28 |
| 5. “Recognition of Training / Trainers” | p. 28 |
| 6. “What do we train trainers to do? Areas of Action” | p. 29 |
| 7. “Team and competences – attitudes and feedback” | p. 29 |
| 8. “How can European level training contribute to local level needs in SEE?” | p. 30 |
| 9. “Strategies towards training possibilities between neighbours” | p. 30 |
| 10. “Competition between us...” | p. 31 |
| 11. “How to increase participants’ accountability after training of trainers” | p. 32 |
| 12. “How to be involved in the youth work and not being only a trainer?” | p. 32 |
| 13. “Do we need a Euro-level competence list?” | p. 33 |
| 14. “Alternatives for ToT programmes (including modular system)” | p. 34 |

5.2. Recommendations from the stakeholders groups discussions (21/06/2007)

In the following session, the participants were divided in 3 smaller stakeholders groups, which were designed according to the areas of work and organisations of the participants:

- 1st stakeholders group: National Agencies, SALTO Resources Centres, European Commission (DG EAC, programme unit);
- 2nd stakeholders group: Council of Europe, European Commission (DG EAC, policy unit), Youth-Partnership, European Youth Forum;
- 3rd stakeholders group: trainers.

During its discussions, each stakeholders group came up with its own recommendations, which were then discussed by all participants in a plenary session, in order to explore the future possibilities for co-operation.

The results of the discussions held in each stakeholder group, as well as the recommendations they came up with, are listed below.

1. NAs/SALTOs/COM (programme unit) stakeholders group

- 1. Need to develop a common ToT strategy**
 - a. Need to draft the strategy
 - b. Check with NAs/SALTOs (needs analysis, method, etc.) during TCP Seminar or SALTO meeting
 - c. Further reflection with other stakeholders
- 2. Need to develop a European concept/curriculum for becoming a trainer**
 - a. It was suggested that the Partnership could co-ordinate the curriculum development process, considering the existing curricula of generic, core European Training of Trainers
 - b. This should be done in co-operation with the other stakeholders

2. CoE/COM (policy unit)/Partnership/YFJ stakeholders group

1. Proposal to go towards a modular ToT system

Core Training of Trainers Seminar (e.g. 15 days, between 25 to 30 pax)

- For “advanced” trainers: trainers who already have a certain practice and are willing to carry out training activities in the future
- Practice phase needs to be considered carefully (required time and resources); LTTC format is very demanding
- Additional features (e-learning) might be considered
- The Partnership could take of this activity and develop it together with the other stakeholders

Specific Modules might be proposed at a later stage (from 2009 onwards)

- Need to limit number of Modules offered if we want quality (1 per year)
- Modules might focus on key competences or specific themes: European Citizenship, Human Rights, recognition, how to use YouthPass, quality in training, etc.
- These Modules might be proposed by the Partnership, the CoE, the SALTOs or other stakeholders provided that certain minimum quality criteria are met
- Attending the Modules would not be compulsory for former pax of the Core ToT

- However, the competences of trainers who attended the Core ToT and the Modules should be recognised by all stakeholders (how?). The acquisition of competences needs to be made visible to all stakeholders.

2. Pilot TC on NFE in youth work.

Additionally, a pilot TC (not ToT) on NFE in youth work might be developed.

- This TC would target Non Formal Educators: youth workers who are willing to learn more about NFE because they need it in their daily work (facilitation of seminars, etc.) but do not necessarily want to become trainers.
- A link with research could be envisaged for this activity.
- This activity might not necessarily be co-coordinated or launched by the Partnership. It will not be part of the modular system (parallel activity).

3. Other specialised ToT offered by the Council of Europe.

Last, the Council of Europe will carry on offering specific ToT, either on specific topics (HRE) or to reach specific target groups (e.g. minority youth), so that they become trainers.

3. Trainers stakeholders group

1. Wish to consolidate methodologies

- A seminar/forum of trainers previously involved in ToT in youth field will review good practices.
- This seminar will be organised by the UNIQUE network in September 2007 (National Agencies of the Youth in Action Programme will be requested to finance the seminar).
- The need to make a link between the consolidation of methodologies and the future generic training course for trainers was also mentioned.

2. Commitment to complete the mapping study as much as possible

3. Codes of ethics for trainers

- The trainers involved in this meeting, together with others, will draft a code of ethics, which will be based on the existing code of ethics in youth work.

Conclusion: evaluation of the meeting and next steps

Although some further reflection is definitely needed, the meeting was evaluated as a milestone in the process of developing a common strategy to train trainers at European level. The biggest success seems to be that the topic of training of trainers is now on the political agenda.

The initial objectives of the meeting were fully met: the current offers of trainings of trainers in Europe were identified; the various inputs and discussions helped the stakeholders to share their visions and ideas regarding the existing needs of training of trainers in Europe; they also agreed on the need to develop a co-ordinated strategy of training of trainers at European level in the future.

All participants appreciated the mere fact that such a meeting was organised, which was a clear sign that there was scope to do something together in the field of training of trainers, without a pre-defined agenda. The readiness of all stakeholders to discuss frankly about what is working and what is not working in the field was also very much appreciated.

Although it would have been difficult for the organisers to invite more participants (mainly for financial reasons), some participants regretted that the group was not more diverse from a geographical perspective as well as from a professional viewpoint. Actors from the vocational training sector or researchers could have been invited, for instance. Most of the participants also had concerns regarding the implementation of the recommendations made during the meeting, even though all of them welcome the fact that there were concrete commitments made at the end of the meeting.

One of the main follow-up tasks for all stakeholders will be to make sure that the recommendations formulated in Budapest can be followed by concrete actions:

- Each of the stakeholders involved should check internally (with its own statutory bodies or management) if the creation of a co-ordinated strategy of training of trainers at European level is feasible.
- The Council of Europe and the European Commission should consider the development of a common European strategy to train trainers in their future work plans, to keep the topic on the political agenda. This is needed to set up the basis for other stakeholders to act at the more practical level.
- The European Commission & Council of Europe Youth-Partnership will start to define its own training for trainers strategy for the future in a sectorial group meeting (19 September). The results and comments of the stakeholders meeting will be taken into account.

Additionally, the Youth-Partnership and the SALTO Training and Cooperation RC could for instance further co-operate in this framework by:

- developing a “Competency Workbook” for European Trainers (based on quality aspects of European-level training);
- developing a core/generic course to train trainers at European level by considering experiences gained in previous and existing Training of Trainers. The course should be considered by the different stakeholders as a core element of a common future strategy to train trainers at European level.

In any case, any future developments should be based on participative approaches and consultation processes. This is needed to increase the sense of ownership of the different stakeholders and herewith to guarantee that suitable resources, both financial and human, will be available to put a European strategy into practise. Only on this condition will the crucial role of trainers in European youth work be fully recognised.

Annex 1

Link to “*mapping study on European-level training of trainers*” and further recommendations

The “*mapping study on European-level training of trainers*” (drafted by Miguel Angel Garcia Lopez) was presented and thoroughly discussed during the stakeholders meeting.

Generally speaking, it was felt that the study was a very useful tool to better identify the past as well as current offers for trainings for trainers in Europe.

Most of the participants also agreed that the study fulfilled its additional aims:

- To identify the specificities and value of each training course;
- To point out any gaps or redundancies between the various training courses;
- To formulate some recommendations aiming to develop a coherent offer of training of/for trainers in Europe.

Some recommendations and suggestions for improving the mapping study were made by the participants during and after the meeting. These recommendations were all integrated in the **revised “*mapping study on European-level training of trainers*”**, which is **sent together with this report, in a separate document**.

Please have a look at the study itself for more details.

Moreover, following the presentation of the study in the meeting, the participants also made **additional recommendations** regarding the necessity to develop an impact study on European-level ToT, as well as broader recommendations regarding the future development of ToTs in Europe.

These recommendations are listed below (N.B: these recommendations do not necessarily reflect the views of the Partnership or the SALTO TC RC).

1/ Recommendations for other studies: an **impact study** on European-level ToT could be commissioned.

It could focus on the following quantitative aspects:

- How many resources were invested in these Courses?
- How many trainers are still active?
- Focus on participants: which multiplying role? Which career paths? At which level do they train? (local, national, European)
- Quantitative and qualitative analysis of the outcomes of these Courses:
- (E.g. what were the publications stemming from these Courses?)
- (Which projects were implemented during or after the Courses?)

The impact study could also:

- Enlarge the sample of the Courses (from 1998/1999 to 2007)
- Focus on the on-going development of the Courses (how much did these Courses benefit from each other?)

Some additional aspects could also be dealt with in another comparative study:

- What are the functions of the different Courses? (Overlapping?)
- Where there issues that were mainstreamed in ToT? (Gender?)
- How were participants selected? Was there a focus on a specific target group? (e.g. trainers only? Or trainers and activists?).
- What were the methodological innovations of the Courses (was there any consolidation?)

- Need for a comparative study based on processes (not only Course descriptions)

2/ Recommendations regarding the future development of ToT:

- Diversity of Courses still very important: difficult to create a unified ToT
- Quality in training: should quality criteria be developed and how, and how to ensure them?
- Assessment / recognition of trainers:
- Need more focus on interaction between trainers' competences and Portfolio / Youthpass
- To which extent do ToT contribute to the employability of young people?
- Needs analysis for the future: do we need more trainers?
- Need to better use participants after they are trained
- Need more concerted efforts (youth researchers?) about impact
- Need to specify team competences in future ToT (not only competencies of each team member, but also competencies of the team as a whole)
- Political strategy and approach: crucial in planning ToT in some regions
- Concerns about how the contents of the Courses are defined (who is involved?)
- Provide standardised information on ToT to the public (make info more easily available)

Annex 2

Summary of presentation: “Competences needed to be a European-level trainer” (Helmut Fennes)

Competences needed to be a European-level trainer

By Helmut Fennes

“Only through teaching you can understand the meaning of what you teach. Through teaching you can find your own way” (Anonymous).

Introduction

When using the term competences, I use the definition of the European Commission (2005): “Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context” (see also Euler, who complements this with a classification into professional, social and self/personal competence).

Another definition:

“General dispositions of people for coping with specific challenges in life and, respectively, the skill to participate in societal communication” (see Habermas)

Trainers’ competences have been on the agenda of the European youth sector for quite some time – in particular in combination with the issue of quality in (European-level) youth training.

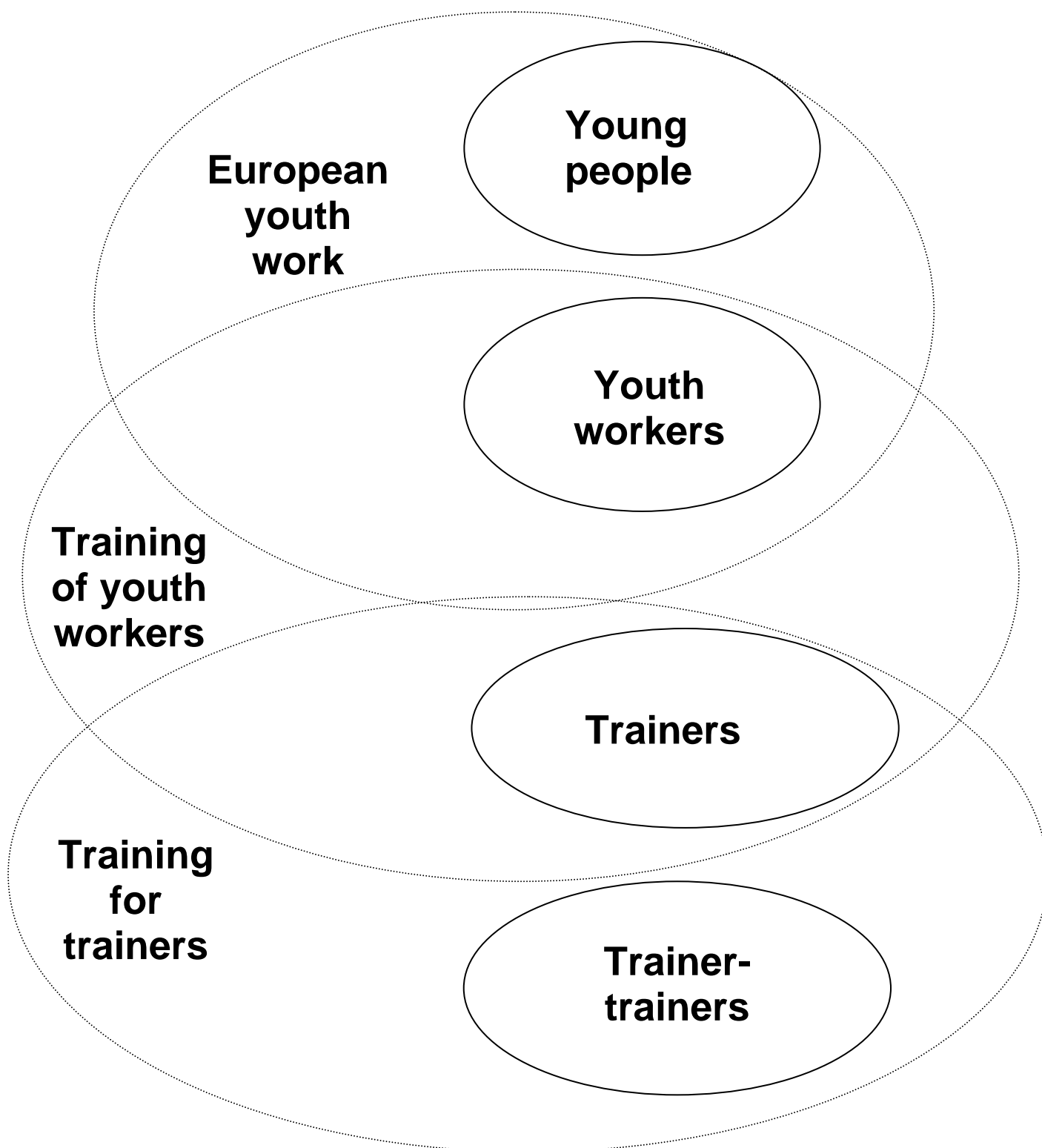
Amongst others, this presentation is based on experiences in and conclusions from the following activities:

- Training of trainers (Interkulturelles Zentrum, 1999/2000 and 2001/2002)
- Curriculum and Quality Development Group – CQDG (Partnership, 2000/2001)
- ATTE (Partnership, 2001-2003)
- Expert group on quality standards, evaluation and validation (Partnership, 2003)
- Consultative meeting “Implementing quality and innovation in the educational activities of the Directorate of Youth and Sport” (Council of Europe, 2003)

I also draw on more than 20 year personal experience in non-formal education and training in the youth field as well as in adult education, in particular in teacher training for “non-formal education” (project work) in schools.

But: trainers’ competences are also an issue in the profit and other worlds – some input also comes from there. Interesting: similar approaches in the profit and non-profit fields.

Overall context¹



¹ The differentiation between youth workers and trainers is primarily based on the groups they are working with

Hypothesis 1:

Required trainers' competences depend on what is the underlying training concept/approach. The underlying training concept/approach is determined by what is understood as quality of training.

[Quality → training concept/approach → trainers' competences]

Training concepts

For example: Training in the continuum between bottom-up and top-down

Bottom-up:

Interest of trainees – non-directive, learner centred, self-directed learning – non-formal

Competences (illustrative): e.g., to work with what is there = process competence; deal with ambiguity and insecurity (difficult to plan in advance)

Relationship trainers – trainees: parity with different roles

Top-down:

External interest – directive, transfer-oriented, achievement-oriented (assessment), “sanctions” (limiting further access),

Competences: e.g., technical training competences (“teaching”) – presentation, lecturing; didactic design; need to be convincing; you need to know – formal

Relationship trainers – trainees: hierarchical; authority

(See: Colley, Hodkinson et al, 2002, non-formal learning: mapping the conceptual terrain)

In the European youth field: often in between and/or a mixture (also in one activity)

In European youth work/non-formal youth training (projects) – more bottom-up

In European youth work training – more top-down (“they need to know/be able to ...”)

There are also other criteria to categorise/classify different types of non-formal education and training.

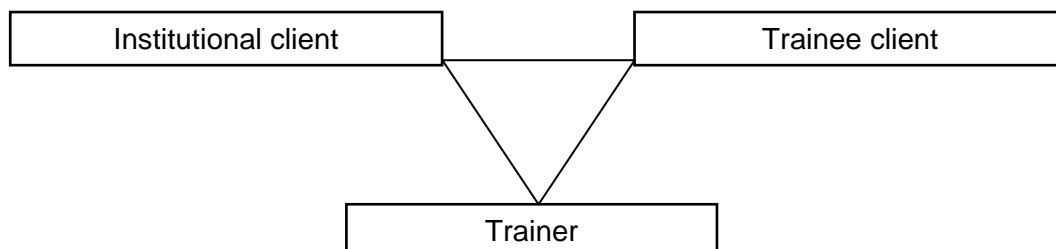
Conclusion: Different types of training require different competences.

Therefore: clarification is needed, which training concepts are applied.

Potential area of tension:

- The interest of the institutional client would require a top down approach
- The trainee clients favour a bottom up approach

→ the “training triangle”:



Subsequently, a key trainers' competence is:

- The competence to work in the area of tension between the interests of the institutional client (contractor/sponsor) and the interests of the trainees – to negotiate the different interests;
- And: the ability to say “no” to a “mission impossible”.

[Note: this tension also occurs in the field of non-formal youth training at European level, where the institutional client is interested in large numbers of participants and quick results, while the trainee clients are mostly interested in personal and competence development: in case these two interests do not coincide in a specific training course, it becomes such a “mission impossible”.]

Hypothesis 2:

Education/training approaches/concepts need to be coherent/consistent within a learning system.

**If (non-formal) education of young people takes a bottom-up approach,
then training of youth workers needs to take a bottom-up approach,
then training of trainers needs to take a bottom-up approach (tend to this pole of the continuum)**
[See figure on overall context on page 15.]

Assuming that the field of youth work and non-formal youth education takes a bottom-up approach:

Some principles of bottom-up approach:

- Learner-orientation (learner-/person centeredness): “it is important, what the trainees learn, and not what is trained/taught”
- The learner/trainee is the primary client (vs. institutional clients)
- Transparency
- Confidentiality (what happens in the training does not go to employers) -> objective assessment
- Voluntarism of learners
- Participation of learners
- Agreement between trainers and learners on learning objectives, content and methodology
- Ownership of the learning is with the learners (“people only learn what they want to learn”)

Trainer – learner – relationship:

- Respectful, appreciative, valuing
- Trustful
- Co-operative
- Equity and parity – partners in different roles with different experiences and competences
- Reciprocity – the trainers are also learners: the trainees are also experts in their fields

Training/learning approach – methodology:

- Experience oriented – experiential learning (see also profit training!)
- Crisis as learning opportunity
- Solution oriented (vs. problem oriented)
- Competence development oriented
- The group as a source of learning – learning from and with each other
- Based on social interaction

Quality of training

First:

Quality standards are already used – implicitly and explicitly – they need to be transparent.

They are partly relative – context- and situation-dependent.

Some are measurable (in a traditional way), some hardly, some not.

Quality is defined at two levels:

- At the level of the overall training activity, including set-up, structure and organisation (-> training provider)
- At the level of designing, implementing and evaluating a training/learning process (-> trainers' competences)

A number of proposals exist (CQDG, ATTE, Quality Group, Consultative Meeting) – they have much in common. One is presented:

Quality criteria at level of overall training activity (Expert group on quality standards 2003)

- The activity is underpinned by the core principles and practices of non-formal education.
- The activity meets identified needs in the community.
- The activity is consciously formulated/conceptualised/framed to meet identified and appropriate objectives.
- The activity is well designed, planned and carried out, in both educational and organisational terms.
- The activity is adequately resourced.
- The activity demonstrably uses its resources effectively and efficiently.
- The activity is monitored and evaluated.
- The activity acknowledges and makes visible its outcomes and results.

Quality criteria at the level of designing, implementing and evaluating a training/learning process

- The activity is underpinned by the core principles and practices of non-formal education.
- The activity meets identified needs of the learners
- The activity is consciously formulated/conceptualised/framed to meet identified and appropriate objectives.
- The activity is well designed, planned and carried out in educational terms.
- The activity demonstrably uses its resources effectively and efficiently.
- The activity is monitored and evaluated.
- The activity acknowledges its outcomes and results.

Trainers' competences

There are different (attempts for) descriptions of trainers' competences for European youth training – they overlap mostly (ATTE, Otten etc.) and have common elements:

“Hard” soft skills – method competence, e.g.:

- Communication competence (verbal, visual, written, digital, linguistic), including presentation skills
- Moderation of group processes
- Variety of methods
- “Leadership”/guidance – propose/initiate adequate working structures/programmes and methods and guide through them

Interaction competence

- Capacity to work with heterogeneity (includes cultural diversity)
- Conflict management/transformation competence
- Negotiation competence

Learner-orientation – social competences:

- Self-awareness (the need for this is largely underestimated)
- Awareness of the others – the individuals and the group (“sense the group”)
- Presence – working in the here and now
- Honesty and authenticity – being yourself
- Appreciation of learners, in particular of their competences
- Process-orientation
- Flexibility – adapting/modifying the specific training/learning programme during the process

Pedagogic competences

- “Capacity to create a situation, where learners can learn effectively”
- Self-confidence as a trainer
- Training design
- Learning methodology and method competence
- Supporting individual and group learning processes

Thematic/professional/content competence (necessary or not?):

- Is necessary for self-confidence – “to stand on solid ground”, so one can also admit, what one does not know
- Integrated theme/content-related experience
- Theoretical knowledge
- Knowledge management

[In the profit world: If the “trainer” has no thematic competence, he/she would rather be considered to be a coach or consultant.]

Specific competences for European level youth work training²

- Commitment to the values of democracy and human rights – democratic citizenship competence (incl. inclusion)
- Intercultural competence (including foreign language competence)
- Adequate understanding of the political, cultural, social and professional contexts (here I would also see the region-specific competences)
- Team competence
- Complementary competences in the team – “collective competence”

Trainers’ competences according to Hendrik Otten (2003):

- Personal aspects – personal and social competences (with a cognitive-intellectual, moral-ethical, emotional and action-oriented dimension);
- Activity-related aspects – strategic competences, methods competences, professional competences, field competences (youth work).
- Social **and** content competences
- Knowledge management and transfer competence
- Dealing with conflict and crisis
- Communication and behaviour in training contexts

The latter in particular:

- ability to listen, comment and provide feedback;
- reflecting on communication;
- clarification of roles and tasks;
- adoption of a solution-oriented approach;
- theme-centred consolidation of what has been taught;
- ability to keep track of things and not lose sight of the didactic concept;
- ability to explain the psychological field.

Initial and further training of/for trainers

The principles are the same (see above): start from the learning needs of the trainees – just the starting point is different.

For “beginners”³, there are normally two possibilities with very different starting points:

- Experienced (European-level) youth workers with little/no training experience
- Experienced trainers with little/no (European level) youth work experience

Dilemma for “beginners”: how can they gain practical experience? (Analogy to physicians)

- Practice in a protected environment (in the training-of-trainers group – with peers as trainees -> see CoE Training for trainers, ATTE, Training of trainers of Interkulturelles Zentrum)
- “Job-shadowing” as part of the initial training: -> as observers -> as assistants under supervision of experienced trainers (problem: different role/status in teams (clarification needed before the activity starts!) -> working in tandems
- There is a remaining risk ...

² This can be seen in the general context of European non-formal youth education and training. The trainees might be young people in general, “multipliers” in the youth field, youth leaders/workers or youth trainers.

³ Beginners with respect to European-level youth work training: they might be experienced trainers, or experienced European-level youth workers/leaders – therefore the term is set under quotation marks.

Assessment of trainers/trainers' competences

“No two persons see the world in exactly the same way, and the more differently their experiences, the more likely their perceptions are to conflict” (Brislin/Pedersen 1976).

Conditions for assessment (Hendrik Otten):

- Assessment system has to be planned from the outset of a non-formal education process;
- Agreement with trainees
- Assessment is an implicit component of the learning process
- Participants have an active role in this process

“Communicative validation”

- The Character of learning situations should determine assessment methods
- Partially standardised methods
- Self-assessment as an important element
- Inter-subjective verification (peers, trainers, experts)
- Communicative methods

Assessment of practice:

- Evaluation of training activities – assessment by trainees (“the trainers’ market”: indirect and implicit assessment of the competences of specific trainers; assumption: high level of trainers’ competences <=> high demand of the respective trainers; this implicit facet could also made explicit and transparent.)
- Self-assessment/evaluation (experimentation in ATTE with self-assessment form and dialogues with external experts, challenging the self-assessment)
- Assessment with peers/in teams
- “Portfolio of European youth trainers”

Recognition

- Through adequate fees for trainers
- Contracting trainers with adequate competences for training purpose (following adequate assessment)
- Certificates for trainers
- Professionalisation of youth work trainers will lead to increased recognition.

It can be said that the recognition of non-formal youth work trainers is directly linked to the recognition of non-formal education and learning in general.

Competences according to Carl Rogers

- Independence
- Intellectual flexibility and versatility
- Curiosity
- Power of judgment
- Interest in people as individuals
- Respect for the integrity of other people
- Recognition of one's own personal characteristics
- Sense of humour
- Tolerance
- A non-presumptuous attitude
- The ability to establish warm and effective relations with other people
- Diligence and methodical ways of working
- Willingness to co-operate
- Tact
- Honesty
- Steadfastness and self-control
- Ethical values
- A lived extensive (multi)cultural background

Annex 3

Summary of the input “Searching for the right Training for Trainers” (Arturas Deltuva)

Input was based on:

- my personal experience of training for trainers (I have run more than 10 training for trainers and I have been involved in training more than 300 trainers)
- on the interview with 8 trainers actively involved in the international youth training in Europe.

During interviews trainers were asked to name:

- A. Specific situations when they felt disappointed about their experience in International youth training
- B. What drives them to keep going.

The idea of the input was to present how training is lived by trainers. So it helps us to understand experienced challenges and driving forces and to be aware about it when organizing training for trainers.

Main points from the input.

Disappointments named by trainers:

- No coherence of the trainer.
Comment: declared values and behaviour don't match. "I don't walk it like I talk it".
- Growing competition.
Comment: wish to please participants and institutions instead of doing what I/we believe we should do. We do it because of wish "to sell" our service.
- I gave up my style.
Comment: it can be because of different reasons, but it is always the same disappointing.
- Bad work in team. The team is not chosen by me.
Comment: it is mentioned as a very strong factor of disappointment or contrary - as the main source of satisfaction.
- Training turned into a theatre.
Comment: we put our masks ("I am this kind of trainer") on and participants put their masks ("I think you are and you should be this kind of trainer") on us. It stops real authentic contact between trainer and trainees.
- When I took too much responsibility on myself.
Comment: again it can be different kind of responsibility – organizational or pedagogical or personal responsibility for everything what is going on in the team, in the course...
- Nothing happened with the person (participant).
Comment: a participant didn't take anything what we believe it is valuable to take.
- Institution decides what and how to train exactly and institutional “baggage” becomes too big.
Comment: institution has too clear and sometimes too narrow understanding of what and how is training. We are asked to deliver their detailed plan. Sometimes we feel that their understanding is not just different, but there is not proper understanding about training.

Driving factors named by trainers:

- Trainers team work and fantastic colleagues, feeling of belonging.
Comment: this is already commented above. But it is not too much to repeat: a good team work can be the main inspiration and it can give enough energy to overcome nearly all challenges during the training process.

- Magic of the flow.
Comment: it is difficult to comment, because it is a very specific experience. It is described like a moment when one feels that everything just goes in one direction, in good direction, harmonies, with no resistance.
- Growing: trainees, myself, vision.
Comment: no comments ☺
- Honesty.
Comment: even when it is uncomfortable honesty by trainees or by our team. It helps to see things as they are and then to react accordingly.
- Feeling that people got what they otherwise would never get.
Comment: for example they experience a proper group process which otherwise would be a privilege of professionals only.

Conclusions

After seeing those points about training itself – points lived by trainers, I name some conclusions or ideas on how training for trainers should be organised. They are very subjective so I hope they provoke other subjective conclusions – similar or different from those named here.

- I am not able to identify the moment when I became a trainer.
Comment: so the training for trainers can not be the point or the moment when one becomes the trainer. The training for trainers can be a directing factor; it can be a catalyst in the process of becoming trainer.
- I am not for too lengthy training for trainers with too much time and control in between.
Comment: it might sound like contradiction to what is said in my previous conclusion, but it is not. Yes I say that becoming a trainer is a lengthy process, but I don't think that we should follow all that by putting our hand to every step the trainee is doing. The more we let to go, the more participants reach by themselves. Structure is to control, flow is to grow.
- I want to look not how long, advanced or structured is training, but on what is training.
 - What trainers will train on and for whom (target groups, sponsoring institutions)
Comment: though there are a lot of universal things that all trainers maybe should know, but I believe we can conduct much better training for trainers when we know the content and target group of future trainings of our trainers. Then we can be much close to the reality.
 - Nobody was disappointed about the lack of tools, but all mentioned human qualities. Personal development of trainers is crucial as well as coaching and burn-out prevention.
Comment: by human qualities I mean ability to be who we are, to stand for our beliefs, to avoid just pleasing, learn to measure how much I am responsible and for what; I believe at the end a good trainer should care about his/her personal development as much as we care about the content and methodology of the training. I don't mean going to caves of Himalaya and to meditate there for 10 years, but I believe we all should be very aware of how we sharpen ourselves: how we balance our work load, do we try to analyze our disappointments and our failures (do we agree to see them!!!:)), do we try to understand our reactions. And of course we do it in our own ways.
- Training about training for representatives from institutions.
Comment: I believe it can help to build a common ground for better understanding between trainers and representatives from institutions.
- More freedom in composing teams by teams.

Comment: yes it is very often the case when after the course we say: now we are the team and we can do the course. But it is too late!!! Why not to appoint one trainer and then to let this trainer choose the team and at least to consult with him/her. Or why not to design calls for teams of trainers and let it up to a group of trainers to apply as a team?

- I am for vitality – everybody can do training.

Comment: no any kind of “you can do training only after you do so many of this or after you do that”. Everybody can do training. It is so because it is the field of non-formality, it is the field of the free choice to learn or not to learn, to learn from me or from you, when now I learn from you and tomorrow you learn from me.

But after all that I come to my main conclusion about training.

It is about the biggest contradiction of training:

Training is simple and very complicated at the same time.

Many people can run an energiser, can facilitate discussion and can give an input. AND IT WILL BE USEFUL FOR OTHERS!

But I (and I know many others) don't want to see training only like this. Training is simple and it is not simple at the same time. We work in long courses. When the course is long, the group process is involved, when the group process is involved - interpersonal dynamic is involved, when interpersonal dynamic is involved - human change is involved.

This requires a proper preparation of trainers WHO ARE READY TO DEAL WITH SUBLTE CONTENT.

Summary:

I am in constant search for right training and for right training for right trainers for right training.

But better left training than no training ☺

Annex 4

Reports from the Open Agenda working groups

Open Agenda Working Groups (20 June) – reports

Building / strengthening links research <-> training
Participants: Marta, Goran, Artur, Dariusz, Andrea, Tamara, Nicoletta
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • What do trainers know about research reality? • What is the practical use of research findings? Encourage teams to revise them and use them in training • How to use research to document training activities and their impact? <p>→ Finding info/data through Google (question on reliability and representatively -> Anglo-Saxon domination)</p> <p>→ Research findings should be presented in an accessible sexy way (e.g. to be found on ESI website)</p> <p>→ Document change brought by training (beyond evaluation), e.g. invite PhD students to document = RECOGNITION, explanation of training</p> <p>→ Triangle dialogue: youth work practitioners, researchers and policy makers; think tanks more joint meetings (like CMS between researchers), that could generate ideas</p> <p>→ Research proving that training does matter (impact and case studies)</p> <p>→ Research on ‘what ToT does to people’ (life stories) and to their communities</p> <p>→ Using research in ToT HRE; asking pax to do research: find data useful in training esp. for needs analysis</p> <p>→ Train researchers on training, train trainers on research</p> <p>→ Research might help to explain role of trainers, facilitators in society</p> <p>→ Young people can be involved in research in their communities -> understanding, participation; Dariusz example of creating a centre of excellence better using research done by young people and NGOs</p> <p>→ Accessibility of research finding, information and promotion, e.g. European Knowledge Centre on Youth Policy (reservation: what is reliable)</p> <p>→ promote existence of research in youth field</p> <p>→ documents such as basis for decisions of policy makers, resume of research findings (on E.Comm. website of Youth in Action -> ‘Documents’)</p> <p>→ Think of communications to trainers pools and other partners -> prioritised information on happenings, findings, most relevant documents</p> <p>→ training trainers in knowledge management</p> <p>→ short, up to the point and well entitled newsletters help</p>
Name of reporter: Marta

Identifying challenges – Fields and features of incompetence
Participants: Anette, Erzsébet, Nadine, Silvia, Henar, Miguel, Mark
Outcomes, Conclusions, Recommendations
<p>Coaching – Mentoring – Tutoring:</p> <ul style="list-style-type: none"> • Meaning -> Aims • Knowledge -> Concept • Participant in the practise phase <p>➔ External support</p> <p>E-learning:</p> <ul style="list-style-type: none"> -> Nonformal principles -> Motivation, Participation, feedback through process -> Learning obstacles (self directed learning -> support participants to become self directed learners) <ul style="list-style-type: none"> • Learning organisational culture • Dealing with conflict in a team = transparent for learning? • Dealing with identity crisis -> Interpersonal competence • Team competence -> Intercultural training competence • Dealing with power relations (other approaches, improve it from inside) • Dealing with neutrality, partiality, explicit
Name of reporter: ??

What ToTs do we need?
Participants: Udo, Aymeric, Florian, Zita, Peter, Erik, Concha
Outcomes, Conclusions, Recommendations
<ul style="list-style-type: none"> • Needs for a <u>generic / core ToT</u>: <u>Purely educational, on pedagogy</u>, for youth workers wanting to assume role of trainers in some future activities -> Able to <u>design and implement training activities</u> and addressing issue of quality. -> The format should be transferable, implemented at different levels (national, regional, European) • Some <u>specific / thematic ToTs</u> would be needed for <u>specific institutional priorities</u>? <-> No consensus on this. Trainers can join specific trainings for youth workers • <u>Needs analysis</u> necessary (what are the needs of field, of youth organisations?) before designing ToTs. • The kind / <u>format of ToT</u> depend on <u>what you want to achieve</u>. What should pax do afterwards?
Name of reporter: Florian

Training / educational approaches / concepts / principles
Participants: Rubeena, Paul, Helmut, Mark
<p>Outcomes, Conclusions, Recommendations</p> <p>Learner centeredness is the primary principle: people only learn, what they want to learn / are open to learn.</p> <p>The ownership of the learning is with the trainees / learners.</p> <p>The group agrees with the subsequent ‘ principle of the bottom up approach’ of Helmut's presentation and the ‘learner orientation – social competences’ and supporting individual and group learning.</p> <p>All this is embedded in the principles and practise of NFE</p> <p>Conclusion: Focus of training preparation on modalities of training (what and how) – not so much on a ‘schedule’. Real participatory approach during the training. -> Call for trainers should become a) call for teams of trainers (consortia) and b) call for ‘course director’ who compose the team</p>
Name of reporter: Helmut

Recognition of training / trainers
Participants: Udo, Paul, Dariusz
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • Future training of trainers should involve training on using Youthpass and European portfolio (assessment of competences) • Further develop the idea of recognising the work of trainers who deliver training (are not part of trainers team) -> TrainerPass? • Trainers should take care of their own recognition (setting up a Trainers association?) • A part of the recognition of trainers work is also the attitude of institutions that are employing trainers (paying on time, not asking to advance money for travel, etc.)
Name of reporter: Dariusz

What do we train trainers to do? Areas of Action
Participants: Florian, Erzsébet, Mark, Concha, Erik, Andrea, Zita, Henar, Silvia, Peter
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • Need for a solid TtT focusing on the educational dimension, to design and implement training activities • Perhaps no need to have specialised TtTs (on themes) unless the educational approach is different • Perhaps also need for a basic course on NFE, for project organisers, youth workers, Na staff.... Who want to understand better how training activities are organised / designed without being a trainer ('Training for Non-formal Educators')
Name of reporter: Peter

Team and Competences – attitudes and feedback
Participants: Andrea, Nadine
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • We discussed the fact that even 'very good' trainers can be part of badly function team. Does such a thing like team competence exist? → What you express as a need in the call fro trainers is not what you get in the course • It's not only about competencies, but also about personality's → team building needed. • When selection trainers, we pay too much attention to the results and not to the process. • The 'ideal' team would be about complementary personalities, experiences and competences → but can all this be grasped in an application. <p><u>Providing feedback on attitudes of team members</u></p> <p>Can 'tactlessness' be feed backed in a positive constructive way?</p> <p>Can it be develop? It is related to common sense and 'know how'.</p> <p>Dilemma between not selecting a person again or giving feedback to help him/her improve. Not everybody should / can be a trainer – at least a good one</p> <p>In how far it is the institutions responsibility to coach attitudes? It is about personal development which someone needs to develop them selves?</p> <p>→ The institution should provide guidelines, but cannot change basic ethical point of views or attitudes – this is the person's role. -> the institution can raise the awareness of trainers attitudes but not develop them.</p>
Name of reporter: Nadine

How can European level training contribute to local level needs in SEE?
Participants: Rubeena, Mark, Aymeric
<p>Outcomes, Conclusions, Recommendations</p> <ol style="list-style-type: none"> 1. Participants are encouraged at European level to reflect on how they can make contributions at local level – concrete ideas 2. SALTO and CoE could spread the names of participants of their courses more widely to national and international organisations in the region. These participants could be engaged and supported through these organisations. 3. Cooperation mechanism could be set up between relevant institutions. 4. European level trainers can bring new ideas and perspectives to local level trainers and training. 5. SALTO strategy missing – especially political
Name of reporter: Rubeena

Strategies towards training possibilities between neighbours
Participants: Tomasz, Bernard, Katja
<p>Outcomes, Conclusions, Recommendations</p> <p>Next year, 3 regional SALTOs (and other interested partners) are going to organise a training for youth leaders on international cooperation</p> <p>Finally leading to a common ToT on cooperation with the neighbours</p>
Name of reporter: Tomasz

Competition between us
Participants : Annette, Nadine, Arturas, Goran, Miguel
<p>Outcomes, Conclusions, Recommendations</p> <p>➔ Between trainers for contracts</p> <ul style="list-style-type: none"> - Competition for money? <p>➔ Between institutions</p> <ul style="list-style-type: none"> - Competition for recognition? <p>➔ Within a team</p> <ul style="list-style-type: none"> - To perform to an institution? <ul style="list-style-type: none"> • Competition is growing, as the community (of trainers) is growing. • A new group of trainers who did not come from a 'youth work' background • 'Training' is becoming a huge market, becoming recognised. A while ago, you would never get paid for training, now it's standard – and expected. <ul style="list-style-type: none"> - Do we really need a ToT? Don't we have enough trainers? Maybe we need more support measures for trainers that already exist. - If we train trainers who go to the private sector – what about putting it back into youth work? - Central and Eastern Europe need trained human resources – competent trainers provide an added value to society? But whose role is that? - Stakes are different for each trainer – full time or hobby? - Should CoE make this industry of training professional? - Acting with market values – should we be consistent? - Even highly paid trainers need to have an ethical code - It's not healthy to be a full time trainer or to be dependent on youth work training. It's not sustainable.
Name of reporter: Annette

How to increase the participants accountability after training of trainers?
Participants: Annette, Zita, Goran
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • The course organiser should find a way to secure the multiplication • Limit 'seminar tourist' by exchange of information between SALTO, NA, CoE and Partnership on a shared database • Think of ways to ensure multiplication <ul style="list-style-type: none"> ○ return full travel reimbursement only after participants do 1-2-3 training courses (up to €300) ○ make sending organisations accountable, if their member participants do not deliver a course, do not allow new members to attend courses for a limited time <p>National Agencies of YOUTH Programme already have some practise. Map those practises and produce a study for the entire field with existing practises and recommendations</p>
Name of reporter: Goran

How to be involved in youth work and not be only a trainer?
Participants: Concha, Henar, Tamara, Arturas
<p>Outcomes, Conclusions, Recommendations</p> <ul style="list-style-type: none"> • Trainers should keep in mind a certain independence and be able and free to say no (Helmut's triangle) • Trainers might become too professional and loose contact with reality (e.g. training youth worker without experiences with working with youth -> losing local perspective) • Maybe it is better not to be a full time trainer • Continuity is important • Problem: Trainers without knowing the context of the training is a facilitator (they can be excellent in methods, but do not link it to practise and concrete examples) • For including new fresh blood it would be good to combine experienced trainers and 'new comers'. • Provide space for interaction between youth workers and trainers • Trainers should bring input, although it is non-formal education (input doesn't make it formal education)
Name of reporter: Tamara

Do we need a Euro-level competence list?
Participants: Udo, Erik, Mark
<p>Outcomes, Conclusions, Recommendations</p> <p>No, we need a description of competences (maybe functional analysis, too?).</p> <p>Why?</p> <ul style="list-style-type: none"> • To create a reference document giving some guidelines, (not rules!). • Help to organise in considering what to include in courses, plus how to describe competences of trainers they need. • Help make more explicit what trainers should learn. • Possibly lead to development of self-assessment tool for trainers. <p>How?</p> <ul style="list-style-type: none"> • Need a process (over 2 years or so) involving range of stakeholders. • Could start with one of 3 following ideas: <ul style="list-style-type: none"> i) Blank page – what should be included? or ii) Optional approaches – example of what already exists or iii) Give a worked-out model <p>Then</p> <ul style="list-style-type: none"> a) get reactions through meetings, online, etc b) synthesis results c) re-circulate for use and reflections!
Name of reporter: Mark

Proposal for the future Train the Trainers Programme, including a modular system
<p>Participants</p> <p>Marta, Miguel, Bernard, Florian, Artur, Peter, Zita, Erzsi, Darek, Andreea...</p> <p>16 colleagues by the end</p>
<p>Outcomes, Conclusions, Recommendations</p> <p>European training takes a lead function in setting standards and generating dynamic innovation processes in different fields of youth work. It is complementary to other formal and non-formal educational achievements and valid outside – in case of informing others, e.g. lifelong learning and formal learning agendas.</p> <p>An optimal support structure to address the changing responsibilities of trainers in Europe would include:</p> <ol style="list-style-type: none"> 1. Core training of trainers 2. Advanced / specialised training 3. On-the-job support for educational teams <p>The idea of creating a European Academy of non-formal youth education was recalled. Academy is, in this context, not a residential centre with high costs, but ‘ a paradigmatic manner to suggest systematisation, curriculum development, quality standards, typologies, theory and development work, research and evaluation, distribution, multiplication, recognition, coalitions and policy initiatives in the field of informal and non-formal learning’ (Peter Lauritzen, 2004)</p> <p>1. Core training of trainers</p> <p>Can take place at</p> <ol style="list-style-type: none"> a) European or b) regional level, following the same standard / curriculum <p>Can be based on</p> <ol style="list-style-type: none"> a) consolidation of Past Experience / Existing Practise or b) New challenges of youth formal-education <p>Can be, by its main focus,</p> <ol style="list-style-type: none"> a) non-formal education oriented or b) social and political oriented, e.g. rooted in geopolitical realities <p>Can involve</p> <ol style="list-style-type: none"> a) Only training essentials or b) Essentials of non-formal education, including training in different settings and different formats <p>2. Advanced / specialised training should be offer</p> <ul style="list-style-type: none"> * at European level * In a modular system answering newly arisen training needs as well as institutional expectations, based on strategic decisions at European or regional level. E.g. training for and through European citizenship, use of portfolio and Youthpass <p>It was a subject of debate if this component is needed or well-trained trainers are able to develop their specific competencies without such trainings for active trainers. Previous experiences proved that advanced / specialised TFT courses had important role in quality improvements, dissemination and innovation.</p> <p>Training Modules can be organised around</p>

- a) development of key competences, e.g. training to (further) develop learning to learn, citizenship, entrepreneurship, intercultural competence
- b) social and political goals e.g. new visions and practise of citizenship
- c) educational, political and social challenges and deficits, e.g. Non-participation

Note: Training Modules of advanced training and specialised training are meant to be here more complex and challenging types of training of trainers than subject oriented training.

3. On-the-job support system for educational teams should be offered

- a) at European level
- b) around new pedagogical solutions and challenges which should be tackled at the highest possible level of today's knowledge on education e.g. e-learning, change management

4. The need for a European training to develop a common understanding of non-formal youth education should be further explored.

Name of reporter: Erzsébet