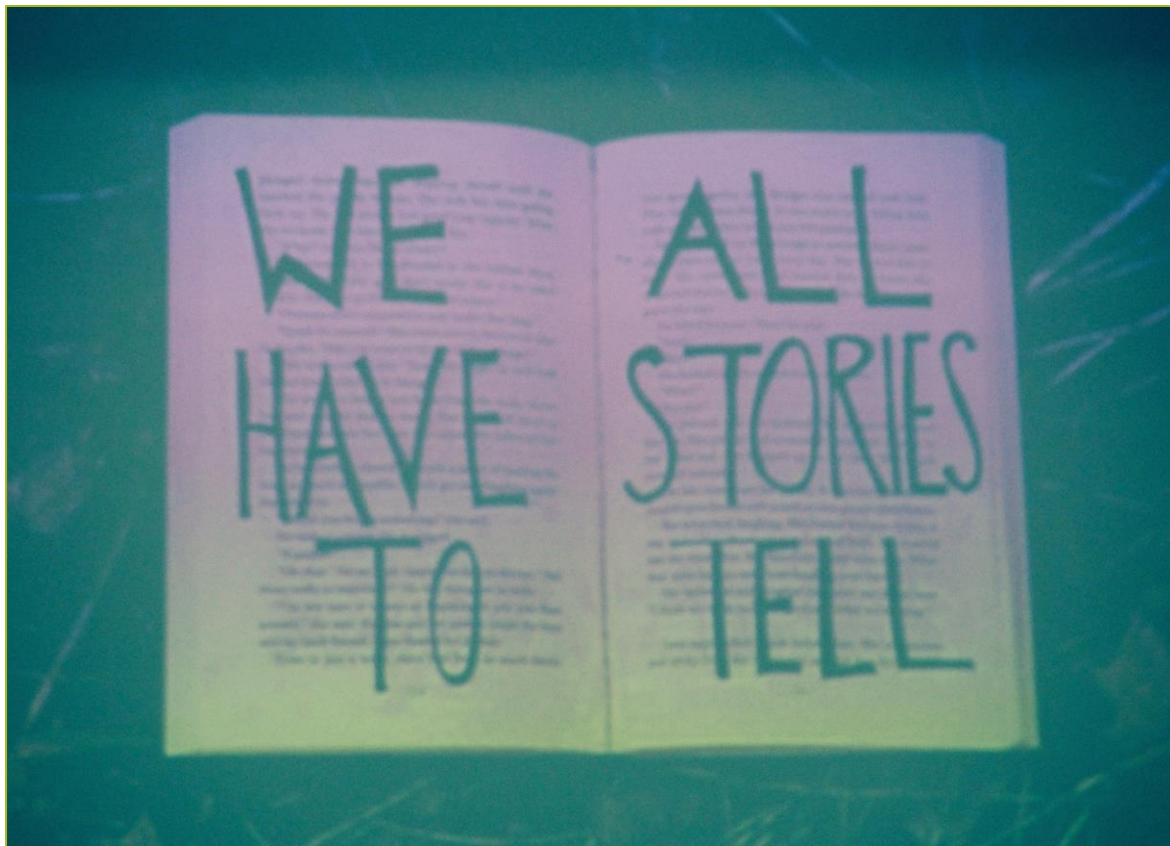# BRIDGES FOR TRAINERS

VIENNA, 28.11 – 01.12.2016

REPORT

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Bridges for Trainers
- A bit of history

Background

The biennial conference Bridges for Trainers (hereinafter BfT) invites key actors to reflect on trends and core issues in the youth field and their effects on the work of trainers. It is the result of a long-term strategic cooperation between a group of Erasmus+: Youth in Action National Agencies (E+:YiA NAs) and SALTO Training & Cooperation Resource Centre (SALTO T&C RC), bringing together experienced trainers, train-the-trainers training providers as well as E+: YiA NAs and SALTO T&C RC staff working with trainers and trainer pools.

The BfT conferences generally take place in autumn/winter. The first one was organised in 2014 and the next ones are planned for 2018 and 2020. The conferences are developed in the frame of the European Training Strategy (ETS) of the Erasmus+ Youth in Action programme in cooperation with the Trainer Competence Development Project group (TCD), which aims at supporting quality development of international training courses for youth workers by supporting competences of trainers. The cooperation takes place within the period of the Erasmus+: YiA Programme (2014-2020).

Bridges for Trainers 2014

BfT 2014 took place on 8-10 December in Bonn, Germany with about 130 participants. It was organised/financed by the NAs of Austria, Germany, Ireland, Poland, UK and SALTO T&C RC. It focused on the competences of trainers, their assessment, and recognition.

Trainers and training course organisers with existing training strategy for their trainers at national or international level were invited to contribute to and discuss these trends and issues and their impact on the work of both - trainers and providers of train-the-trainers offers.

The topics discussed at Bridges for Trainers 2014 have largely focused on the ETS competence model for trainers working at international level developed in 2013 under the ETS of the Youth in Action Programme. Criteria and indicators to the model were added in 2014 and a group of experts started developing the first version of guidelines for trainers to be able to use the model individually, in teams of trainers, and for training providers for assessment processes, for recruitment, for individual and team development, etc.

The conference has also offered a space to reflect on general changes and impact of the past 2-3 years with regards to competence frameworks for assessment, recruiting, designing training courses and other competence development measures for youth workers and their trainers.

BfT 2014 was moderated by Darko Marković (RS) and Jonathan Bowyer (UK).

Bridges for Trainers 2016

In 2016, about 140 trainers and training providers with existing training strategies for trainers at national or international level joined in Vienna to exchange and debate with the community the current needs challenges at European level and their effects on young people and societies, nowadays and in different local youth work contexts.

Intentions

The main intentions for BfT 2016 were as follows:

* To reflect on the political dimension of the work of trainers in relation to current challenges of political strategies/policies, on one hand, and of local realities of youth work and the needs of young people on the other;
* To update on and collect feedback to recent developments within the ETS, the guidelines on how to work with the ETS competence model for trainer and on the RAY capacity building research project;
* To introduce the ETS competence model for youth workers to work internationally; and
* To encourage networking and exchange with other trainers and training providers.

Target group

* Trainers experienced in youth worker and youth leader training (national and international level – attention: no trainers training only young people!);
* Training course providers implementing training strategies for trainers (organisations/institutions); and
* E+: YiA/SALTO RCs staff cooperating with trainers and trainer pools.

Focus

As in 2014, BfT was based on the [ETS Competence Model for Trainers Working at International Level](#) but in 2016 an additional dimension dealing with the political aspect of the work of trainer – the so-called '7th competence' - was discussed during the conference. The conference was also the opportunity to introduce the ETS [Competence Model for Youth Workers to Work Internationally](#), and to walk throughout sixteen years of ETS.

BfT 2016 was moderated by Alexandra Beweis (AT) and Darko Marković (RS). It was organised and co-financed by the NAs of Austria, Cyprus, Germany, Poland and Turkey, and the SALTO Training & Cooperation Resource Centre.

Notes on this report

This report is rather meant as a general overview of the conference, describing the main phases of the event and – where relevant – summarising outcomes of group discussions and/or presentations.

The material linked to BfT 2016 such as pictures, presentations, list of participants, programme and other documents are available [here](#).

The ETS developments
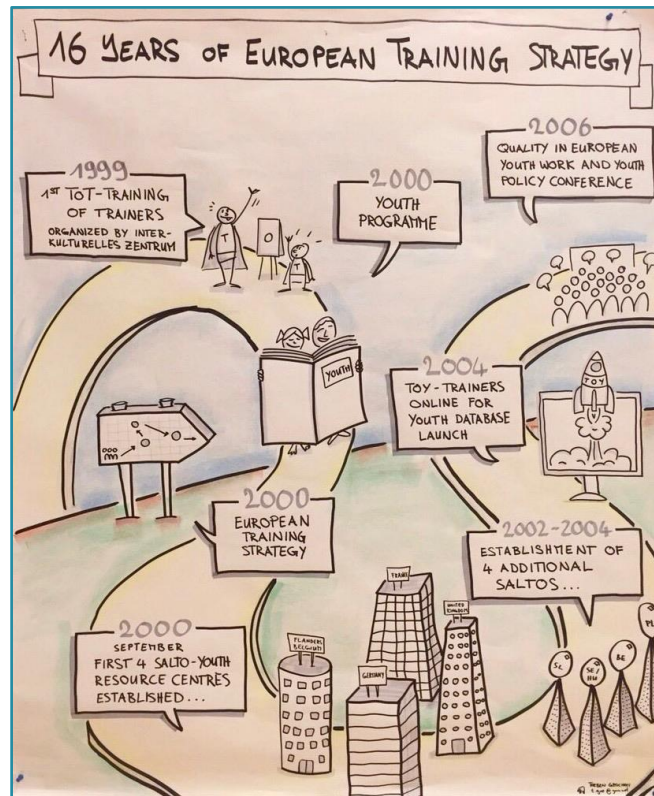
BfT 2016 gave the opportunity to go through sixteen years of ETS, brilliantly presented by Udo Teichmann (SALTO T&C RC) and Marco Frimberger (AT NA, TCA working group), supported by the illustrations of Torben Grocholl.

A [very] general overview of the ETS

Main aim and objectives

The [ETS](#) was initiated under the YOUTH programme (2000-2006) and was revised under the Youth in Action Programme (2007-2013).

Since its first steps, the strategy continues to focus on the key principle of capacity building among key actors in the youth field. It encourages decision makers, experts and practitioners to cooperate on a broader scale to improve the quality of youth work and its recognition. It moreover aims at establishing a peer learning process in which stakeholders on both the national and the European level can exchange existing concepts and good practices.

Based on the [ETS Competence Model for Trainers Working at International Level](), the ETS aims developing a modular system to train trainers in the Erasmus+: Youth in Action Programme in the field of youth to guarantee the development of the essential set of competences of trainers and the necessary high quality of trainings.

This is to be achieved through several training offers ranging from training courses for newcomer to advanced level courses, and events such as BfT.

Furthermore there are ideas to develop [Youthpass]() in order to help trainers establishing portfolios that document their skills and competences. In addition to that and in order to reach better recognition of quality youth work, [Youthpass]() is currently tested beyond the boundaries of E+: YiA. Pilot projects are in place to serve as a model for the recognition of non-formal learning in national and international contexts.

And there are first ideas developed to establish an 'ETS trainer pool' that supports E+:YiA stakeholders with creating training strategies and activities for both youth workers and trainers.

The ETS breakthrough moments

1999-2000

When everything started. The dawn of the YOUTH programme and one could witness the birth of a process that still exist today: [ToT](), the long-term Training of Trainers. In 2000, the YOUTH programme is one of the first programmes that clearly integrates areas to support to youth work and the quality of youth work. 2000 also means the first ETS, which back then consists mainly in bringing stakeholders together. We cannot talk of common projects yet but of a strong wish to cooperate and to share.

2000-2006

The new YOUTH programme also brings along other processes and structures. For instance, TCP appears and *all of a sudden NAs become 'training centres' and are asked to develop training*

courses, which requires looking at training on meta level, to better understand what is needed. The [SALTO-YOUTH Resource Centres]() are created. Four at first in 2000, they are joined by four other ones between 2004 and 2006.

2006 sees the conference on 'Quality in Youth in Action'. The final recommendations highlight the importance to undergo a revision of the ETS; to organise more events and generate spaces to debate on the quality

of youth work; to further the developments of recognition and NFL; and more knowledge and studies around quality in youth work.

2007 is also the start of the Youth in Action programme, and the launch of Youthpass trainings started in December 2016, also in Europahaus in Vienna where BfT in 2016 takes place. From 2006 onward, recognition, Youthpass and the development of competences are becoming more and more visible.

2007-2008
The 2007 'stakeholders meeting' is a milestone in the ETS framework, exploring what is needed to better support trainers and their competence development. The meeting is followed by a mapping study looking at 10-15 training processes with different methodologies. SALTO T&C RC, the EU-CoE youth partnership, the Council of Europe and the network of NAs reach an agreement on a series of activities aiming at supporting quality in training. This is the starting point where work of trainers became more visible on the agenda at European level.

On the level of research, Helmut Fennes and Hendrik Otten explore in 2008 the 'Quality in non-formal education and training in the field of European youth work', which becomes one of the most interesting resources for related initiatives to come, for instance the TALE course (Trainers for Active Learning in Europe), a long-term training for trainers (over 2 years), which started its process by examining this study. TALE is one of the first cooperation between the Network of NAs, the CoE (youth department), SALTO T&C, and the EU-CoE youth partnership.
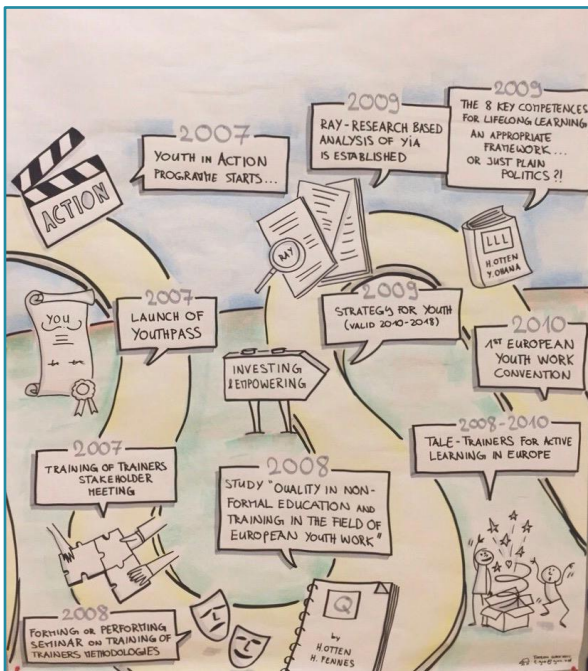
Back to the moment when Interkulturelles Zentrum applies to become NA (again), a cooperation starts with the University of Innsbruck in order to have more evidence about what the programme is doing, its impact. In 2008, the very first questionnaire ever in this context is sent out to former participants in YiA activities. The 'Research based Analysis of Youth in action' (RAY) is born! It starts with 6 NAs involved and will grow up to 31 NAs in 2016.

2009
A study carried out by Yael Ohana and Hendrick Otten on 'the eight key competencies for lifelong learning: an appropriate framework within which to develop the competence of trainers in the field of European youth work or just plain politics?' was published to start linking training and recognition developments. The study aimed to "consider the possible coherence between the eight Key competences for lifelong learning and such a competence profile, and analyses their possible impact on its elaboration".

Youth work becomes for the very first time very high on the European agenda, thanks to the new youth strategy of the European Commission: 'An EU Strategy for Youth – Investing and Empowering A renewed open method of coordination to address youth challenges and opportunities', under evaluation at the moment of BfT 2016. This considerably (re)influences national youth policy making, which at that moment is not such an obvious or usual process.

2010 sees the 1st European Youth Work Convention, an event implemented in the framework of the Belgian EU Presidency. The Convention ends with a Declaration, stating the need to further develop the quality of practice; to further invest into identifying quality standards/criteria; to develop so-called 'generic competences' at European level; and to invest further into competence development training for trainers and youth workers. The Convention is followed by the very first Resolution on Youth Work, which highlights the importance of competence development as well.

2010 is also the moment of the renewed ETS, which mentions the training and networking, the role of SALTO RCs, and the Knowledge Management Staff Training (KMST), among other processes and structures.

The 'trainers pool' movement gets in motion with more and more pools being created in different countries, with a strong focus on quality training and on the wish of NAs to support sharing practices and methodologies. Between 2011 and 2013, three 'working with trainers' events are being organised.

2011

The first days of the year 2011 sees the publication of the 'Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe', more known as 'Pathways paper 2.0' for it builds on its previous version (2004). It is a working paper of the EU-CoE youth partnership, elaborated with the SALTO T&C, the CoE (youth directorate) and the European Youth Forum. The 2.0 version highlights ten elements for a better strategy to support the recognition of non-formal learning in the youth field. Two of them are about developing European tools to ensure the quality of training in NFL and to develop quality standards. Alongside this idea, the European Platform on Learning Mobility in the youth field (EPLM) is being created and paves the way towards a structured platform with its first
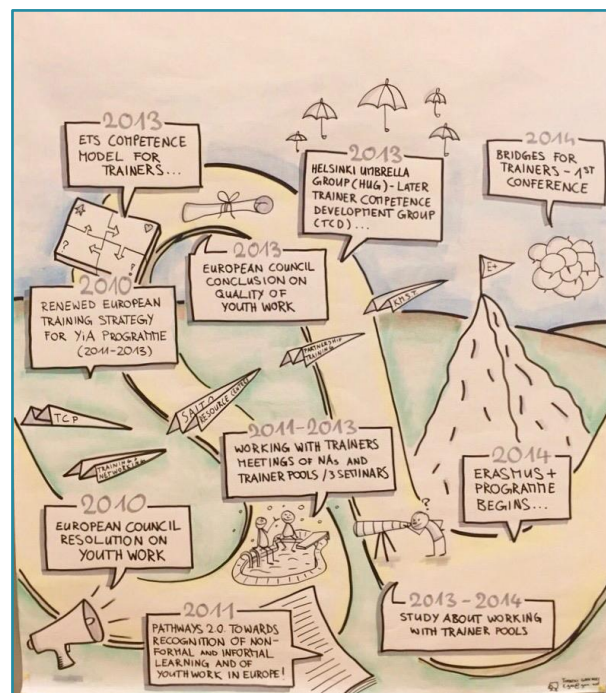
conference planned for 2013 (note: it is currently developing a quality charter for mobility projects).

This is the year of the creation of the so-called 'ETS Competence Model for Trainers Working at International Level', referred to in the introduction of this report. 2013 also establishes the [Trainer Competence Development Project](#) group (TCD) that steers a series of training-related processes and offers international training opportunities for trainers, using the Competence Model for Trainers to showcase how it works and how others can use and experiment it.

Erasmus+ starts, and so does the series of ['Bridges for Trainers'](#), even though the event itself owes its name to its preceding events ([Bridges for Training](#) in 2001, [Bridges for Recognition](#) in 2005 and '[Bridges to Work](#)' in 2011, all organised by SALTO Inclusion).

RAY is being recognised by European Commission and E+ now allows research activities to be funded by Transnational Cooperation Activities (TCA). This increases the level of interest in RAY and three [new] RAY studies are introduced: the continuation of RAY Monitoring, the long-term effects on participants' 'citizenship' dimension, and 'RAY CAP' (capacity building and competence development) of participants and organisations.

2015 sees the new ETS, which offers more connection between programme and policy. A call for experts to join the Advisory Group (first meeting in early 2017) is being prepared.

The 1st [COMETS](#) takes place in Bulgaria. COMETS is a one-week course offered on a yearly basis to support advanced trainers exploring a given competence area defined by the Competence Model for Trainers. The 1st edition focuses on the 'Intercultural competence'. The 2nd one takes place in 2016 in the UK (on 'Communicating meaningfully with others'') and the 2017 edition will be organised in Germany on the political dimension of trainers work. Austria might host the 2018 edition focusing most probably on the competence areas 'Understand and facilitate individual and group learning processes' maybe in connections with 'Learning to Learn'.

Spring sees the implementation of a seminar gathering about 60 experts to explore and provide feedback on the draft ETS [Competence Model for Youth Workers Working Internationally](#). The

year 2016 also sees the 2nd European youth work convention as one of the flagship initiatives of the Belgian Chairmanship of the Council of Europe. The [Declaration 'Making a world of difference'](#) emphasises once more the needs for a "core framework of quality standards for youth work responsive to national contexts, including competence models for youth workers". It advocates for more and better recognition and for quality youth work and training. Following the Convention and in line with the final Declaration, the Council of Europe decided to draft Committee of Ministers Recommendation on Youth Work. The intention is to propose it for adoption in 2018.

Learning islands
- A journey throughout developments in the field of training at European level

"Get informed and updated about relevant developments for trainers working at international level"

BfT 2016 included in its programme 'Learning Islands', having as objectives to:

• get up-to-date information about relevant developments (e.g. strategies, concepts and tools) provided by different stakeholders which are of relevance for the work of trainers in the field of youth;

• gather participants' inputs (e.g. comments, reflections, suggestions, etc.) that could be useful for the stakeholders in the further development of their strategies, concepts and tools, etc.

Participants were divided into teams of five. Equipped with a map of all the Islands (twelve in total) they had two hours to visit those of their interest. Although this session only lasted until lunch the Islands (and all comments and suggestions made) remained visible throughout the whole conference.

ETS
This Island offered participants the opportunity to read about the European Training Strategy in the field of Youth, which supports capacity building of experts in the field of youth, their organisations and systems. It gave a space to comment, share ideas, ask questions or share messages about the ETS.

Council of Europe

This Island allowed getting an insight into the work of the Youth department of the CoE and learn about the relevant aspects for trainers, especially in training and education for youth work and youth policies. As for the Island on ETS – and this was a practice for all – the possibility to ask question, write comments, ideas and suggestions was made possible. In this case, participants were particularly invited to comment and suggest on the Council of Europe's development of strategies, concepts and tools.

Guidelines of the ETS Competence Model for Trainers

Participants visiting this Island had a look at the draft guidelines for trainers on working with the ETS Competence Model for Trainers in teams, in training courses, and individually. Participants were invited to especially comment on the following aspects:

- Design (especially with the focus on the competence model)

- Introduction and tools presented

- Proposals for tools they have in mind – further adaptations…

- Share any other creative idea?

EU-CoE youth partnership

This Island supported participants in getting familiar with the whole range of relevant publications done by the EU-CoE Youth Partnership. The Island mostly offered a display of publication to consult but free copies could be received sending an e-mail to: youth-partnership@partnership-eu.coe.int

RAY

This Island was the chance to get to know RAY better, to ask everything those visiting wanted to know, or get as much information material as needed. Participants were invited to particularly share – using moderation cards and post-its - how RAY could make their data and result more available, though indicating:

- What do they need (what kind of information, what kind/forms of publications, etc.)?

- If for themselves or for their target group?

- How could they use the results in their daily work?

Using the ETS Competence Model for Trainers to work with trainers and trainers' pool

Using the first experiences of a few NAs, this Island offered the possibility to further learn about the ways and practices on how to use the ETS Competence Model when recruiting trainers or when working with the trainers' pools. Any exchange and/or feedback with experiencing it or with a perception of it is was more than welcome.

The ETS Competence Model for Youth Workers to Work Internationally

Visiting this Island participant could find the freshly published ETS Competence Model for Youth Workers to Work Internationally, which will be used to discuss with experts, training providers and trainers on how to design and develop training activities and curriculum better. Again, comments, feedback, suggestions and ideas were expected.

TCD

This Island offered information about the work of Trainer Competence Development (TCD) group and about what are the current offers and plans for international training activities for competence development of trainers active within E+: YiA. Participants were also invited to support the TCD group in sharing their needs, hot issues & relevant topics for further projects/support for competence development of trainers.

The International Youth Work Trainer Guild

The Guild is a newly established place of belonging and an independent supportive community for international youth work trainers. The Island offered participants the opportunity to:

* Find information about the Guild, the opportunities and benefits offered, and how to get involved;
* Participate in an online quiz to understand how the Guild can be suitable for them;
* Give their feedback on what are their needs as a trainer in terms of a unified representation and supportive community;
* Share their ideas and feedback on how to make the Guild a vibrant and relevant community and how to reach more trainers.

Share

This Island allowed sharing with the community of trainers about any other initiative, training course or useful resources that might be relevant for trainers working internationally, encouraging the collection of these opportunities on the board.

Reflect

After gathering so many information, participants reaching this Island could stop for a moment and share their reflections about:

* What did they find most useful, most surprising or most puzzling so far?
* What was really an AHA moment for them? What would they need to discover or learn more about?

Participants were offered to Dixit cards to support their reflection or simply share them verbally with their team members.

Line of thought

This Island offered inspiring quotes about learning, education and political engagement that participants could read in silence and see how the quotes resonated with them. They were offered the possibility to add a quote that they like and would like to share with others. If not a quote, it could also be a statement.

Youth work and young people today
<div align="right">- Inputs</div>

Current challenges in today's societies and their impact on young people
Kenan Güngör, Think Difference, Austria

"Young people and those who work with them are naturally impacted by developments and challenges in today's societies – migration, unemployment, radical tendencies of any kind (religious, political, xenophobic, homophobic…) just to name a few. Educators in the youth field have a political role in this context by providing training to young people and youth workers to support them in responding to those challenges"[1].

The input of Kenan Güngör[2] aimed at giving an overview of the challenges and trends within societies of Europe (not limited to the European Union) that impact young people and youth work most, including global aspects especially where they are connected to neighbouring regions of Europe[3].

Kenan developed his input around five main topics, followed by some recommendations:

- Diversity
- Religion
- Multiple identities
- Discrimination of others
- Youth work

Diversity
Kenan opened his intervention raising the need for us to be aware that young people do not choose the world they live into. They only try to find their way into it. It is important to keep this in mind for even though we mostly talk about youth, we actually also and first talk about ourselves. Talking about diversity is of course about looking at the effect of normality on the one hand side, but also about handling diversity in a transition situation (especially in Europe). Kenan underlines that diversity requires examining *a growing pluralization of society* (socially, culturally, linguistically and religiously); looking for the *demand for institutions to adapt* (structures,

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[1] Extracts of the briefing note
[2] Parts of the summary of Kenan's input are extracted directly from his presentation, or do quote the author.
[3] The input of Kenan was mostly based on data available for certain areas of Vienna and Austria and to some extent, other European countries. He asked the audience not to automatically generalise the findings shared.

services and products) to new and diverse needs; and considering *birth rate, schools and youth centres in cities are especially ethno-culturally diverse.*

Kenan walked us through some figures highlighting the bigger changes noticeable in many big European cities, as for instance Vienna, where, 70% of the population aged 0-10 has a migrant background. He continued differentiating diverse and migrant societies looking at the milieus where those groups can be found. Talking the example of Germany, one cannot talk of one migrant society. Social groups live in very and completely different milieus, and we do not have a clear view about them. Young people are of course in each of them, but in some more than others.

For Kenan, we do not have a clear idea of the social structure of the young people living in milieus with lower education and lower incomes, environments that do not favour mobility upwards. And if we have no idea about that, we cannot know what to do. A general tendency to look at categories instead of exploring social structures does not help the debate on youth and diversity in a migration-driven society.

Religion
We are now facing one of the most important developments in the last 40 years. When looking at the big picture, we can say that we are now in front of two completely different developments in Western Europe:

- We see, in Austria and in Western Europe in general, a huge decrease of religiousness
- We see a much higher decree of religiousness in the migrant population

When comparing those two dynamics, we not only better understand the reasons for more and more debates around the issue, but also why prejudices multiply and discrimination grows.

In the migrant population, the pluralisation phenomena changed and the 2nd and 3rd generations are less religious than their parents. But the number of believers seems to vary depending on which religious we are talking about (about 50% of Muslims compared to 20% of Catholic Christians, for instance).

This means that the background of young people joining youth clubs or youth organisations changed and it is very difficult nowadays not to take into account recent demographic variations in the public youth workers deal with. Youth workers are not anymore sure of what they need to do to properly interact with young people and when faced with an increasing debate on being Muslim or non-Muslim which seems to take place amongst young people, or in groups where people are more and more defined (labelled) by their religion. Parallel to that, young people with Muslim background are the one being the most discriminated (40% against 28% for young Christians).

Kenan continued walking us through what young Muslims consider important for them in their religion, which seems to be more about the way to be Muslim than the religion itself: *it is less about spirituality than who you are*. Religion becomes a group-marker, which also means that it increases the vision of 'us and them' even within a supposedly homogenous group.

Multiple identities

We always need to choose between groups and 'identities' You are either this, or that. You can only be one identity (are told young people). However, research tells us something different.
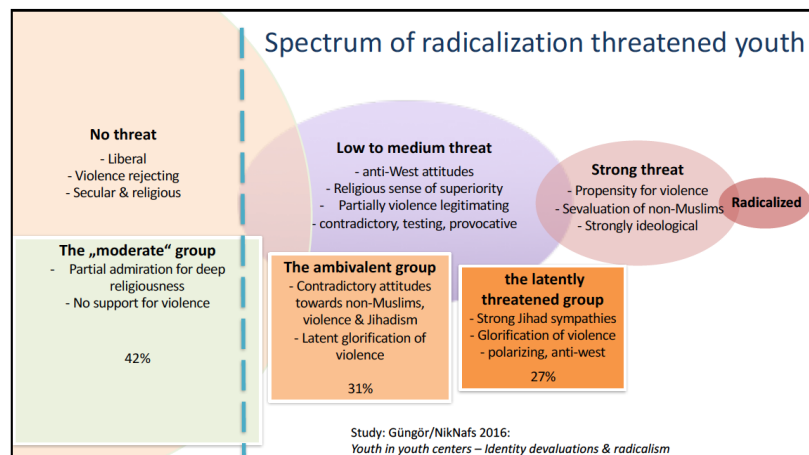
Young people do not think in dichotomy. They have more multiple identities. More than 90% (even from the 2nd generation of migrants) of youth with migrant background show a very strong connection to their country of origin. At the same time, the very same young people have a strong bound with Austria (65%), especially with Vienna and their neighbourhood. In the same line of findings, young people's sense of belonging is more about the relationship they have with their parents than the ideology of nationalism. This also makes it more difficult for young people to have a critical look to what they feel they belong to (the emotional connection is much stronger).

Discrimination of others

Kenan walked us through some figures of discrimination (ethno cultural degradation, racism, homophobia, and anti-Semitism) from different religious groups. Muslims (as appearing in the research) are one of the most discriminated groups but they are also the group discriminating the most. This paradox needs to be explored and understood if we want to avoid an increase of racism; we need to look at both sides of the coin.

This is exemplified in the 'syndrome' or 'group-related hostility' where ideologies that people are unequal multiply this into many areas (xenophobia, Islamophobia, anti-Semitism, sexism, etc.). This ideology of inequality sees everything as dual, in dichotomy: you are either right or wrong. Weak or strong. Clean or dirty. You are 'we' or 'them'. Thus, it is important to understand that putting any young people in a category reinforces this way of thinking and that at that same time, it fuels hostility against other groups.

Kenan ended this part of his input with a point on the spectrum of radicalization of young people (see visualization below). According to him, we talk too much or focus far too much on the radicalized group (in red), which should not be the target one, especially from the perspective of youth work (those belonging to the group of radicalized young people do not

Spectrum of radicalization threatened youth

No threat
- Liberal
- Violence rejecting
- Secular & religious

Low to medium threat
- anti-West attitudes
- Religious sense of superiority
- Partially violence legitimating
- contradictory, testing, provocative

Strong threat
- Propensity for violence
- Sevaluation of non-Muslims
- Strongly ideological

Radicalized

The „moderate" group
- Partial admiration for deep religiousness
- No support for violence

42%

The ambivalent group
- Contradictory attitudes towards non-Muslims, violence & Jihadism
- Latent glorification of violence

31%

the latently threatened group
- Strong Jihad sympathies
- Glorification of violence
- polarizing, anti-west

27%

Study: Güngör/NikNafs 2016:
Youth in youth centers – Identity devaluations & radicalism

join youth organisations). We should rather concentrate on the group of the 'ambivalent group'

or the 'latently threatened group' and multiply our efforts to bring them into the moderate group. We do not take enough care of them.

Youth Work: the perception of young people

Young people in Kenan's research were asked about youth work, and the responses were very positive:

- 90 % very content or content with their youth club;
- 80 to 90% feel understood and protected by their youth workers;
- 83% say that youth work protects them from doing bad things.

This is particularly interesting and important in countries where you have a very high number of youth clubs and youth centres, where it is very difficult to create a continuous relation with the young people (as youth workers), contrary to areas where the youth centres are not overcrowded.

Last words on diversity…

One of our greatest problems today is that we have a very narrow vision of diversity, a very homogenous view of it. But *diversity is diversely diverse. Either diversity is only good and an enrichment, or it is a threat!* Our challenge – or the real question – is not whether to support diversity (if it is good or bad) but rather what type of diversity we are talking about. Diversity requires having a very open attitude towards it, being ready to explore it in a *critically reflective attitude*.

This is also important when talking about needs. If we see diversity as positive, then the needs are seen as legitimate. Is it so? Are the needs always legitimate? Or do we have to talk about interests? Who sets what to decide and who decides? Who decides what is legitimate or not? Where are the grey zones to explore to negotiate, to comprise…?

The input of Kenan ended with some recommendations (available in his PowerPoint) followed by a series of comments, questions and answers with the participants.

Realities of youth work in Europe
Pauline Grace, Newman University, UK

"Youth Work is a term that covers a wide range of activities and approaches and is operating in very diverse local, regional and national realities. The range goes from no regulations or related political frameworks to existing youth (policy) strategies, quality frameworks or third level education of youth workers. It is a field that has suffered cut backs through the recent years, while it is often named as 'fire brigade' for youth related issues from unemployment to radicalisation"

The input of Pauline aimed at generating an understanding of the diverse realities of youth work in today's Europe (and beyond). It intended to tackle the interweaving between different issues and what changes, challenges and opportunities have occurred over the last years that put youth workers, and thus consequently those who train them, in a political role. Pauline addressed a number of questions, such as:

- What are the relevant factors and topics for grass root youth workers – paid or unpaid?
- Are there some common trends even though the field is very diverse and operating in different systems?
- Are there some common trends even though the field is very diverse and operating in different systems?
- How does the field cope with questions concerning definition of its role in the political framework, but also recognition, professionalisation and non-formal/formal education of youth workers?
- Do the needs young people express within their youth work realities match the priorities set by the European Commission and/or the Council of Europe or other policy makers and what does that mean in either case for the youth workers?

The input also tried to dig into what all those challenges mean for educators in the youth field: what competences will be relevant for youth workers and trainers in the youth field? What needs of young people will they have to meet? What kind of training (themes, skills, attitudes) will youth workers need for meeting those needs and how can trainers in the youth work field be best equipped to provide these trainings? How can educators in the youth field define their own role in this political context? What strategies and themes could be helpful in further training of and for trainers and youth workers?[4]

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[4] All the notes above and on the previous page are based on the briefing note. Part of the text under this chapter also contains direct extracts from Pauline's presentation.
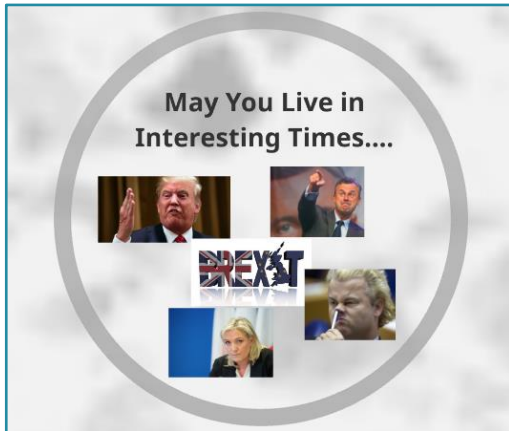
Pauline opened on a question: what's going on? She referred to the climate of growing intolerance seen as a threat to the European project, hence becoming a *challenge to all communities*, in a period of rise of support for a series of 'anti' or 'against' parties and groups *fed by austerity, mass unemployment ad failing living standards*. The European project is under threat.

Considering the cause and effect, Pauline pinpointed the reasons commonly used to describe those who voted for, let's say, a far-right candidate, which is perhaps the easiest to say: they are uneducated. But what does that say about those making such judgment? Where is the need to take responsibility for the current situation and the impact it has on young people? People felt – and people feel – forgotten. And situations like those we are in today also mean that the design of the European project is in danger (not only the project itself). The very foundations of it – the values it rests on – are in danger.

On the role of youth work and training

For Pauline is affirmative about the political role of trainers. The moment a trainer carries, for instance, an ideology of solidarity, there is no neutrality anymore (if there ever is). We should be proud of that, and find a way to communicate it without leaving people behind.

Today, about 26 million young people – 30% of the European population aged 15-29 – are threatened by poverty and exclusion. This was actually one of the key topics of the 1st European Youth Work Convention in 2010, through its focus on NEETS. In a society that is rapidly changing, it is relatively 'easy' (especially for youth workers and/or researchers) to identify the marginalised who become rejected, disinterested, or even radicalised. Communication is key. Access to communication is key. Reach out is key. Communication connects. But if young people were not equal [in terms of access to technologies] some time ago, they aren't still today, which makes them feel isolated and marginalised. This is actually not only the feeling of young people, but also the one of those they live with. Today

we moved from NEETS to working against 'violent radicalisation'. But who are we talking about? Why are we suggesting? Do we talk about what radicalises? Do we have a talk about the rise of far-right? About our responsibilities?

After walking us through a series of thought-provoking questions, Pauline provided the audience with a brief overview of youth work in Europe today, highlighting the vital role it plays. According to a study prepared by ICF-GHK for DG EAC, there is about 3 million youth workers in the EU today. Those youth workers come from a variety of practices and backgrounds, from

countries with a wide range of histories. However, the answer to the question *what is the biggest issue your young people that you are working with face today* is still very often: poverty.

It is interesting to also notice that the core of the practice of youth workers is based on an ideological approach. It is important, no matter whether it starts from a young person that is sometimes an 'alien', or 'recognizable. What matters is that it places young people in an angle where they can be exposed to different views of the world. Indeed, research suggest that an early exposure to difference and diversity is a lifelong lesson young people will always carry with them.

3 main questions

For Pauline, youth work ought to be transformative, alike Open Youth Work. It has to be based on *democratic education rather than upholding notions of 'expert'*. Such practice of youth work, pushing or engaging young people into a journey where they are confronted to differences, to a variety of views in a spirit of change and transformation is not easy. It takes time and involves *a whole set of thoughts, behaviours, relationships, conversations, and challenges*.

To support her plea on the role of youth work and the 'mission' of youth workers, she addressed the group of participants with 3 essential questions:

- Is a youth worker's professional identity linked to ideas of being agents of social change?
- Are they interested in enabling young people as active members of society to challenge the status quo?
- Are professional Open Youth Workers striving to include young people in processes which engender solidarity and foster ideas of social justice?

"our relationship means that I am sometimes the only significant adult in their lives - that's a huge responsibility" Lithuania
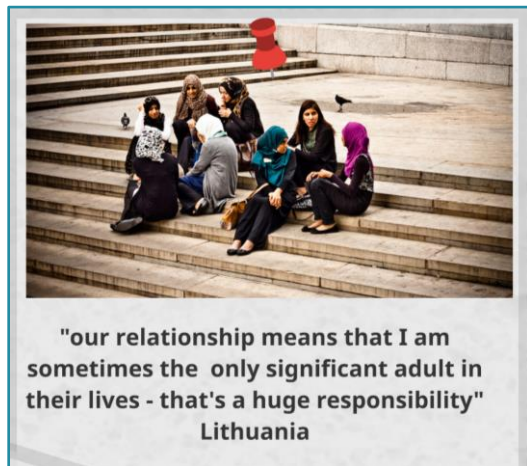
The relationship between youth workers and young people is fundamental, and require honesty, trust and integrity. Alongside the principle of Open Youth Work, youth work should revolve around a series of principles that enable young people to change on their own terms, in national and international contexts:

- Emancipatory and Democratic
- Volatile and Voluntary
- Creative and Collective
- Association and Conversation
- Integrity and Autonomy

- Serious and Humourus
- Improvisatory and Rehearsed
- Safe and Low Threshold

This has to be seen in line with the significance of the youth workers themselves. It is about the nurturing of a self-conscious and democratic practice addressing issue of power and balance in young people's lives. Considering all this, the role of trainers is to accompany youth workers in approaching their tasks with integrity, supported with good quality training. For Pauline, a *youth work training must be robust, brave, and grounded in the political climate*.

Conclusions

Change is what we ought to commit to, especially if we want to avoid perpetuating generations of 'forgotten'. Highlighting once more one key principle, Pauline underlined the need for a real dialogue with [and between] young people and their communities. This may also mean, as suggested in the 2nd European Youth Work Convention, to look for a common ground for youth work trainers and educators and young people. A ground on which building up an honest conversation between actors in the field of youth work.

Quoting Pauline, *this will not be easy. It will require bravery by politicians to commit resources; it will require imagination by youth workers to inspire young people; it will require respect by communities for diverse traditions and cultures; and it will require hard work by youth work educators and trainers to operate at the local, national and international levels*.

Insights from the participants

After some reflection moments in groups, participants shared their insights from these two inputs. Below is a collection of some of them.

It is a vibrant exchange: we have to make constant efforts to keep ourselves updated on the needs of the young people we work with.

It is about being self-conscious: we need to be more aware of the inner place we are operating from. We have to be open to being vulnerable.

Maybe the new scenario is not to empower youth workers but to pass on our passion – to 'empassionate' them.

This group here needs to talk about our call (what we have to do). It is artificial to think that 'we as a community' are doing something. We are just one bubble.

We need to become active change makers (again).
We need to know our participants.
We have to take care of understanding young people's perspectives.

"We forgot people". An impacting statement…
Is it us to blame? Is it the system (we are part of)? We might rather put our energy into changing the current system….

We need to start complaining about the right things. Maybe we need to start working/talking with organisers of training activities…

We ought to turn training courses into reflection moments and we should give more space to youth workers for that.

Our origins as trainers: how did we become trainers? Are we now able to bring the 'real reality' into our work, or the one of the society asks us to bring in?

The political dimension of trainers
- A view from our working context

This is my story…

Darko opened the day sharing his story, how he got into what he is doing today. He walked us through one of his father's trip to Vienna, punk music, the war, all the feelings that it conveyed, and the *a priori* links between them…

Days and days of demonstration and street actions followed the news that the conflict had escalated. Such days would be repeated throughout the next five years.

Winter 1996-1997: *for a student in Belgrade back then, being involved in political actions was rather a matter of survival than a choice*. People spent 88 days in a row protesting, reaching *one of the longest political protests in the history of political protests*. This was the result of *a brutal moment from the government in its attempt to steal the elections*, requiring the need to be constantly present in the streets. For Darko, this was a non-questionable full-time job. The government was eventually defeated.

In 1997, one of his friends asked whether he would be interested to join a training of trainers on conflict transformation and peace building in Bosnia, when that year meant only two years after the war and the Dayton agreement.

And this is how and when Darko's story started.

Following this sincere, open and emotional sharing, participants were invited to form groups of 5-6 persons and to take the time to share their own story, highlighting:

- What is political in what they do? What does political mean in their context / own reality? What are the challenges to that?
- What was/is their drive/motivation to do it?
- What are the risks they are ready to take to do it?

The ETS Competence Model for Trainers Working at International Level – introduction to the 7th competence area

Rita Bergstein from SALTO T&C RC presented the 7th competence area of the 'ETS Competence Model for Trainers'. She walked the groups through the process of the model itself, why it was developed, what is in it, and how the 7th competence came into the picture.

The model

The intentions of the overall 'ETS Competence Model for Trainers' are to contribute to quality (of training in and of youth work[ers]); to the development of instruments; and to the recognition of non-formal learning. The development started in 2013. The model was published in 2014, after two consultations processes and a first official 'exposure' at BfT in December 2014, where one of the biggest requests from the community of trainers was to consider adding a 7th competence area on the political dimension of trainers' work.

In the model, competences are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.

Up to BfT 2016, the model was articulated around six competence areas, each of them divided into criteria and indicators. Criteria are principles or standards, which may help to assess the effectiveness and potential success of the competences in question; each criterion is described related to knowledge, skills and attitudes. Indicators are those obvious elements that demonstrate that the criteria have been met; they describe actions and reactions expressed in terms of ways of thinking and approaching (applying knowledge), of doing (expressing skills), and of expressing (emotions or attitudes).

The model is based on the principles of non-formal learning: Learner-centeredness (i.e., a focus on the learner and their development), Agreement between trainers and learners on learning objectives, Transparency, Confidentiality, Attention to content and methodology, Voluntariness, Participation, Ownership, Democratic values and practices.
The model also tries to comprehend feelings and dimensions such as 'intuition' or 'magic', aspects of the work of trainers (and youth workers) that are usually hard to explain but that nevertheless play an important role.

"[…] Intuition is present when knowledge, skills and attitude come together and when a given competence is comprehensively expressed. In other words, even though we may be able to tick off each and every indicator in this competence model, there is that extra 'magic element' that makes everything fall into the right place at the right time. An open mind and readiness for intuition are therefore two important attitudes to have, no matter which competence is tackled."
Extract from the introduction to the 'ETS Competence Model for Trainers'

"As very often when talking about interaction between people, there are 'these little things/moments/sparks' that are difficult to describe […] The relation between young people and youth workers and the importance that youth workers can play in a young person's life, are part of these complex processes. […] There have been numerous testimonies of young people expressing how something that has been done or said was 'life-changing', be it on the very moment, or later on when meeting that person by chance […] . It is about human interactions, it is about intuition, it is about being genuine, and it is about believing in people. And all that

The 7th competence area

The 7th competence area - 'Integrating a political dimension into the trainers' work' - does not aim at relating to party politics, but rather focuses on understanding of the trainers' professional role and responsibility as actors in wider social and civic contexts.

The 7th competence area is divided into 4 competences (see next page for the full competence area):

- Connecting [youth] policies and educational programmes;
- Integrating political values and beliefs;
- Supporting learners in developing political thinking;
- Applying democracy and human rights principles.

The introduction of Rita was followed by a space dedicated to providing the opportunity to exchange and reflect on the competences needed to for the political dimension of trainers' work.

With the recommendation to re-connect with what the group was already familiar with and what was presented, participants were invited to:

- Look into the 7th competence area: what resonates in you, where would you dispute?
- See if there are connections to what was discussed here in BfT?
- Explore whether everything relevant according to trainers is covered and if it represents the work of trainers
- See whether some changes are needed

Each group came back with one key message and/or one question that they wished to bring back to the plenary.

The 7th competence (version disseminated before BfT)

Competences in this document are to be understood as *an overall system of values, attitudes and beliefs, as well as skills and knowledge which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.*

COMPETENCES	CRITERIA	INDICATORS
Integrating a political dimension into the trainers' work *(note: in this case 'political' does not relate to party politics but rather to the understanding of the trainers' professional role and responsibility as actors in wider social and civic contexts)* **is about and includes:**		
Connecting [youth] policies and educational programmes	Knowledge of relevant policies and programmes	Gathers information about policies and programmes relevant for the training course
		Demonstrates an understanding of the different policies relevant for the training course
	Knowledge of different independent sources of information	Identifies diverse and independent sources of information and contrasts them in the context of the training course
	Skill to think critically and to question policies	Reviews, examines and questions the identified policies in a critical manner, keeping in mind the context and objectives of the training course
	Skill to relate policies to own political beliefs	Identifies similarities and/or differences between the policies and own political beliefs
	Skill to consider different political perspectives	Takes distance from own political opinion, where necessary
		Comprehends other political perspectives
	Acceptance of the trainer's work as a political doing	Acknowledges and asserts the fact that working as a trainer is a political act
		Demonstrates the political dimension(s) of the work
Integrating political values and beliefs	Knowledge of the contextual and political dimensions of the training course	Gathers sufficient information about the political context, and its different dimensions tackled by the training course
		Considers the impact of the different political realities for and within the group of learners
	Skill to reflect on their personal political values and beliefs in the course and to act in a responsible and	Interprets own political values and beliefs in relation to the content of the training course

	constructive manner	Reflects own values and beliefs without endangering (without overtaking) the training course and the group of learners
	Skill to contrast their political opinions with different perspectives	Contrasts and questions own political opinions related to the group of learners' and other team members', and/or with regard to the context of the training course
	Readiness to stand up for values and beliefs	Stands up for own values and beliefs, with respect and responsibly
		Explains, if relevant and/or needed, the rationale behind the own position
	Openness to values and beliefs held by each individual member of the team and of the group	Shows interest in and is sensitive to the values and beliefs held by individual members of the team and the group of learners
		Sees the added value of such openness for his/her own personal and professional growth
	Integrity	Stands up for own values and principles (is honest with him/herself) and works along them
Supporting learners in developing political thinking	Knowledge of the learners' socio-political contexts	Demonstrates an understanding of the learners' socio-political context
	Skill to ensure an educational contact with learners with different political values and beliefs	Consciously provides space for dialogue and interaction taking into account learners' political values and beliefs and offers space to reflect on them in the educational context
		Enables learners' to use their political values and beliefs to feed the exchanges in the group
	Skill to raise learners' awareness about the existence of the political dimension in their work and daily life	Generates space for reflection and exchange, encouraging self-exploration and connections to learners' work and daily life
		By using different elements and situations in the training course, explicitly addresses and highlights the political dimension of learners' in work and daily life,
	Skill to support learners in developing their political thought by means of the group, the course environment, and the process	Consciously uses the group, the training course environment, and the process as a way for learners to develop their political thought

	Sensitivity to and interest in the political values and beliefs of the learners	Demonstrates a true interest in what realities and influences have formed learners' political values and beliefs
	Awareness of the importance of being non-judgmental about learners' political values and beliefs	Welcomes learners' expression of their political values and beliefs in a non-judgmental – yet responsible – manner
		Listens wholeheartedly to learners' expression of their political values and beliefs
	Integrity	Is empathetic and truthful in providing space for leaners to explore their political thoughts
Applying democracy and human rights principles	Knowledge of democracy and human rights principles	Demonstrates a good understanding of human rights and democracy principles in a non-formal learning/training context (regarding the design of the programme, when choosing the educational approach and methodology)
	Skill to apply democracy and human rights principles in the context of the training course	Proactively looks for spaces to explicitly or implicitly tackle democracy and human rights principles (especially with regard to the educational approach, when designing the programme, and in the attitude of the team towards the group)
	Ability to use the group, the training course environment, and the process to experience and understand human rights and democracy principles	Pays attention that the overall process within the training course is consistent with human rights principles (in the group and in the team)
		Highlights moments and situations to explicitly illustrate those principles and their importance
		Allows participants to experience a democratic learning community in the context of the course

The 7ᵗʰ competence - feedback from participants

In general, the group of participants appreciates seeing such competence area integrated into the model, but of course with some nuances with regard its 'weight' (what it represents), its contents (what it tackles and comprehends) and its role. As one person stated, the initial feeling is that '*there is a lot of emphasis on what trainers need to be aware of, but not that much on actions'*. Hence, the question whether there should indeed be space for reflection on trainers as political being to then stand up for it?

There is an overall agreement that this area is not about party politics. But if so, what is it about? This is also in line with some comments on the fact that 'political is transversal' to everything, and political actions might be implicitly tackled in other competence areas. However, specific choices are political, from the moment trainers decide on the topics to address, the methods to opt for, etc. Part of the work of trainers should be to 'disturb young people'. Trainers train youth workers and young people that are or feel disempowered. As trainers, it is important to value the political dimension of youth work, for there is far too little space left to being political/discuss political in training courses that are getting shorter and shorter. People need to have a space to express even opposing views to stimulate dialogue, but this also means to be properly equipped to do so practically. As one trainer stated: '*after reading this, I wonder what is it that I actually do with a group? I am not sure how to hold space for all these intimate thoughts to come, for having this dialogue. I need to be equipped for that. And therefore, I need to think of what is the work I need to do on myself'*.

The question of whether a trainer should stay neutral was addressed as well. One person looked as neutrality vs. safety, to be considered on a case-by-case basis. Another one highlighted that we need to keep in mind that trainers are also role models, and that therefore the question of being neutral/of neutrality (in and outside the programme) can easily develop into 'partiality vs. multipartiality vs. neutrality'. All this needs to be adjusted to the context and the situation. It is also important to keep in mind what happens after the course, once back home. Who is then responsible to deal with that (with the doors opened)? How should trainers use their 'power' to deal with this (the political dimension of their work) ethically? How can trainers balance the call to be able to take distance and at the same time, stand for their beliefs and values? As one person put it: *maybe we are forgetting the human aspect in us. We are not perfect. We can't know everything. We need space to make mistakes, to fail. And therefore, it is better to address all this than avoid it or stay neutral.*
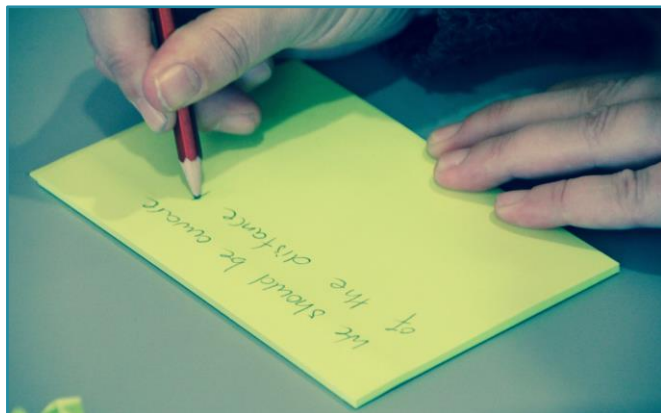
Some specific suggestions were made; the list below is not exhaustive but tackles several of them:

- Separate Human Rights and Democracy, for democracy is not static and keeps on changing (and it would also give more space to protect the notion of Human Rights in the model). It was suggested to 'keep democracy as an idea', as a support to the notion of civic engagement (*note: quite different and contradicting opinions have been expressed on the proposal to separate HR and Democracy*);

- Include the notion or dimension of 'youth activism' in the noble sense of the terms (*note: see 'this is my story'*) even though how far or how much of 'activism' should be in that competence area isn't clear yet. Linked to that and for the notion of activism is debatable, the idea of 'action' could be more present (and be made explicit);

- The access to information and media literacy could be more prominent;

- When referring to the learner's context, we could emphasize the historical aspect;

- Perhaps we could add as competence the ability to recognize an unjust situation;

- It is worth paying attention to the tiny border between ICL and the political dimension, especially when seen through the lenses of human rights.

The Open Agenda

BfT was also an opportunity for trainers to go more in-depth into topics that are dear to them, ideally directly linked to the core topics of the meeting or connected to questions, challenges or ideas that would benefit from a sharing with peers. The topics of the Open Agenda (see annexes for the reports) were as follows:

1. Our Political Values as Trainers and How to Hold a Safe Space in the Training Room
2. Fail Forward
3. Open your heart for Donald Trump
4. "Trainers Library"
5. The Missing Competence: Humour, Play and Fun
6. How to lower the threshold to become a trainer for a NA event?
7. "The power of Silence"
8. Connect to self, get out of the head
9. The perfect bridges
10. Story telling about specific examples about the political dimension of training
11. Online course – Learning to learn, Youth worker - http://thevoyage.eu/
12. Vulnerability of trainers
13. Parents group
14. The Terms and Glossaries we use these days – what are we talking about really, and why?
15. Break-out revolution group
16. What would you do, if the money wouldn't matter?
17. Youthpass: what's going on?
18. The ideal training design
19. Immerse into the training content through Virtual Reality and other digital technologies
20. Emerging Seeds of Transformation

Next steps and closing remarks

Next steps

BfT ended with some information shared by Udo Teichmann and Rita Bergstein on the next steps of the work developed under the ETS. The main points mentioned were as follows:

The ETS Competence Model for Youth Workers

* The model needs to be read and to 'live' a bit. SALTO T&C RC will need to further elaborate on the support needed to use it, and this might start with a reflection on a more strategic level.
* There will be a pilot training course in 2018.
* The political competence in the model seems – at this stage - not to be seen as so strong (or strong enough). It might be considered adding space or emphasis on that for the online version.

The ETS Competence Model for Trainers

* The guidelines will be finalised in 2017.
* With regard to the recruitment of trainers/development of pools, further talks will take place with National Agencies in 2017.
* The 7th competence area will be revised based on the feedback given during the Island and the whole event. It is understood that in general, the wish is for the political dimension to be stronger.

The ETS AG
A call will soon be shared to apply for membership in the ETS Advisory Group. The first meeting (February 2017) will surely take into account all the feedback and comments made during BfT and will further shape the revision work to be done on the 7th competence area.

BfT 2018

* The next BfT will also pay attention to the fact that there should be more new people 'coming in' and not only trainers who usually work with NAs. How to achieve that is not as simple as it seems but efforts will be put on that.
* BfT2018 will most probably take place end of 2018 in Czech Republic.

Closing remarks

The event ended with enormous thank yous to the organising and facilitating team, to all those who supported the content and contributed to the event, to participants and of course, to the Austrian NA for having welcomed and hosted everyone so well.

BfT 2016 ended with a round of comments from participants, which you can find summarised in the annexes under 'evaluation'.

Annexes

Programme

Bridges for Trainers 2016: Are trainers 'political beings'?

Europahaus, Vienna, 28.November-1.December 2016

Draft programme

28th November		29th November	30th November	1st December
	09:00 – 10:30	Introduction to the conference Story about ETS developments: how did we get here?	Political dimension of trainer's work: a view from my working context	Open Agenda
	Break	*Break*	*Break*	*Break*
	11:00 – 13:00	Learning Islands: get updated about relevant developments in the field of training at European level	ETS competence model for trainers – 7th competence area: integrating a politocal dimension into the trainers work	Follow up Evaluation & Closing
Arrivals and registration before 19:00	13:00-14:30	*Lunch*	*Lunch*	*Lunch*
	14:30 – 16:30	Current challenges in today's societies and their impact on young people by Kenan Güngör, Think Difference/ Austria Realities of youth work in Europe by Pauline Grace, Newman University/ UK	Introduction to Open Agenda Open Agenda	Departures
Warm-up activities	*Break*	*Break*	*Break*	
	17:00-19:00	Group reflection and discussion: what is the role of trainers in relation to these challenges? Self-reflection moment	Open Agenda	
Welcome dinner with a facilitated evening programme will start at 19:30 and finish at 22:00	19:30-20:30	*Dinner*	*Dinner*	
		Free evening with optional mulled wine and marrons by Europahaus		

List of participants

Country of Residence	First name	Last name
Armenia	Anna	Yeghoyan
Austria	Manfred	Zentner
Austria	Peter	Hofmann
Austria	Torben	Grocholl
Austria	Bara	Stemper-Bauerova
Austria	MarCus	Vrecer
Austria	Raphaela	Blassnig
Austria	Barbara	Eglitis (form. Hütter)
Austria	Behrooz	Motamed-Afshari
Austria	Johanna	Etz
Belarus	Olga (Volha)	Artsiukh
Belgium - FL	Baud	Vandenbemden
Bulgaria	Desislava	Petrova
Bulgaria	Maria	Marinova-Alkalay
Croatia	Suncana	Kusturin
Croatia	Domagoj	Morić
Cyprus	Panayiotis	Theodorou
Cyprus	Michail	Drakomathioulakis
Cyprus	Anna	Dalosi
Cyprus	Prokopiou	Ekaterini
Czech Republic	Petr	Kačena
Czech Republic	Karolína	Kousalová
Estonia	Jana	Kukk
Estonia	Jaan	Urb
Estonia	Marco	Santos
Estonia	Elizabeth	Kasa
Finland	Antti	Korhonen
France	Hélène	Bourgeois
France	Adeline	Nguyen
France	Sylvie	Cremer
France	Mark E.	Taylor
Germany	Eike	Totter
Germany	Sarah Maria	Herold
Germany	Denise	Köckert (Müller)
Germany	Heike	Schlueter
Germany	Ansgar	Bueter-Menke
Germany	Maria	Bergmann
Germany	Christin	Voigt

Germany	Sabrina	Apitz
Germany	Natalia	Seriakova
Germany	Darko	Mitevski
Germany	Daniele	Nubile
Germany	Lukas	Findeisen
Greece	Stefanos	Panakoulias
Greece	Katerina	Boutsia
Greece	Eleni	Stamouli
Greece	Konstantinos	Stergiou
Greece	Evi	Koutsospyrou
Greece	Athanasios (Sakis)	Krezios
Hungary	Barbara	Foldi
Hungary	Csalagovits	Zora Judit
Ireland	Janice	Mc Garry
Ireland	Mieke	Neven McMahon
Italy	Salvi	Greco
Italy	Maria Luisa	Pagano
Italy	Simona	Molari
Italy	Paul	Kloosterman
Jordan	Rami	Elakhras
Latvia	Valters	Melderis
Latvia	Rudite	Muraseva
Latvia	Inese	Priedite
Lithuania	Nerijus	Kriauciunas
Lithuania	Laimonas	Ragauskas
Lithuania	Roberta	Siaulyte
Lithuania	Monika	Kezaite
Luxembourg	Georges	Wagner
Montenegro	Nik	Paddison
Netherlands	Ann	Daniels
Netherlands	Ingrid	Van Ommen
Netherlands	Biju	John
Netherlands	Gabi	Steinprinz
NA Netherlands	Peter	Pieters
Norway	Linn	Landmark
Poland	Anna-Sophia	Pappai
Poland	Joanna	Stompel
Poland	Joanna	Wrońska
Poland	Kuba	Radzewicz
Poland	Wojciech	Szczepanik
Poland	Tomasz	Lubotzki

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Portugal	Nuno	Da Silva
Portugal	Anita	Silva
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Romania	Ioana	Bere
Romania	Rujanu	Liliana
Romania	Corina	Pintea
Romania	Sorin Victor	Roman
Romania	Roxana	Turcu
Romania	Andreea	Iosub
Romania	Mircea	Racoviceanu
Russian Federation	Ruzanna	Ivanian
Russian Federation	Natalia	Chardymova
Serbia	Snežana	Bačlija Knoch
Serbia	Vojislava	tomic radivojsa
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Slovak Republic	Tomas	Pesek
Slovenia	Tadej	Pugelj
Slovenia	Lara	Kastelic
Slovenia	Spela	Gorjan
Slovenia	Biba	Rebolj
Spain	Álvaro	Díaz Cuevas
Spain	Antonio	Pozo Rodríguez
Spain	Antonio	Benaches Bodi
Spain	Alberto	García
Spain	Marta	Piszczek
Spain	Andrés	Abad
Spain	Xavier	Baró Urbea
Sweden	Erik	Furberg
Turkey	Gulesin	Nemutlu Unal
Turkey	Eylem	Certel
United Kingdom	Asier	Carrasco González
United Kingdom	Farkhanda	Chaudhry
United Kingdom	Brian	Martin
United Kingdom	Susie	Nicodemi
United Kingdom	Angela	Edwards.
United Kingdom	Fergal	Barr
United Kingdom	Ayodeji	Olofintila
United Kingdom	Gerald	Dowden
Council of Europe	László	Milutinovits
Council of Europe	Mara	Georgescu

National Agencies		
NA Austria	Marco	Frimberger
NA Estonia	Anna	Kuzina
NA France	Gilles	Baccala
NA Germany	Ingrid	Müller
NA Ireland	Anne	Molloy
NA Norway	Gry	Nesse
NA Poland	Karolina	Suchecka
NA Romania	Florina	Fagaraseanu
NA Slovenia	Maja	Drobne
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SALTO EECA RC	Tomasz	Szopa
SALTO Inclusion RC	Tony	Geudens
SALTO SEE RC	Maija	Lehto
SALTO T&C RC	Kristiina	Pernits
SALTO T&C RC	Rita	Bergstein
SALTO T&C RC	Udo	Teichmann
Facilitators		
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Rapporteur		
Serbia	Gisele	Evrard Markovic

Evaluations

Q1 - Which of the following best describes your role?

- 8%
- 3%
- 3%
- 86%

Legend:
- Trainer
- Erasmus+ Youth in Action National Agency staff
- SALTO Resource Centre staff
- Other participating institution (e.g. CoE, etc.)
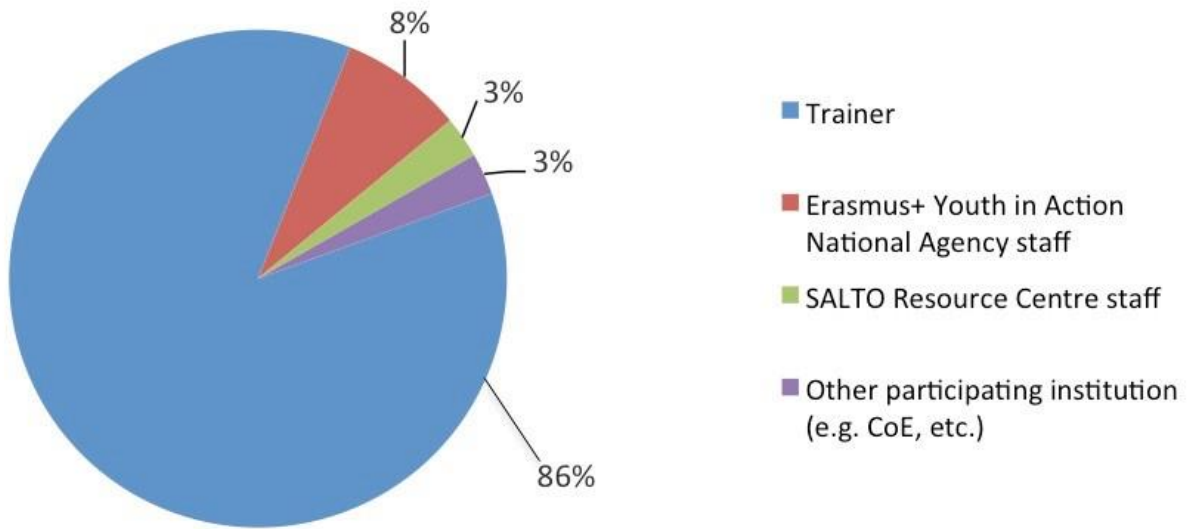
Q2 – Overall, how satisfied are you with Bridges for Trainers 2016?

- 1%
- 5%
- 33%
- 61%

Legend:
- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied
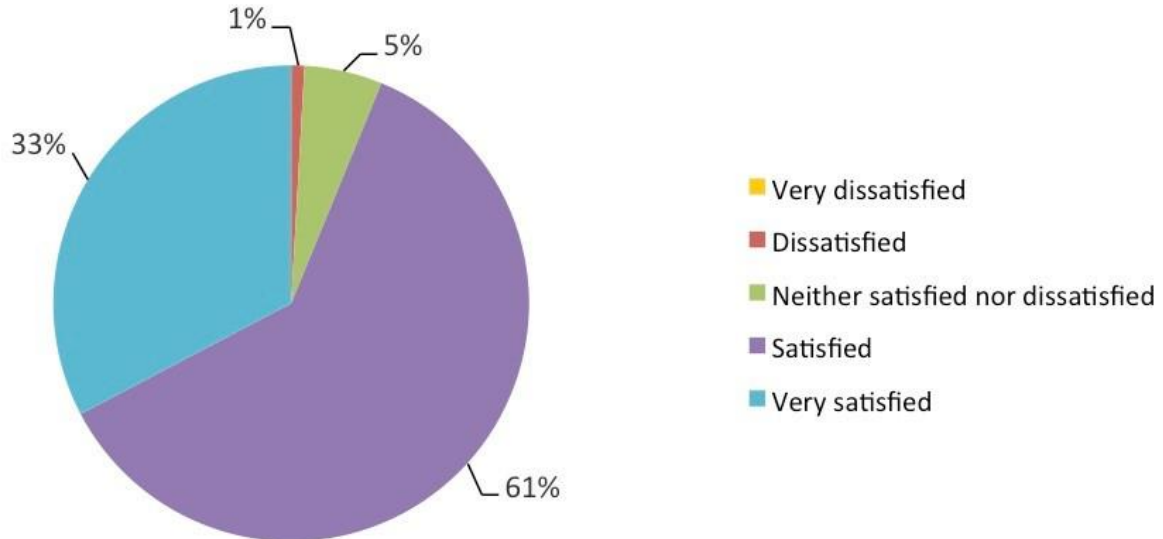
Q3 – To what extent the objectives of the conference have been achieved?
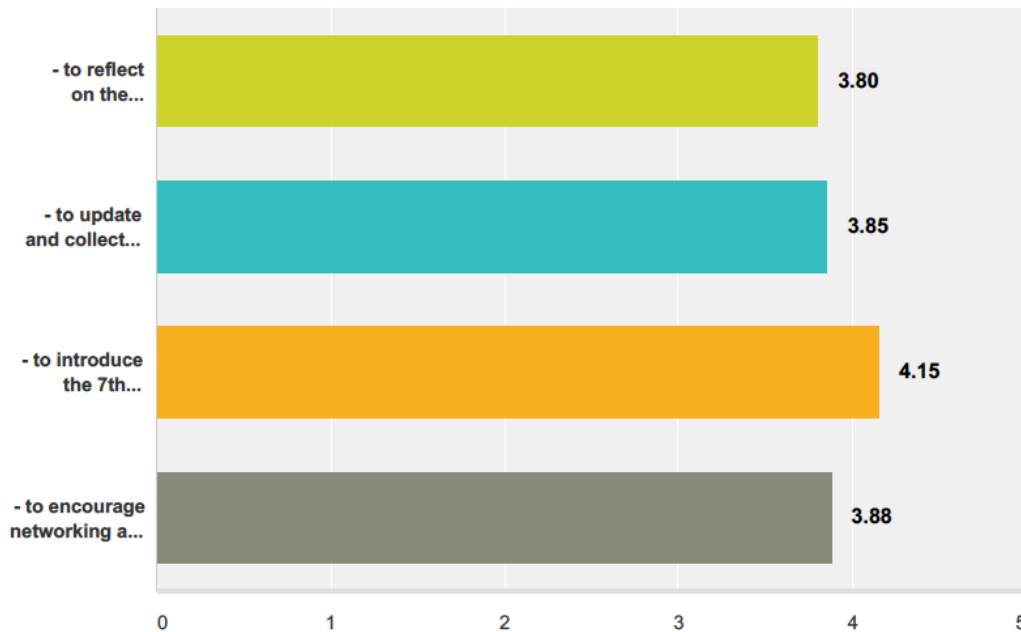
Objectives: To reflect on the political dimension of trainers work / To update and collect feedback on recent European developments in the field of training / To introduce the 7th competence area in the ETS competence model for trainers / To encourage networking and exchange with other trainers and training providers

Q4 – If you wish, please comment your ratings here:

On the ETS

Mentioned only by one person but nonetheless relevant to share is the wish to have a space for updates and feedback on European developments in the field of training that go beyond the ETS and the E+ programme.

The political dimension (in general)
For some, more in-depth exchanges would have been needed. As stated:

> *the conference surely provided a space to start this reflection and especially inputs by both keynote speakers opened up several entrances giving an impulse to correlate yourself with the topic. But [...] I felt that a started reflection (shared in the plenary) was in a way cut down when several relevant topics were brought up in the sharing moments.*

More exchanges on *if* and *how* elements linked to and relevant for training activities would have been an added value and a benefit to the debate, as well as the link with the E+ Programme's Key and sub-Actions. Several participants suggest that the first part of the Open Agenda could have been dedicated only to the political dimension, or at least that the reflection on it is more structured and with more time allocated.

For some others, BfT was the first opportunity to ever tackle the political dimension of the role of trainers, and therefore the occasion was seen as very welcome: *the seminar raised my interest and made me more clear how important the political dimension is in our work.*

A participant who declared feeling in a unique position because of working mainly outside of NAs and SALTO training activities, thus having the impression that s/he has more influence on the political dimension, stated: *I realised my freedom but got also encouraged to focus not only on the political influence but also on the political actions*.

The 7th competence area

As in the general comments on the political dimension, the 7th competence area – though very well presented – could have benefited from more time to explore it. This is also linked to better understand COMETS and their roles in supporting working with the model and in particular with that competence area, since it is the focus of the next COMETS.

However, the fact to have such an open attitude and approach to share and collect feedback from the field was very much appreciated: *[…] the 7th dimension was well covered and I am happy I was part of it because I think it will be something that will impact the whole community, programme and many youngsters*.

The models

The possibility to explore the Competence Model for Trainers and to better understand some of its areas was welcome for those who are less familiar with it. The amended version is seen as containing additional criteria and indicators that better define the competence areas.

On the Islands

Time (the lack of) is raised by a number of participants, who regret having had to 'rush through' and who feel that this had an impact on the quality of the overall process. Instead of 20 minutes, 30 to 40 per Island would have been desired, even if this meant to perhaps limit the number of possible Islands to visit. The approach was appreciated but perhaps not necessarily for every product/focus of each Island.

On sharing experiences/networking

Amongst those who commented, a vast majority of participants highlight the potential of such space/event to network, exchange on trainers' practices and reflect together. Although they seem to acknowledge that BfT allowed this to happen, several of them express that the time dedicated to that was not enough, and that more structured moments for that could have been proposed. The point might not be to so much focus on the solely dimension of networking, but at least to allow more joint moments and reflection on the training practices, the working approaches, or on the notion of community, for instance, since the terms 'community of trainers' comes back regularly not only in texts, but also when talking about the field. As one trainer put it: *just looking back now I feel that some reflection about if we are a community and*

what defines us as 'community' was missing. This would also help participants who are not yet in any pool or network to connect with others. However, some participants highlight that it was also their responsibility to get more proactive on this.

On the inputs

The inputs highlighted some important questions to tackle (diversity, values, links with political role of trainers, societal changes, etc.) Two comments represent the added value highlighted by some: *Inputs from other related fields highly appreciated [...] I appreciate inputs from outside our bubble, different fields; the famous cross-sectorial is something we need to work on.*

On the Open Agenda

Participants who commented seem to have mixed feelings on the Open Agenda. The opportunity is very much appreciated and really allows to tackle issue that matter but that cannot be tackled through the official programme. However, several persons expressed the fact that it should have been more articulated around the political dimension/role of trainers, or on the recent developments in the field. Perhaps the time for the Open Agenda was too long or too flexible. For some, more structured inputs that are related to the main topic of BfT might work much better than an Open Agenda.

One suggestion made is to have the Open Agenda during the whole event, to organise thematic tables during lunch and dinner time where people can suggest a specific topic that they would like to talk about, and make it visible to all so people can join/register to the table if interested. Another one would be not to provide space during BfT *for having whatever meetings that the trainers would like to have among themselves, but to give a hint about such a possible need and suggest trainers to plan time for meetings right before/after BfT*.

Q5 – How do you intend to use and contribute to the implementation of the ETS Competence Model for Trainers? (e.g. for own professional development, for development of your training practice, for further develop of training strategies, etc.)

With the exception of two participants (from the 108 persons who commented on this question), everyone sees a rather clear way of using the ETS Competence Model for Trainers, even if for some for the one for Youth Workers is even more relevant. The four purposes/areas that have been the mentioned the most are:

- For self-assessment and needs analysis (in formal and non formal education environments);
- For professional development (further competence development for professional practice);
- For dissemination (make the model known in teams, amongst colleagues, in NAs and organisations, in existing pools or working groups, for concrete projects/Key or sub-Actions, etc.);

- For the design of training courses/sessions and activities or as contribution to straining strategies.

Mentioned a bit less: to use the model for recognition purposes (besides the fact that it is one of the main aims of the model anyway). The need to translate it before disseminating further nationally has also been raised by one person.

Q6 – What are your suggestions and ideas for the next Bridges for Trainers conference in 2018? (e.g. format, content, methodology, etc.)

Two comments might reflect pretty much a certain ambivalence of overall feelings and impressions from the group of participants. Though at first they might look opposite, they in fact quite complement one another:

I think the space and the conditions were there, it depended on the participants to make the most out of it, which I think most of them did.

The trainers/hosts were very likable, professional and skilled. At the same time, the methods and the programme were very predictable and even conservative. If this would be my reference point I would conclude that the practice of non-formal learning hasn't evolved in 15 years. […] I expected to be challenged a lot more and I expected a more crafty and innovative approach for a meeting for trainers in non-formal learning.

Below you can read extracts of some of the suggestions (that have not yet been covered in other parts of this summary):

- Focus on digital youth work developments. This area is yet untapped and many trainers not really focusing on it.
- For the content: include something about virtuality and gamification in trainings and media competence of trainers. Format: A kind of media lab, where you can experiment with media pedagogy supported methods and also technologic innovations (3D, VR, game-based learning). I would like to work on the concept.
- Present and discuss the implementation of the ETS Competence model for Trainers: advantages, disadvantages, assets, limitations, problems, and differences in Implementation according to country and type, style, theme, aim and level of the training.
- Special attention for the newcomers: in the first evening, meeting to explain terms use during the meeting // more attention and perhaps some role for NA representatives, if present.
- Link topic(s) with E+: YiA reality i.e. when talking about political dimension, have a look at the programme priorities.
- Bring more reflection to our work in terms of impact in general and more specifically towards YPWFO - why does it still not work? Why are there more of them if we claim that we do our work well…

- Please don´t forget that even 130 people are a group with certain group dynamics and individual needs. So, instead of jumping fast into topics, have some time to re-check, where we are. And please more space to exercise not only our brains, ears and mouth ☺ but the rest of our body too, would be great to have. Thank you!
- Include graphic recording (and other means of visualising process and outcomes) in order to help participants identify their learning and orientate themselves.
- Sometimes change the setting. […] I was missing a walk and talk moment with peer or a similar reflection moment outside the building and without the big group.

Special thank yous have been expressed for the session 'tell your story' and for Darko to 'start the show'.

Reports of the Open Agenda

1. Our Political Values as Trainers and How to Hold a Safe Space in the Training Room

Participants: 8 participants.

Key points from the discussion
 	
    • What are our political values as trainers and is there space in the international training field for trainers with radical views?
    • How to react when something offensive is being said by one of the participants.
    • How to deal with conflict (started from different values or different points of view) between participants and also between a participant and a trainer.
    • Actual tools and methods for creating a safe space in the training room for expressing and exploring different political values.
    •

Insights, Outcomes or Commitments made It was brought to the surface the need of trainers to have access and/or to share tools and techniques to hold a safe space in the training room, for sharing different values.
Name of the reporter: Andreea Iosub (andreea@addoconsult.com)

2. Fail Forward

Participants: 13

Key points from the discussion
    • Perspectives on failing: the perspective on when I fail and when someone I like or love fails is very different.
    • What is fail forward about: support people to change their perspective on failing. It will still hurt and suck to fail but learning and bouncing back will become easier
    • Share a fail-story and focus on how you bounced or are bouncing back
    • Questions and concerns
 	
Telling your fail-story to someone who can hear it in a safe learning space helps to deal with the sting of failing and supports figuring things out.

Insights, Outcomes or Commitments made

- Telling your fail-story to someone who can hear it in a safe learning space helps to deal with the sting of failing and support figuring things out.
- There is a big cultural influence on our perspective on and way of dealing with failing.
- Conversations about failing that involves others are hard and it is difficult to move away from blame and shame if you haven't figured it out yourself yet.
- There is first a phase where you have to be with your emotions and accept that it happened before you can move into the learning from it phase.
- Your own perspective on failing comes first; create a safe space for others to work on it later.
- Participants are going to check out www.failforwardmovement.org or join the fail forward community on FB.

Name of the reporter: Ann Daniels

3. Open your heart for Donald Trump

Participants: 20-25

Key points from the discussion

How to open your heart for people who are hurtful. How to generate professional closeness.

We used this method: **Love from an open heart**
We worked around the heart region. The goal is to connect emotions with your heart center and to purify them there. This way love is generated. This brings emotional stability, emotional hygiene and living and working from the heart.

First attention and breath are brought to the chest. Through an imaginary mouth on heart height one enters the space of love. The feeling gets touched upon by thinking of something or someone for which one feels unconditional love, for example a child or a beautiful spot in nature. Through imagining the person or place as detailed as possible in a sensory way the feeling of love gets strengthened. Eventually one stays with the feeling without thinking of anything specific and tries to experience the intensity to the maximum. Once someone masters this technique he or she can choose to open his or her heart at any time. The empathy and acceptation this radiates can have a huge beneficial effect in discussions or other hard situations.

Insights, Outcomes or Commitments made

- It was more an experience. Some people will try to do this again.
- Most participants were willing to try this method more. Specially to connect to people who try very hard not to be loved.
- The discussion after the exercise was minimal because most participants were emotionally touched and more quiet than usual.
- For some it was impossible to connect with emotions during this workshop. For others, it was very intense.
- There were some questions about the technique and also about were to use it with other groups.

Name of the reporter: Baud Vandenbemden

4. Trainers Library

Participants: Darko Mitevski – Germany / Joanna Stompel – Poland / Angela Edwards – UK / Barbara Eglitis - Austria

Key points from the discussion

We described the Training library, how should look like and how it will be connected with the Trainers competency model giving additional value to the model.

We discussed what kind of materials would it contain and how would we collect and revise this material. We talked about the need of it and what kind of added value would it potentially bring. We talked about potential challenges that might arise; who would manage it after is made. We talked about a team that could potentially work on it, what would be the budget, what kind of organization of a task force we would need, how long it would take, which would be the next steps, which would be the key stakeholders.

Insights, Outcomes or Commitments made

Create a brief summary, make a survey online to assess if there is need for such a tool, talk with NAs and with Salto T&C about it to see if they see a value in it, and when all these steps are done and we agree to proceed to realization, to improve the action plan and develop a project and hopefully start looking for funding and apply for KA2 project.

Name of the reporter: Darko Mitevski (Germany) – darkomitevski@naturkultur.eu

### 5. The Missing Competence: Humour, Play and Fun

Participants: 16 people

Key points from the discussion

The workshop started by a round of introductions (and whereby most expressed the need for some humour, i.e., to be entertained as it were) and with an overview of the rationale for the theme of the workshop.

Participants were given a choice of three options to begin with – an activity, conversation about their experience using humour in their work or a chance to hear about the 'Humour is Serious Business' Training programme www.thekingisalive.wix.com/humour

Participants were feeling the need to be energised so they chose to take part in the activity first which involved three small groups composing a 60-second song in the styles of opera, rock n roll and country and western about how 'the chair came to be'.

This was followed by a reflection of the activity before a list of competences (that were used in the activity) was identified. Participants then spoke about where they have used humour in their work setting. The image (left) contains a list of just some of the competence/skills/qualities identified by participants from the short activity.
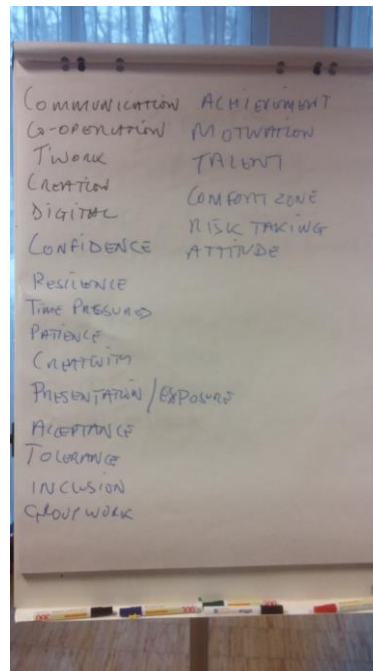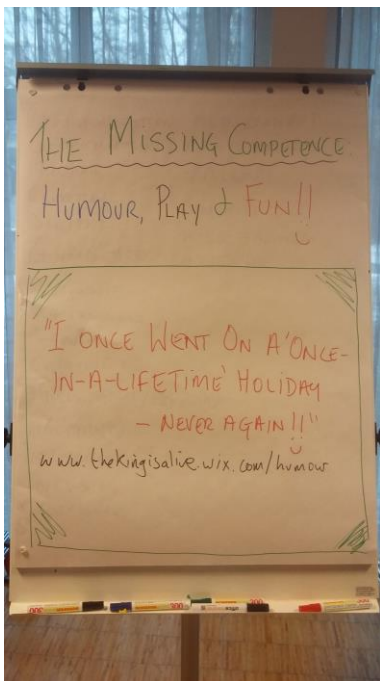
Insights, Outcomes or Commitments made

From the numbers attending and the conversations that took place it is clear that there is not only an interest in the subject of Humour but a recognition that there is a need for more of it and that there are many benefits to be had from it.

Participants were able to identify settings where humour has made an impact and also some spoke of particular projects they have been involved in or are going to be involved in. No commitments were made as such as the workshop was more designed to raise awareness of the topic and stimulate thinking.

Name of the reporter: Fergal Barr

6. How to lower the threshold to become a trainer for a NA event?

Participants: Anna-Sophia Pappa (PL), Tony Geudens (SALTO Inclusion), Marco Santos (EE), Katerona Boutsia (EL), Linn Landmark (NO), Adeline Nguyen (FR), Joanna Wronsma (PL), Raphaela Blassnig (AT), Maja Brobne (SI), Maija (Salto SEE), Andres (ES), Sarah,

Key points from the discussion

The different procedures at NAs make the processes of call for/ selection of trainers hard to understand. It would be good if there was a standardised procedure.

It is natural to work with people you know (in business, private life etc.), so it is not surprising that NAs also tend to work with trainers they already know.

Are you allowed to stay forever once you are accepted to a pool, or should you have to apply again to keep your place (e.g. every second year or so)? A recurring call could lead to more motivated trainers in the pool, and the chance for new people to replace trainers that are "resting on their glory".

Sometimes it can seem like NAs are keeping trainers in the pool based on past performance or personal links to them, instead of how updated they are and their link to the field.

Trainers can also take responsibility for including new or aspiring trainers in your trainings. It might even add value to your application to a call if you say you are open to working with a newcomer.

Insights, Outcomes or Commitments made

NA representatives will take the following comments to a workshop on TCA meeting:
   * When publishing a call, there should be clear criteria for selection in the call, and a traceable link to these criteria in the choice of selection. For more transparency, it could also be mentioned who will do the selection.
   * On a minimum all NAs should inform the applying trainers who was selected (and preferably on which criteria)
   * Base your selection on criteria, not person
   * Can we make a meeting point between NAs and trainers so that we can get to know each other better? A combination of Bridges, Toolfair and TCA meeting?

Name of the reporter: Gry Nesse (NO)

7. The power of Silence

Participants: around 10

Key points from the discussion We used a talking stick to organise the discussion and the silence. Participants were invited to share their experience in terms of "silence management" during their trainings; in which extend they feel comfortable with silence and how do they use it as a tool to help participants learning, thinking and expressing themselves? Here is a list of some good-practice shared during the workshop: • Use a time in silence to help participants connecting with themselves in silence, emphasising the feeling of breathing: inhaling and exhaling • Coming from the "Dragon Dreaming" methodology → Inform participants at the beginning of the session that each time their inner thoughts are becoming to loud comparing to the group discussion, they can ring a bell at the centre of the room, without having to justify why they are doing it. When the bell is ringing, everyone has to stop speaking for a minute and try to connect with himself to have a better concentration after all. • To foster the listening competence in order to make sure there is space for everybody: begin the session with an activity in which participants are in pairs: one is speaking during 5 minutes and the other one is listening and cannot talk or even express something. The debriefing focuses after in which activity they were the most comfortable and empathy for either extravert's or introvert's people to keep in mind for the rest of the training.
• Preparing mandala or colouring pictures to help participants focusing in something during individual reflexion time/introspection. • Using creative expression like drawing, modelling with clay or dancing for instance to dedicate an entire session to enhance creativity without speaking. Explications can be given with a succession of words written on paper. Participants are free to open their mind to inner thought and express their creativity connecting at the same time with the group dynamic.
Insights, Outcomes or Commitments made Some of the participants remembered that silence is actually a real benefit for them but also for the participants. Setting framed silence help to be sure people are not going to feel the need to fill the silence to be less uncomfortable. Silence is giving time for participants to process the information they are receiving, to find the right balance between inner thought, listening other participants and expressing themselves. For all the reasons, some of the participants committed to use it more often in training.
Name of the reporter: Hélène Bourgeois

8. Connect to self, get out of the head

Participants: 5 people
Key points from the discussion There was no discussion. We did a set of activities to connect oneself to their body through breath and guided relaxation, then to get in contact with the surroundings, to release stress and get support that one needs. We did a short sharing at the beginning of what we would need and a short reflection on how it was and what we take out of it at the end. After listening to a Tibetan bowl for a short while.
Insights, Outcomes or Commitments made Only individual ones to oneself.
Name of the reporter: Monika Novosádová

9. The perfect bridges

Participants: Nik Paddison, Udo Teichmann, Andreea Losub, Sakis Krezios, Monika Novosadova

Key points from the discussion
 	
Bridges:
At the opening, it was expressed that there was a need for the concept to be contextualised!
   • Information about the last one
   • More information about this one
   • Input about the future direction
It was felt that there needed to be more bridges made by the facilitators between the speakers, responses, and the subject
 	
What is the intention of Bridges?
   • Subject based learning experience
   • Reunion
   • Pre-defined open agenda
 	
What should be on the agenda?
   • Trainers issues
   • National Agency issues
   • How things are being dealt with by different organisations/groups/NAs... across Europe
   • Fees and expenses
 	
What is the identity of Bridges?

Why do people come?
- Is it because it is the status of attending such an event?
- Networking?
- Sense of belonging and family?
- A source of support – especially for the independent freelances?

Invitation:
- Some people may be willing to pay for their attendance
- Is it always going to be the same bubble of people
- How can it expand?
- Why should it expand?
- Can the participants' attendance be more fluid – meaning, for example; you can apply every other one… or less fluid – meaning the same people are invited each year and have priority!
- Does more fluid mean it will be like starting from the beginning again each time?
- There is a fear of the activity becoming too successful!

Format:
- Lack of response for the open agenda – why?
- Could be interesting to research which workshops the participants attended and which they did not! This could point to areas of key interest that could be focused on in future Bridges.
- Learning islands were very much appreciated
- Logistically difficult to change very much

but

- More please – so they are not so crowded
- More subjects
- More variety of activities provided

Insights, Outcomes or Commitments made

The nature of the open agenda session meant that the insights are the same as the key points from the discussion, and there were no outcomes or commitments…

Name of the reporter: Nik Paddison

10. **Story telling about specific examples about the political dimension of our training work**

Participants: Paul Kloosterman, Asier Gonzales, Monica Novosadova, Behrooz Afshari, Anna Sophia Pappai, Anna Yeghoyan, Raphaela Blassnig + 1 pax from Italy + 1 pax from Greece
Key points from the discussion • The political dimension of intercultural learning • The political dimension of food decisions in training • The political dimension of extremes • How to deal with actively bringing current political happenings on the agenda of training?! • Sharing how it feels if as a trainer you don't go along with some ideas of your national agency
Insights, Outcomes or Commitments made Our training work is political, no matter if it goes down to food, intercultural learning, being and working in other countries with our mindset.
Name of the reporter: Raphaela Blassnig, Austria

11. **Online course – Learning to learn, Youth worker - http://thevoyage.eu/**

Key points from the discussion Presentation of the K2 project "The suitcase, the map and the voyage of a youth worker" with the main modules: 1) The Career Box - Interactive career guidance guide; 2) The Simulation box of jobs; 3) Learning to learn; 4) Youth worker. Multiplier event on e-learning, in Romania, July 2017 – preregistrations opened on https://docs.google.com/forms/d/e/1FAIpQLSdp9YoZxgky8Pem_eQ6BgAdl1MXL-IyqapK9esWNdfUFtKn7A/viewform?c=0&w=1 http://thevoyage.eu/mod/page/view.php?id=175
Insights, Outcomes or Commitments made • Challenges in e-learning; • Ways to create interactivity; • Potential follow up; • Peer evaluation; • What is possible to be made online, what not; • Gamification options, etc.;
Name of the reporter: Sorin-Victor Roman

12. Vulnerability of trainers

Participants: Suncana Kusturin, Georges Wagner, Barabara Eglitis, Roxana Turcu, Monika Novosadova, Baud Vandenbemden

Key points from the discussion: We had a discussion and experience sharing around these questions:
*   What makes us vulnerable?
*   How does that influence learning process?
*   How do we handle it?

13. Parents group

Participants: 25 people

Key points from the discussion

Discussions were held around different areas that related international youth work training to the concept of parents and community.

Some thematic areas were outlined by Susie:
1) *Importance of Mother Education.* The largest part of a young person's education is made from the input and direction of their parents in their home life. Considering the political competence that is expected from us, is there some way that we should be supporting this more? Are all parents supported enough in the values that we support (inclusion, diversity, democracy etc.)?
2) *Power of non-formal parents.* In a changing political landscape of Europe, what complementary small local actions should parents be taking in their local community? How can we as trainers, also as parents ourselves, support this?
3) *Blocking international projects.* Are parents (and other community members) supportive and involved enough in the projects in which young people take part? Does more need to be done to promote values of international youth project to a wider community to encourage wider support?
4) *Impact.* Should parents and community be involved earlier/later/deeper to support the young people on their international youth project? Should the European Programme values be spread to a wider audience? If there was more ownership and support from the wider community, would the returning EVS volunteer (for example) be able to avoid such a large reverse culture shock?

Discussion followed:

Clash with mainstream formal education:
*   How to manage without being trouble maker/freak? How to grow your children when values of formal education are 'harmful'?
*   Wojciech: Association of parents runs the kindergarden. 60 families. Values to be shared, active, parents of the board employ the educator. Provides safety, community, shared values. But what about the bubble? Separate from mainstream.

- Expand work with children to children and parents? Or with women's groups, bring children together?

Parents groups:
    Get to know other parents, work out shared values. Listen to what the school really needs (not impost what we think is good). Support from what we know.
- Suggest non-formal methods for parents' meetings, encourage contribution and allow connection to other parents who don't share the same values (diversity is good!)
    o Sit in circle, energiser… Open space, world café.
    o School needs to be open and support this
- Channel thoughts, suggestions and ideas to the school to work on together

Other practices:

Austrian low-income neighbourhood centre. Activities for mothers, youth club in afternoon/evening. Flea market/changing of clothes. Financed by city of Vienna.

South of Portugal. Re-thinking education. Movie sessions – question the model. Engage people in conversations. Targeting to educators, parents, educators that are parents. Parents meet with kids in parks. Educators meeting once a month, discussing education in general, creating different initiatives (training teachers, adjust school, etc.). Little initiatives. Circle of fathers – what does it mean to be a father today? Being present in the first years of life. Share movies. Can also share with us how the sessions worked.

Peter Hoffman: E+ KA2 project. Mindfulness with parents.
- Storytelling, once a month, learning from stories
- No specific theme
- Stories can support, they take what they need to take out
- Book – as well as a short version available on Google.

Insights, Outcomes or Commitments made

- Power of Non-formal Parents Facebook group to share experience, materials, workshops, movies etc.
- KA1 Study Visit application – policy, parents and non-formal education.

Name of the reporter: Susie Nicodemi

14. **The Terms and Glossaries we use these days – what are we talking about really, and why?**

Participants: There were 20 participants who joined the session. After an initial round of expectations, one group of seven left to discuss the concepts of 'political' and 'intercultural' as used in the international training context, (see report attached). The remaining 13 stayed to discuss about terms and glossaries.

Key points from the discussion

The late, great Dr Lynne Chisholm's "cheat sheet" was developed for the Bridges for Recognition conference in Leuven, 2005. You can find it from page 41 in the report:
https://www.salto-youth.net/downloads/4-17-630/BridgesForRecognition.pdf
The aim was clear: to encourage all those involved in youth work to use similar terms when describing its theory and practice. It was thought that such a process would help gain recognition both within and outside the field. Not everyone agreed with everything, but it was a good start. Since then, many initiatives have drawn inspiration from the resulting discussions. Depending on context, aims and the people involved, descriptions have been changed and terms appear and disappear. Maybe it is time to take stock of where we are in this process.

Taking as its starting point the Glossary contained in the newly-released **Competence Model for Youth Workers to Work Internationally**, the group examined the state of the art and raised the following questions:
  • What is the purpose of such glossaries?
  • Who is the target audience of such glossaries?
  • Who actually reads them?!
  • What level of English language competence is needed to understand the terms used? (What happens when the glossaries are translated into other languages?)
  • Who chooses which terms to include in describing the components of international youth work?
  • How valid are the descriptions used? What are they based on? Is it enough to get a group of reasonably intelligent, experienced practitioners together and ask them for their definitions, or is a more scientific approach needed?
  • What happens to the terms if the context changes or a new fashion appears?

For the final part of the session, the group divided into two sub-groups to look in more detail at the terms chosen to be included in the Competence Model.

Insights, Outcomes or Commitments made

We could only touch on many subjects in the time given and we hope that the questions raised above could be the focus for future action! The group made some a) general recommendations and b) raised some specific issues arising from the Competence Model glossary.

a) General recommendations to those involved in working on producing glossaries and terminology (e.g., NGO's, SALTO's, NA's, Commission, Council of Europe, the Partnership):

1. One institution – possibly the Partnership – should coordinate an initiative to take stock of the current situation regarding production and use of glossaries. It could be wise to find common ground in order to produce one detailed, up-to-date glossary with the international youth work field. That would mean that all other glossaries could use it as a reference point – even when a glossary is produced within a specific context for a particular target group.
2. Plain (international) English should be used when drafting terminology descriptions. This is not easy, we know! But what is the point of producing glossaries which are too complicated for many to understand?
3. Take care to consider your target audience, so that both the language used and the terms included make sense for them.

b) Specific issues arising from the Competence Model glossary

We would ask SALTO T&C to reconsider the reasons for including the glossary. Is it for youth workers themselves? Policy makers? What are the sources of the glossary?

The following descriptions were the cause for some discussion and questions (we were not able to cover all points):
- **Learning**: What is "permanent social transformation"? Why is only Kolb mentioned?
- **Learner**: The description only refers to "participants", "trainees", etc. – don't trainers also learn?
- **Meaningfulness**: how does this term support the competence model? Why is "mindfulness" not included?
- **Non-formal learning**: Seems to be a very compact, complex description where voluntary participation almost appears as an after thought. Times change and the boundaries between different forms of learning become more blurred – to what extent is it possible to say 100% that non-formal learning does not occur in schools?
- **Quality**: The explanation of "quality" is rather generic, maybe even vague. Whereas, the explanation of "quality in the youth training field", is much more understandable and illuminating. "Quality" can be easily left out without any harm

Name of the reporter
Mark E Taylor & Athanasios Sakis Krezios; Susie Nicodemi

15. Break-out revolution group

Participants: Mieke, Antonio, Tony, Bara, Gulesin, Susanna, Susie

Key points from the discussion

The sub-group had a desire to analyse the concepts of 'political' and 'intercultural' as used in the international training context.

Political and intercultural are interconnected. It is accepted that our work promotes specific values, and is therefore political.

There is a difference between two interpretations of the word political:
- Small 'p': We take on a role to influence and guide people towards certain values, to make a change in their community/society.
- Capital 'P': the systems, structures and regimes that support the governance of a society.

Young people don't see 'political' as sexy – perhaps by actions, activities and experiences that's enough, we don't need to use the word explicitly? Or we can use words that are closer for people, such as 'active participation'? The moral/civic education (such as EVS training) is a definite political approach.

Certain words are being hijacked by the 'dark side'. Groups that have very different ethics to us are adding different value or perverting the meaning of words – almost becoming Orwell's 'Newspeak'. Should we reclaim them, and give them a solid grounding in our particular ethics?

Democracy/democratic. There are different democratic systems in different countries, used/abused for different reasons (are referendum the right tools for big questions?) but democracy as a value is a basic Human Right and should be protected at all costs.

There are interpretations of specific political approaches recently (Brexit, Trump etc) that we live in a 'post-truth' world – where fact and information doesn't matter, and campaigns are based on lies that play on the fears of people. Is that democratic?

Intercultural – a dead term?

The first thought linked to this is that it's based on nationalities (a 'German' person meets an 'Irish' person). As our understanding of 'culture' deepens, interpretation of the word changes (subcultures, social milieu, intersectional layers of identity that youth work supports development of etc).

Are our international projects really intercultural? Or are they more multicultural, or intra-cultural? And is the distinction made obvious between intercultural learning and intercultural dialogue?

A few training approaches were shared, about the iceberg model and encouraging returning EVSers to focus on the learning and stories that are only below the waterline.

EFIL organisation, for their 20 years anniversary, did research into the term and published findings (perhaps 2012 ish?). Any other research? More up to date?

16. What would you do, if the money wouldn't matter?

Participants: Valters Melderis, Roxana Turcu, Alvaro Diaz Cuevas, Suncana Kusturin, Inese Priedite, Lucas Findeisen, Spela Gorjan, Tomas Pesek
Key points from the discussion • What was your dream profession when you were a child? • How come you are working as a trainer/educator/youth worker/etc.? What is your motivation? • What are the other contexts outside Erasmus + that you are working in? • How do we balance and/or "combine" our professional and personal life
Insights, Outcomes or Commitments made Most of participants are working as trainers because of motivation to help people, improve the world and make a change. The question of private-professional life balance is actual to everyone, it is always a question what do we do for free, what do we do for money and how much money? It's ok that people with different experiences receive more money for the same job – it happens also in other contexts – the more experience you have, the more competent you are, the more money you will receive. In the end there were no concrete outcomes, it was more of an inspirational and reflective discussion about our lives as trainers.
Name of the reporter: Valters Melderis

17. Youthpass: what's going on?

Participants: 30+ participants
Key points from the discussion • Update was given about the Youthpass developments: • The current figures, state of developments in the E+: YiA; • Information about the experiences with testing Youthpass in youth work contexts outside the programme (the Level Up project in Estonia and Latvia for enhancing the quality of youth work; Youthpass in Australia); • Development of Youthpass for team members; • Technical developments: new website about to be launched, an app to support reflection is under development; • Upcoming educational publications; • Current political context.

One of the main current issues is the *quality* of Youthpass implementation – sometimes youth workers seem to think that they know what Youthpass is, and don't explore further, but the awareness may be limited to the certificate level.

The questions for discussion were – where do the trainers see the difficulties in working with Youthpass in their contexts and where/how SALTO T&C can support trainers to support the quality of Youthpass.

Insights, Outcomes or Commitments made

As one of the obstacles in the work with Youthpass, the complexity of the key competences was mentioned. There were a few reactions that underlined that it is the process of reflection that is important and not necessarily the right boxes for the final descriptions.

The experimentation of Youthpass outside the programme evoked a lot of interest and comments. In the Level Up project, tools for assuring quality support for learning in youth work were created that are worthy of wider distribution. It was generally seen as very important that Youthpass becomes more open towards other contexts in order to make it more relevant and known. It was even suggested to think in the lines of community feedback for quality assurance in the projects, a la Airbnb for recognition. A lot of relevant experience and know-how is already there; it could be made better available for various other targets groups.

There was also high interest and a lot of appreciation of the idea of developing the learning app. It was suggested to make use of community feedback for the technical developments, for example through Google Hangout sessions. A couple of training projects were proposed for testing the app in the spring.

It was suggested to create entry-level information for participants of training courses on the new website, where they could already create some basic awareness of the issue before arriving at a training course. Also, more modern and easier-to-grasp formats of instruction could be made available about Youthpass – to explore the possibilities of MOOC-s and other online learning opportunities, to create tutorial videos, quizzes and other formats of transferring information.

It was suggested to create a possibility for participants to have online access to their own YP certificates and to be able to create a kind of a meta-Youthpass that summarises their competence development from different projects.

A point was raised about the competence frameworks to be used in the Youthpass certificates, were in the cases of youth workers / trainers it may be rather relevant to use the frameworks developed specifically for their work contexts – the ETS competences profiles. In cases of team members, however, it may in certain cases also be a more general set of competences that is developed. Allowing to choose between both frameworks may create too much confusion.

Name of the reporter: Kristiina Pernits

18. Immerse into the training content through Virtual Reality and other digital technologies

Participants: Approx. 25 people. Workshop hosted by Laimonas Ragauskas and Nerijus Kriauciunas.

Key points from the discussion

The workshop provided opportunities for participants to explore various digital tools: build and use virtual reality cardboard goggles; explore and try Actionbound - the tool for building sets of tasks (like city bounds); watch the series of documentaries "do not track". Here are some impressions and thoughts expressed after the experience:
- Interesting to know that these things exist
- It is really amazing experience, immersing into another world
- Coming back to the same place and it is very immersing

Comments on "Do not track" documentary - Anita said it was interesting to understand how deeply the data is collected and how is it used.

After trying Actionbound - Monika said it seems quite easy thing to learn and use

Participants were wondering how VR can be used for the youth work context. We have shared already existing ideas and practices:
- VR can be used for capturing view of the venue or youth exchange location
- Young people could capture 360 photos and videos, which can be watched by peers back at home.
- It would be possible to make some advertisements with VR and immerse people

Simona mentioned there is a question of safety on internet and it is important to find good ways to learn and teach others about safety and privacy. That being said, we recommend everyone to watch documentary "do not track" and of course dig deeper into the topic on internet.
Touching the political aspect, we talked about links to Freire. He was writing that literacy would be a tool to emancipate people. The same applies for media and digital literacies. If people will know how to consume content consciously and create new content, they will avoid being oppressed by the ones holding vast resources and using data in variety of ways.

Concerning MOOCs, Nuno said it is interesting to explore possibility combining online learning with live meetings and community building.

Check out the following web links where you can find tools that we've tried:
https://digitalsuperpowersblog.wordpress.com/ - The link to LTTC "Digital superpowers"
www.badgecraft.eu - open badges for designing your recognition systems
www.actionbound.com - build your bounds
https://vr.google.com/cardboard/ - more about Google Virtual reality cardboard initiative. Buy 10 Cardboard goggles here

Complete guidebook for running workshops with and about digital technologies:
https://issuu.com/nerijuskriauciunas/docs/learning_with_and_about_digital_tec
Good practice examples of organising trainings that focus on digital dimension of youth work
http://www.nectarus.lt/en/naujienos/

Insights, Outcomes or Commitments made
They are kind a reported in the previous section above.
Name of the reporter: Laimonas

19. The Ideal training design

Participants: Maja Drobne (MOVIT - Slovenia), Maija Lehto (SALTO SEE RC - Slovenia), Karolina Suchecka (Fundacja Rozwoju Systemy Edukacji - Poland), Vojislava Tomic Radivojsa (Participant - Serbia), Natalia Seriakova (Participant - Germany), Andrés Abad (UCAM - Spain), Ayodeji Olofintila (Participant - United Kingdom), Zora Judit Csalagovits (Participant - Hungary), Domagoj Morić (Participant - Croatia), Biju JOHN (Participant - Netherlands), Jana Kukk (Participant - Estonia), Rami Elakhras (Participant - Jordan), Nerijus Kriauciunas (Participant - Lithuania), Adeline Nguyen (Participant - France), Fergal Barr (Participant - North Ireland/UK), Liliana Rujanu (Participant - Romania), Rudite Muraseva (Participant - Latvia), Izabela Laskowska (Participant - Poland),

Key points from the discussion

The session started with a short self-presentation by all participants, moderated by Maja Drobne. The key points were:
  * Differences between how National Agencies recruit the trainers
  * Trainer's freedom to design and to implement the program, without NA's intervention or meaningful modifications.
  * Unexpected changes in the planned program, due to the participants 'characteristics, profiles, upcoming situations during the training activity.
  * Activity Program should be based on detected needs according the analysis previously done by NA's and SALTO's RC's.
  * Sometimes, activities do not fit with the proposed objective for specific training activities, it should be re – adapted and adjusted, according the mentioned unexpected changes due to the participants.
  * Some predefined training activities (i.e. BI – TRI – MULTI TC or SOHO) do not allow major changes or the possibility to trainers to implement the activities in a personal style.
  * Program should be agreed with the "clients" (NA´s, SALTO´s) previously in a prep meeting, but not always it's the best way or there is enough time for it.
  * Trainer's team composition could mark the difference between success and failure. The inclusion of national trainers or "reliable" trainers is a common practice because it keeps the design in a „comfort" and safety zone.
  * Personal comment by one trainer: no more trainers are needed... some replies to this comment were: Fresh blood is needed to refresh the pools / Some trainers are ageing ☺ / There are enough training activities for all, "old" and "new" trainers.
  * The way some NA's define the preparatory work (as the example of the Spanish NA) facilitate a successful implementation of the training activity, because the program flow is detailed and well known before the activity takes place. In this point, some NA's officer remarked that sometimes they even don't know these contents so detailed until the training activity happens.

- The magic of the improvisation was another remark: even when you have a detailed planning of the program, sometimes trainers may improvise to success over unexpected situations. Space for improvisation is needed.
- Regarding the previous comment, proactive participation by participants before the activity takes place is something that could ensure the success of the activity, because participants develop ownership sense for the activity, the learning process & outcomes.
- As professionals, trainers should raise awareness about the developed institutional relationships, the outcomes, the responsibilities and the achievements.
- Regarding TCA activities, a good practice is to contact "reliable" trainers to pre – define the activities to be proposed in the TCA annual meeting (in fact, many NA's and SALTO's do it) on the bases of a mutual understanding between trainers and "clients".
- Bureaucracy and papers many times are an obstacle for a successful "ideal" training design, but it's something cannot avoid.
- Competitiveness between trainers is an added challenge, because not always the most adequate trainer get the post, but the one available or accepting to be less paid (not so usual nowadays) or just because he/she lives near to the activity location. So, the system is a problem itself.
- As part of the system, we cannot change it, but we should try to deal with it.
- Sometimes the NA's staff is familiar with the training topics, so it helps a lot for the design.
- Coming back to the new trainer's need, it is needed to develop a common system for recruitment, but always keeping in mind that NA's need to trust in the recruited ones.
- As usual, payment topic is mentioned, but briefly.

Insights, Outcomes or Commitments made

- It is not the ideal process, but the best one, by the moment.
- The system is a problem itself.
- It is needed to develop a common system for new trainer's recruitment, but always keeping in mind that NA's need to trust in the recruited ones.
- Participant's contributions in the training design should be taken in consideration too.

Name of the reporter: Andres Abad (UCAM – Spain)

20. Emerging Seeds of Transformation

Participants: biba@ribalon.sl; priedite.inese@gmail.com; tadej.pugelj@gmail.com; ioanabere@yahoo.com; mihsab@gmail.com; simona@cataclisma.it; tlubotzki@gmail.com; eylemcertel2gmail.com; suncana.kusturin@gmail.com; barbara.foldi@gmail.com; laslo.milutinovits@coe.int; xavierbaro@aheadedu.org; lara.kastelic@gmail.com; docwag@gmx.net + 5 more.

Key points from the discussion

We started choosing a picture that represented some aspects of emerging seeds of transformation – what new/old things are coming into the world that promise a more beautiful world?

This was the graphic harvesting that resulted from the sharing of what the pictures meant to each one of us (made by Lara):

This was the graphic harvesting that came out (made by Lara). The second part of the session was spent sharing methodologies, tools, writers, documentaries, books that support transformation.

Insights, Outcomes or Commitments made
- Hold spaces where transformation is unfolding (we are not transforming anyone).
- Strengthen ourselves. Integrate all our parts. Personal Process. Be aware of inner space when we invite something to the room. Work with authenticity, vulnerability and our own shadows.
- Support people in their journey.
- Follow intuition.
- Physical touch.

Methodologies/Methods to hold space for transformation shared in the group:
- Storytelling
- Dragon Dreaming - http://www.dragondreaming.org/
- Clowning

- Mindfulness
- Art of Hosting - http://www.artofhosting.org/
- The way of the Council – Listen with attention and speak with intention
- The work that reconnects – Joanna Macy - http://workthatreconnects.org/
- Theory U – The Impacts of our interventions depend on the inner conditions from which we operate.
- Social Presencing Theatre

Books:
- Rene Brown on vulnerability:
  https://www.ted.com/talks/brene_brown_on_vulnerability?language=pt
- Charles Eisenstein – The Ascent of Humanity; Sacred Economics - http://charleseisenstein.net/
- Celestine Prophecy (also a film)
- The Book of Joy – Dalai Lama and Desmond Tutu
- Kent Nerburn – Neither Wolf nor Dog

Films:
Human - https://www.youtube.com/watch?v=TnGEclg2hjg

Name of the reporter: Nuno and Lara, Co-hosted by George

Where to find the material?

Click here to access the Google Drive where you can find the presentations, the pictures, the participants' list, and this report.

Click here to access Pauline's Prezi.