



# Forming or Performing

Seminar on Methodologies of Training of and for Trainers in European Youth Work

*Wannseeforum, Berlin, 26-30 March 2008*

**Organised by UNIQUE – United for Innovation and Quality in Education**

In co-operation with SALTO Training and Cooperation Resource Centre and the National Agencies for the Youth in Action Programme in Austria, Germany and the Netherlands.

**Herotic document  
03.06.08**



# Content



## “Herotic Conclusions” about Training of/ for trainers methodologies

3

|                                |   |
|--------------------------------|---|
| What happens after the course? | 3 |
| Methodology                    | 3 |
| Competence Development         | 3 |
| Focus on Learning              | 3 |
| The Trainers Team              | 4 |

## What is this “Herotic document” about? 5

|   |   |
|---|---|
| Who is UNIQUE – United for Innovation and Quality in Education? | 5 |
|---|---|

## Why this “Forming or Performing” seminar? 6

## So, what happened at the Wannsee Forum? 8

## Forming or Performing Survey 9

- a. Considerations about where participants can use their competences as a trainer after a To/ft course have a huge influence on the design of the programme. 9
- b. As a trainer in a To/ft you make explicit to participants the reasoning and the background of all methodological choices. 10
- c. Any To/ft programme design must foresee a practice possibility (for example “participant led workshops/sessions” or “practical projects” between modules). 10
- d. As a trainer in a To/ft you should use as much as you can from what happens in a course itself as a source for learning about training. 11
- e. Rather than focusing on skills development To/ft is about developing attitudes. 11
- f. Learning to Learn is the key-competence to be addressed at any To/ft. 12
- g. To/ft courses need to foresee self-assessment as an integral part of the methodology to support participants becoming aware of their competences. 12
- h. As a trainer in a To/ft you can not assess the training related competences of participants. 13

|  |           |
|--|-----------|
| <b>Specificities of To/ft courses</b>                    | <b>14</b> |
| <b>High voltage themes, questions and answers</b>        | <b>17</b> |
| 1. <i>Personal development.</i>                          | 17        |
| 2. <i>Learning.</i>                                      | 19        |
| 3. <i>Future perspectives for trainees</i>               | 20        |
| 4. <i>Competences: skills - knowledge - attitudes</i>    | 21        |
| 5. <i>(Self) Assessment.</i>                             | 22        |
| 6. <i>Here and Now methodologies.</i>                    | 23        |
| 7. <i>Practice elements.</i>                             | 25        |
| <b>Competences in trainers' teams in To/ft</b>           | <b>27</b> |
| <b>Further Reading</b>                                   | <b>29</b> |
| <b>Way to go for training trainers!</b>                  | <b>31</b> |
| <b>List of Participants in Wannseeforum</b>              | <b>32</b> |
| <b>The team of trainers that organized this seminar.</b> | <b>35</b> |
| <b>Herotic Document production.</b>                      | <b>36</b> |

---

# “Herotic Conclusions” about Training of/for trainers methodologies

If you are...

...an institution or organisation considering organising a training for trainers or setting up your own training for trainers strategy

....interested in developing high quality learning experience, based on NFL principles

...have already some clarity on WHY you need to train trainers, based on this seminar we would suggest these are the main considerations you should take into account:

## **What happens after the course?**

To what extent do you take into account what the trainees will do after the course with what they have learned?

## **Methodology**

To what extent do you provide possibilities for training practice within the course for participants?

Training for trainers has a higher degree of complexity than usual training courses because it combines the meta level with competence development and often has a more challenging group dynamic because of the participant profile.

## **Competence Development**

Training for trainers is about competence development (skills, knowledge and attitudes) and it is about professional and personal development

Self-assessment combined with peer dialogue is essential in supporting participants in developing their competences as future trainers.

## **Focus on Learning**

What happens during the course should be used as a source of learning about training.

There is a lot of learning going on: participants are concerned with learning; learning to learn and facilitating the learning of others.

## **The Trainers Team**

Special consideration should be paid when putting together trainers' teams as a whole for such courses: an enhanced level of team work is needed and a complementary set of competences – it is not enough to bring together a set of individually "wonderful" trainers.

Trainers teams should be prepared to be explicit about their methodological choices when running the course.

*These "Herotic conclusions" are based on discussions of representatives of stakeholder groups/institutions interested in the development of quality in Training of/for Trainers in the youth field in Europe. These conversations happened during the "Forming or Performing" seminar, organized by the UNIQUE Network – United for innovation and quality in education, from 26-30 March 2008 in Berlin.*

---

## What is this “Herotic document” about?

This Herotic document about the Methodologies of Training of and for Trainers is a product of the “Forming or Performing” seminar, organized by the UNIQUE Network – United for innovation and quality in education, from 26-30 March 2008 in Berlin. The seminar gathered 32 representatives of stakeholder groups/institutions (Trainers, Youth in Action National agencies, SALTO Resource Centres, Youth Partnership, and European Youth Forum) interested in development of quality in Training of/for Trainers in the youth field in Europe.

### **We call it “herotic” because it is a mixture of heroic in nature and exciting in scope!**

The document is not a final declaration, nor a consensus paper adopted at the seminar. It is rather the first step and contribution of the community of practitioners to a wider discussion about specificities and quality aspects in Training of/for Trainers in Europe. The contents of the document are based on the discussions, reflections and inputs during the seminar. Practically, we hope this herotic document may serve as a source of inspiration and food for thought for all stakeholders when considering training trainers in Europe.

### **Who is UNIQUE – United for Innovation and Quality in Education?**

UNIQUE is a European network of training, consulting and research organisations as well as individual experts which has been in existence since 2006.

UNIQUE stands for life-long learning supported by the particular potential of non-formal and informal learning approaches in order to contribute to the development of democratic and active citizenship at all levels.

UNIQUE provides a set of complementary knowledge and competence in consulting, training, research and evaluation based on wide experience in European Union, Council of Europe and UNESCO programmes and educational activities.

<http://www.unique-network.org/>



---

## Why this “Forming or Performing” seminar?



*Participants from the meeting in Berlin (March 2008)*

Although the arena of European youth training is relatively small, the field of practice is very often relatively fragmented, with very few possibilities for a real exchange of good/bad practices and thinking about the possibility of arriving at common principles in training, and more specifically – in training of/for trainers.

The institutions involved in the field (Youth Partnership, SALTO Resource Centres, Council of Europe DYS, European Youth Forum) have started to enhance their cooperation and discussion about a possibility to create a joint/ coordinated approach to training of trainers in Europe.

To start the broader initiative, a Stakeholder meeting on European-level Training of/ for trainers was organized in Budapest, 19-21 June 2007. The meeting gathered various institutional stakeholders involved in training of trainers in Europe, together with some selected trainers and had the following objectives: to identify the current offers of trainings of/for trainers in Europe; to assess the existing needs of training of/for trainers in Europe, from the perspective of the various stakeholders involved.

During the meeting in Budapest, a Mapping study on existing training of/for trainers at European level<sup>1</sup> was presented and the various stakeholders had an opportunity to share their visions and ideas regarding the existing needs of training of trainers in Europe. Finally, as presented in the report from the meeting, the stakeholders also agreed on the need to develop a coordinated strategy of training of trainers at European level in the future.

---

<sup>1</sup> Both the meeting report and the mapping study are available for download from the Youth Partnership website:

<http://www.youth-partnership.net/youth-partnership/training/trainingoftrainers.html>

One follow-up activity of the stakeholders meeting in Budapest, initiated by some of the trainers (and members of UNIQUE), is this seminar on training of/for trainers methodologies.

Taking into account the above stated needs and the current institutional context, the main intentions of UNIQUE to organize the “Forming of Performing” seminar were:

- to take into account the whole spectrum of diverse To/FT activities in Europe for further discussions,
- to provide space for genuine peer dialogue,
- to see a learning community at work and produce concrete outputs in terms of identified specificities of To/FT and its quality factors, thus contributing to the To/FT strategy development at European level.

---

## So, what happened at the Wannsee Forum?

The Forming or Performing Seminar on Methodologies of Training of and for Trainers in European Youth Work was held at the Wannsee Forum, in Berlin, 26-30 March 2008. It has involved 32 representatives of stakeholder groups/institutions (Trainers, Youth in Action National agencies, SALTO Resource Centres, Youth Partnership, European Youth Forum) interested in development of quality in Training of/for Trainers in the youth field in Europe. According to the data provided by the participants, they had been involved in designing and running more than 60 different Training of/for trainers courses at regional, national and European levels. These activities were covering a whole variety of formats (short-term and long-term), levels (introductory-advanced), topic-specific trainings (human rights education, intercultural learning, experiential learning etc.) or generic To/FT courses.

The pre-seminar work included a survey designed and coordinated by UNIQUE about various quality considerations in Training of/for trainers (see the results below) and the beginnings of a collection of effective methods/methodological elements from To/FT practices.

Finally, the Seminar aimed at having a concrete output in the form of this “Heretic document”, in order to spread the results to the wider youth training community and the relevant institutions involved in the youth field thus contributing to further discussions and developments.

---

## Forming or Performing Survey

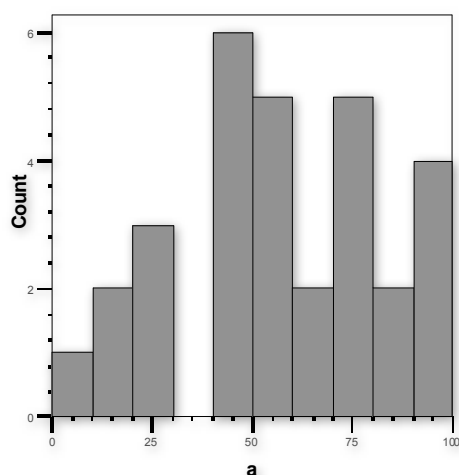
This Survey was developed with the purpose of initiating reflections (before the Seminar) on certain aspects of To/FT methodology/ies among future participants and to provide starting points for the discussions during the Seminar. It is designed as set of 8 statements related to attitudes toward issues like: what influences methodological choices in To/FT, what competences should be in the focus while training trainers, role of (self) assessment in To/FT...

Answers represent to what extent one agrees with the statement (0% - I totally disagree, 100% - I totally agree with the statement). Quantitative answers were accompanied with qualitative – additional remarks, explanations, comments, to given percentage.

Results – distributions and selected representative quotes - are based on a sample of 32 completed questionnaires and provide a kind of “profile” of the Seminar group in regard to each researched issue. The graphs below show the distribution of intensity of agreement (horizontal axis) and frequencies of responses (vertical axis).

### a. Considerations about where participants can use their competences as a trainer after a To/FT course have a huge influence on the design of the programme.

Any programme of a To/FT course shall therefore be designed to support the development of competences needed to perform this profession – independent from the context where this profession is performed.

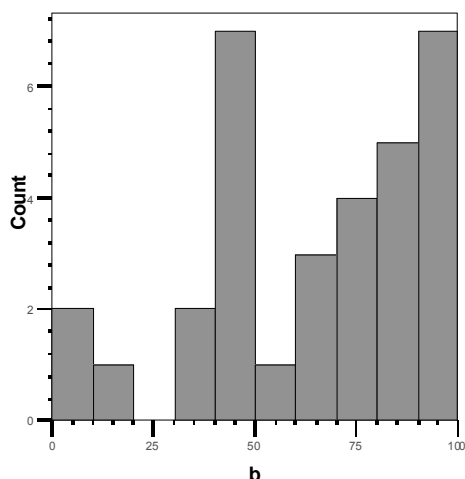


The way we do training is probably kind of specific because of the frame-work of European youth work. At the same time I think that what people learn in a course can be used in other environments.... We are not aliens.

I have always requested, when asked to do a ToT course, exactly what the “clients” think that the trainers will be doing with it afterwards.

**b. As a trainer in a To/ft you make explicit to participants the reasoning and the background of all methodological choices.**

Whenever someone wants to look behind the “curtain” of the methods, it should be possible to go “backstage”.



In most tofties [sic] of my experience, some methods remained unexplained on purpose, and others were chosen deliberately badly to provoke disagreement. Hell no am I going to explain everything! Isn't it a quality of a trainer to not need explanations from someone else for everything?!

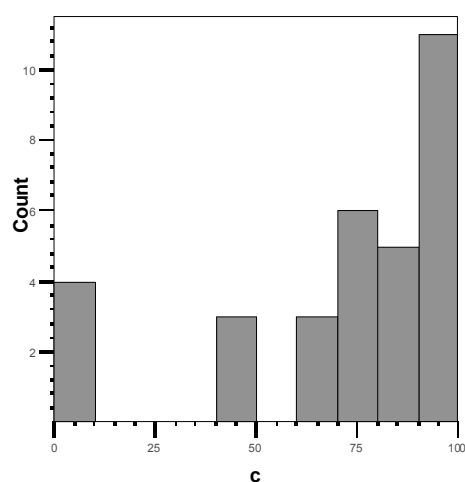
But the most important is when and how this reasoning is shared with participants.

Just it is not always possible and sometimes it costs too much time.

I agree to 90% because I would not be dogmatic about it and reflect on every warm-up exercise.

**c. Any To/ft programme design must foresee a practice possibility (for example “participant led workshops/sessions” or “practical projects” between modules).**

It often puts too much emphasis on the ‘performing part’ of being a trainer. Participants have often very different needs when it comes to ‘practice something’. I think it’s important to offer a wide variety of possibilities to try out, to find out and to experience.



In ideal case, yes, make them practice and also give feedback on participants’ performances.

Theory without practice is useless and one normally learns more through practice than just theory.

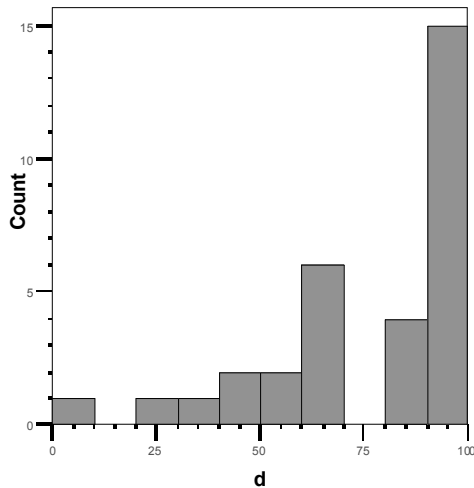
Especially a Training OF Trainers (meaning: a basic vocational course for beginners) should include a practice project phase where the participants design, implement and evaluate a training course (ideally in a team formed of participants of the same course) in addition to the residential seminars.

It really depends on the objectives, approach, duration etc of the training. In many cases it could surely bring an added value and provide lot of source for reflection and learning, but I could not see this as a “must be” of the training programme.

**d. As a trainer in a To/ft you should use as much as you can from what happens in a course itself as a source for learning about training.**

Unless something is addressed in the course, your learning will always be based on your interpretation of what happened – which is specific, not inclusive and hence your conclusions may actually be wrong.

It's all there.... So use it.

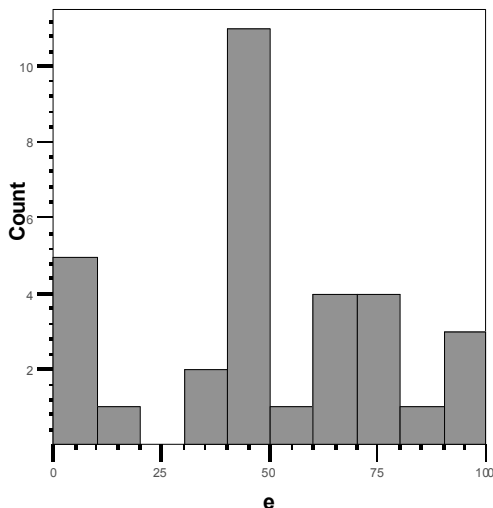


Any difficulties occurring during the course (conflicts, irritations, frustrations about exercises, tensions in the group, etc.) can be used to learn about training – I would go so far to say that if anything like this occurs it should have priority respective the prepared programme.

I think this is in fact the most important principal of the To/ft.

**e. Rather than focusing on skills development To/ft is about developing attitudes.**

I'm unsure how trainings itself can change an attitude. I change my attitudes mostly through encounters with special persons and their stories.



Better trainer with attitude and with few or no methods, then a trainer with big tool box, but with no attitudes.

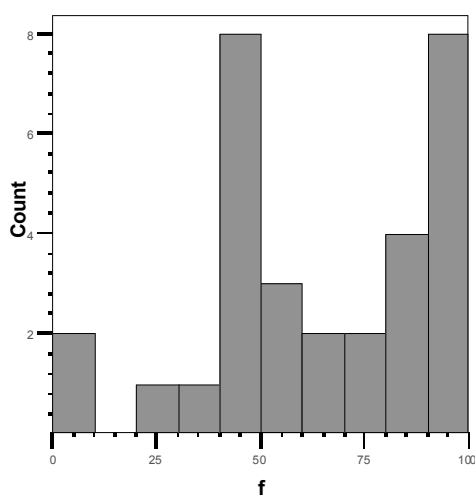
The most important attitude for all of us in such a forum, the self-esteem and capacity building that one can do those things by him/herself!

To/ft should be about developing attitudes more than being a techniques course.

I also believe that skills are actually “attitudes in work”, or “operational definition of attitudes”.

## f. Learning to Learn is the key-competence to be addressed at any To/ft.

What nonsense! People learn how to learn at universities, learn how to learn in schools, learn how to learn in adult education... Shouldn't they know at some point?



I'm not sure, but it is clear that learning styles and some theory-practice about the human learning must be provided.

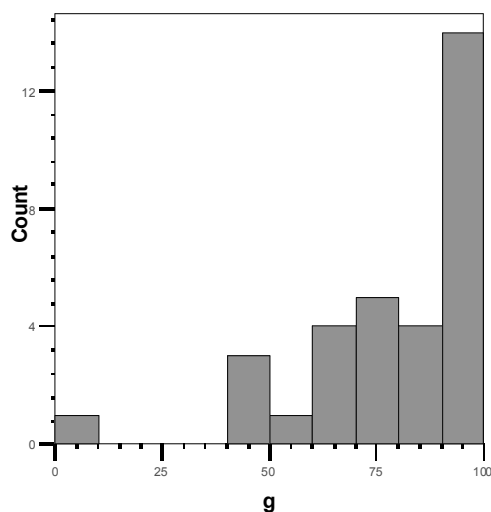
Learning to Learn is the key-competence to be addressed at any training or activity not only To/ft.

And learning to train how to learn.

However, other social and civic competences as well as most other competences are also quite relevant for any trainer in our field.

Increased trainer's awareness about own learning preferences/styles/learning processes should be a part of trainer's competences and credibility.

## g. To/ft courses need to foresee self-assessment as an integral part of the methodology to support participants becoming aware of their competences.



L2L cannot be without self-assessment.

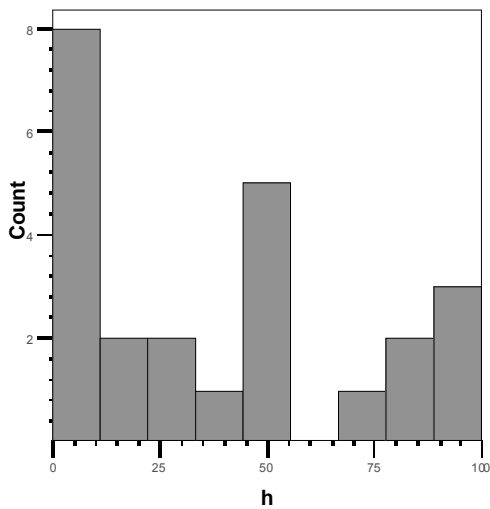
Not only foresee it – but also “enforce” it somehow.

Only if these self assessments are coached or closely followed and reviewed with the participants.

When working with Youthpass great and yes – in other contexts I can imagine calling it self-reflection!

**h. As a trainer in a To/FT you can not assess the training related competences of participants.**

Oh yes you can! We do it all the time! The issue is how serious we should take our assessment and if we should communicate it to the participants or to any other people.



Whether the trainers then should spread this info to 'others' (e.g. feedback to NA or organization about their participants) or in a document – that is a different story.

Not sure I get the statement.

Why not? It is a mutual process.

I believe feedback based on assessment of participants is important for them.

## Specificities of To/fT courses

We started the seminar by looking at what could be the specificities of training trainer courses. This is a complex question and we returned to it from time to time, throughout the three days and added to our first thoughts. The result was a complex picture shown here via a mind map. During the seminar the picture was used as a starting point for discussions and added to as we went along.



In many ways, the To/fT courses are not essentially very different from other “topic-oriented” trainings (e.g. human rights, intercultural learning, European citizenship) or “role-development” trainings (e.g. courses for youth workers, EVS mentors, coaches). In many cases the differences or specificities of To/fT courses are a matter of degree or intensity of cer-

tain training aspects. Still the training practice in To/FT shows that there are certain elements which are more likely to occur in the setting of Training of/for trainers course than in some other types of courses in the youth field.

Most of the practitioners who were present at the Seminar, would agree and easily use the word complexity to describe the overall training experience in a To/FT course. Indeed there are quite many different aspects to take into account when working on a To/FT course:

from the educational level (e.g. involvement of vertical and horizontal learning processes) to policy and political level (e.g. no common understanding of training and trainer, national/organizational differences and questions about the place of To/FT within the larger political context). At the same time, there is a certain simplicity in To/FT in relation to its main aim (no matter if we are talking about a generic or topic-specific training) – it is about training people to train. Of course, related open questions are: to train others in WHAT, WHY and HOW?

Another important specificity of a To/FT course is about being both professional and personal development of participants. It is about acquiring and developing competences (knowledge, skills, attitudes), increasing (self)awareness and even questioning yourself whether you should do this job or not. Most of the trainers in the seminar agreed that this aspect is usually very strongly present in To/FT course, while some others pointed out that a similar process could happen in other types of “role-training” (e.g. trainings for youth workers, mentors, human rights educators etc.).

When it comes to development of professional identity and development of professional practice, there is an open question to what extent the training (and being a trainer) could be learnt and to what extent it is a question of art? In a similar way, when thinking about training trainers, some participants in the seminar argued that trainers cannot be trained, but rather supported in self-discovering within the To/FT context.

One of the major specificities of Training of/for trainers is a specific inter-play between the training process and the training content. Unlike in some other types of training, the very topic of the training for trainers (i.e. training itself with all its aspects) is actually happening in the “here and now” reality. This possibility to address the process and elements of the training process as a content; the possibility to initiate a meta-reflection on the training process – is one of the most precious resources for learning in Training of/for Trainers.

But this dual nature of Training of/for trainers is actually its biggest advantage and the biggest challenge at the same time. It is not only about additional requirements from the trainers team, but also a developing competence of the participants to smoothly switch from the role of participant (immersed in the experience) to meta-observer role of a “colleague-practitioner” interested in learning about training and at some point taking the full trainers role when taking responsibilities for parts of the programme. Dealing with these dynamics of multiple roles of participants certainly requires special attention and consideration of the trainers’ team in relation to finding an optimal distance towards the group and at the same time dealing with their multiple roles as trainer-colleagues.

The complexity of roles and sometimes extremely high expectations from the To/FT participants could eventually lead to a set of challenging group dynamics and competition issues within the group. Therefore, it is a task for the trainers’ team to be sensitive enough for

different individual and group needs, to work on establishing a good rapport with the group, express flexibility and work on establishing the joint learning strategy with the group.

A safe learning environment is a general prerequisite of any deeper learning process to take place as well as one of the major quality aspects on any non-formal learning activity.

Within the context of To/FT almost all practitioners would agree that there is a need to create safe learning environments where the participants would be able to try out, to practise, to experience failure and success and challenge themselves. This aspect of any To/FT course is absolutely essential to create a learning culture based on mutual feedback and self-assessment within the training group.

In a similar way, the aspect of learning is by no means an exclusive property of a To/FT, it is rather a general characteristic of any non-formal learning activity. The specificity in a To/FT is a conceptual and more intentional approach to learning (one's own learning and learning of others); in other words, it is very much about development of the learning to learn competence (as participants, as trainers, as human beings). In relation to this aspect, one question raised at the seminar, was how to really implement the self-directed learning principle in training (and training trainers) and what is a role of a "self-directed learning trainer" in this case? Some participants asked whether a trainer should open some new doors and show new paths to participants, or should support them in discovering those themselves?

In relation to requirements of To/FT courses, the usual question is: what competences a trainer in a To/FT should have? At this point an interesting and innovative shift in thinking was made during the seminar. Besides thinking about individual competences, the participants were considering specificities of the trainers teams in To/FT. Certainly, in such complex and intensive experiences (in particular in a long-term training course) the teamwork is far more challenging and demanding. An important competence of the trainers team in To/FT is to be open to be questioned and challenged by the group, and clear and transparent about the methodological choices made during the course. At the same time, the team should have a capacity to act as a genuine "learning team", ready to change, to learn and challenge themselves during the course (for more information, see below).

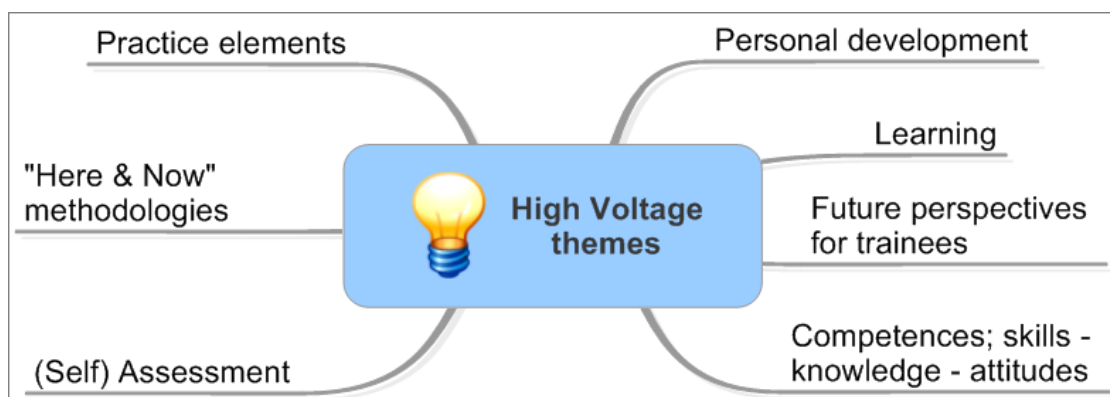
Finally, training for/of trainers might be more closely linked to a "market" than some other type of courses. It also does not stand alone, but is usually pretty connected to existing policies, organizational and institutional priorities. In reality the trainers, as well as their trainees (the future trainers) have to deal with the competition in the training market (which sets its implicit quality standards?) and still have the clarity about their own training mission. Is it a mission impossible? Not really, but it can be difficult!

---

# High voltage themes, questions and answers

Related to the specificities and based on the professional practice and experience in Training of/for Trainers in Europe, the following 7 key themes and related “high voltage” questions were identified during the seminar. The participants listed some existing methodological responses to the key questions and pointed out directions and shared areas for further development.

In this section of the “herotic document” topics are tackled in a set order: the theme is explained; we look at some high voltage questions; some existing methodological responses are outlined; and then we look further at the types of considerations which should be explored further in the future. In this way you will find some ideas to explore and adapt for your own training trainers course or strategy.



## 1. Personal development.

Training of/for trainers is not only about transferring knowledge and developing professional skills, it is primarily about supporting personal growth and helping participants to come into contact with their potential and help them to “blossom”, to develop. Indeed, training for trainers is very much about personal development of “trainers to become” as well as continuous personal development of the members of the training team.

The personal development in Training of/for Trainers (and generally in life) might include development of competences and personal capacities, such as: creativity, tolerance to ambiguity, emotional intelligence, empathy, intuition, access to own and other people potential, self-awareness, appreciation of diversity through appreciation of uniqueness, playfulness and trust, risk taking etc.

In addition to these, one could say that personal development opportunities within the To/FT are not exclusive opportunities for participants only. These intensive training experiences very often offer great possibilities for personal development of trainers’ teams, too.

## Some high voltage questions to take into consideration:

1. What is personal development in a training context?
2. Is it possible not to “feed the EGO” of a trainer?
3. Personal competences of trainers? Do they exist? What are they?
4. How to cope with power relations in training?

## Existing methodological responses

The experience shows that in order to support personal development of trainers and trainers-participants, it might be interesting to look at the related fields, such as: psychology and psychotherapy (e.g. Jungian personality types, gestalt exercises, introspective tools, mirroring...), artistic expression (theatre, painting, sculpturing, poetry...) and creativity development (e.g. practising right brain thinking, control/surrender practising, body-awareness, dreams and potentials for realization...)

### To be developed further:

Tools already exist. The innovation called for is to use them strategically in training settings, with clear methodological decisions for the full development of competences stated above.

#### Important notions:

- Training is not psychotherapy or an art course. Specific methodologies and tools are transferable into educational settings, adapted to the training sector and debriefed differently.

- Methodology and tools are opportunities for the group to learn and explore these competences and personal capacities, to explore how to access them, to raise awareness of their importance in training settings and to explore some tools which can support them personally in further development in these areas.

- Trainers should not use them without any specific educational background and professional training, as there is a risk of being counter-productive.

- These competences are, of course, tackled in existing training courses, but we find that they need more recognition and value should be given to them. There is a lack of more intentional work on development of these parts of trainers' professional identity.

## 2. Learning.

Agreement exists amongst the practitioners that training in general and training of/ for trainers, in particular, is about learning. At the same time, there are quite some different understandings how the learning takes place. It seems that we know a lot about learning processes, but still there is so much more to explore, understand and try out. In training of/ for trainers, more than in other types of training courses, it is also about learning about learning; it is about development of the “learning to learn” competence.

### **Some high voltage questions to take into consideration:**

1. What is learning in this context?
2. How do we get better at supporting people in exploring (their) learning?
3. How do we need to change roles and responsibilities to stimulate learning to learn?

### **Existing methodological responses**

Some existing methodological responses in relation to learning and learning to learn in training are: working with learning styles in ATTE, learning path in SALTO Training of Trainers, integration of a learning to learn dimension in some network training courses (e.g. European Citizenship, SOHO).

### **To be developed further:**

- Step 1: Comprehend and influence own learning path, Step 2: Comprehend and facilitate others' learning paths, Make both 1. + 2. steps in training trainers
- De-cognitise, de-conceptualize “learning to learn”
- More action for more useful reflection.
- Challenge learning styles as a concept and a training practice.
- Finding integral ways of addressing learning to learn.
- Learning as a continuous and diverse practice (terminology and educational approach).
- Connection with lifelong learning – Lifelong learning loves Learning to learn?
- Pay more attention to research – be more informed

- Connect Learning to learn with self-assessment
- How do culture, context, system, school, socialization shape learning?
- Address politics of learning to learn: philosophy of NFL vs. employability focus.

### 3. Future perspectives for trainees

The question about the future perspectives of trainees (newly trained trainers) is related both to the “market issues” (e.g. how many trainers do we need in the European youth field?) as well as to further possibilities for professional development at national, regional and European levels. This issue is very much related to challenges of transfer – from a “training reality” at European level To/FT to different local, national, regional realities as well as coping with different understandings of youth work, training and non-formal education.

#### **Some high voltage questions to take into consideration:**

To develop further:

- 1. How do you support development of competences which are flexible to changing realities ( funding opportunities, policies, priorities)**
- 2. How do you combine professionalisation of trainers with other values (youth values such as participation, volunteering etc)**
- 3. How to collect/assess and integrate needs and expectations in the entire design process?**
- 4. What could be the structures of employing and for supporting further trainers’ development after the To/FT course?**

- Clarify possibilities and opportunities on working as a trainer in order to avoid misperceptions and misunderstandings (clarify it for example in the call for trainers)

- Given the long-term basis and the involvement required in To/FT, use e-learning tools to:

- \* Clarify/collecting motivations of future trainees before the training starts-

use this “dialogue” with future trainees to carry on final selection of participants before the training starts.

- \* Use this “dialogue” with future trainees to adapt the programme accordingly.

- \* Make sure that local realities and experiences are used and given value in the programme, so that youth values are put forward in the future.

#### 4. Competences: skills - knowledge - attitudes

Working as a trainer requires a whole range of competences from knowledge and skills to attitudes and values. Implicitly, there is a certain agreement amongst the practitioners about what it means to be a “good trainer”, but making aspects explicit always creates difficulties to reach a consensus. It somehow seems that there are certain competences in trainers’ practice which are difficult to verbalize and catch. At the same time the issue of defining minimum competences for trainers (and minimum quality standards in training) has long been a very sensitive issue.

##### **High voltage questions to take into consideration:**

1. What will be the basis (& who should define this) to define minimum competences?
2. Are minimum competences to be seen as a condition for entry or as outcome of training?
3. Are minimum competences individually-oriented or general?
4. Could minimum competences be defined for individual trainers and/or trainer teams?
5. Should we leave it for the “free market” to deal with issues of quality in training and trainers’ competences?
6. Are there minimum competences or is it the minimum to understand and engage with the complexity of trainers competences?
7. Are competences concepts enough to describe our curricula and capture non-formal learning?

##### **Existing methodological responses**

Some examples of the existing conceptual and research-based models: model of 8 roles of the trainer used in SALTO ToT, Key competences for Lifelong learning framework, H.Otten’s study of trainer’s competences from 2003 for ATTE etc. And there are some existing self-assessment tools, like Self perception inventories used in the ATTE course and SALTO Training of Trainers.

##### **To be developed further:**

- The practitioners suggested that there is a need for further development of more scientifically grounded (self) assessment tools
- One idea gained some currency which was to change the perspective from looking at the individual trainers competences to competences of the trainers’ teams.

- Finally, the trainers expressed a large interest in the current work of Otten and Fennes on the model of competences for European level trainers.

## **5. (Self) Assessment.**

The practices of various To/FT course show that most of the recent educational programmes have involved some kind of self-assessment procedures and feedback moments related to development of professional practice within the course. But the question of (self) assessment is a two way street and it is not only about (self) assessment of trainee's competences within a To/FT, but also about continuous practice of working trainers as part of their (life-long) development. The question of (self) assessment of trainers' competences is also closely linked to policy initiatives for better recognition and validation of non-formal learning, as seen in the European Portfolio for Youth Workers and Youth Leaders.

### **Some high voltage questions to take into consideration:**

#### **1. Methodological aspects**

**2. How to integrate in a training course a system for participants to show in practice their training competences for the team/peers/self to assess them?**

**3. How to define as objectively as possible indicators for assessing training competences both general and specific ones?**

**4. How to develop self-assessment instruments/tools which are sensitive to different learning styles and preferences?**

**5. How to support participants in developing self-assessment attitude?**

#### **6. Recognition, certification and validation**

**7. How to prove your professional capacity (inside and outside the sector)?**

**8. If self (assessment) is one possibility in proving professional capacity, are trainers themselves ready to undergo a self (assessment) process with colleagues/employers in a professional and public way?**

**9. Who is entitled to provide certificates and how should they look like in order to regulate the growing market and avoid pseudo-certification? Are certificates a way to prove professional capacity?**

**10. How can training trainers better support recognition strategies?**

### **Existing methodological responses:**

The practice has evolved from only providing self-assessment tools to an assisted dialogical process.

The first experiences in providing self-assessment tools to participants to assess their training competences had very limited support, if any. Participants were asked to freely describe or score themselves against no indicators, but only having as a reference their own experience and performance judgement. Often the results were kept by the participants themselves and not even shared with the trainers.

The system was then enriched by offering possibilities for a consultation or dialogue with peers, colleagues and/or trainers moving from being a self-referential tool to a tool with some shared interpretation of the competences to assess but still with the responsibilities lying with the participant her/himself.

The use of a more dialogical approach aims to overcome some of the excessive subjectivity intrinsic in the self-assessment when indicators are not provided. Through feedback (from the colleagues, peers, trainers) the individual can update, enrich and consolidate the initial self-assessment - which is thus becoming now a starting point for a real mediated self-assessment.

This methodology of (self) assessment is in use for trainers attending courses but it is not commonly accepted to be in use by the trainers' team.

For some specific tools for self-assessment, see above under section 4. on Competences.

### **To develop further:**

- There is room for developing methods and to foster acceptance of the practice in this field.

- It is important to investigate how proving professional capacity can be done in ways other than (self) assessment.

- Indicators for assessing training competences are still to be developed to an extent that these can be commonly accepted and used in our practice.

## **6. Here and Now methodologies.**

One of the specificities of any Training of/for Trainers in comparison to other training activities, is that the main topic (i.e. training) is actually – “present and happening in the here and now”. The very fact that the training process itself could (or should) be addressed as a topic (e.g. in relation to various aspects of training: group dynamics, programme design, team work, self-awareness etc.) brings an enormous resource for learning in To/ft. However, working with the “here and now” requires specific and additional competences from the trainer's team.

## High voltage questions to take into consideration:

1. What are the trainers teams' competences needed to implement the "Here & Now" principle?
2. How to develop a learning culture to enable participants to learn from the "Here & Now" experience?
3. Do teams of trainers act as colleagues to participants or facilitators of their learning process?

### Existing methodological responses

In order to work with the "here and now" in training trainers, the trainers are recommended to develop their abilities.

Educational intuition

To read the group process from the perspective of the training topic

To name what I as a trainer notice, and mirror it to the group in a constructive way

### Conditions:

In order to use it, the trainers need:

To have a proper distance to the group (not too close, not too far) so we can see from the side.

### Contents:

It involves two levels: "Room reality" (Using the current action, reactions, emotion, behaviours in the group for learning) and bringing in the outside reality relevant for the group (e.g. News in the media concerning the topic of the training session, Something happened to the group in the informal time, Local reality from the place where the training takes place)

### Competences:

Act spontaneously, tolerate ambiguity, and deal with pleasant and unpleasant situations.

### **To develop further:**

- To develop the ability to allow pleasant and unpleasant things to happen in training, allow the wider scope of emotions. Allow it to happen, do not create it yourself.

- In addition to what has been planned, develop ability to use what is happening. In advance we may plan activities and the content, but cannot plan the emotions in the training situation.

- Develop ability to deal with high complexity of information (both cognitive and emotional).

- To develop Training for trainers for working with “Here and now” methodologies

## **7. Practice elements.**

It is almost an unwritten rule that each Training of/for trainers should provide space for participants to practically apply and use what they have learnt about training within the Training for/of trainers context. There are different formats of those “practice elements” (from preparing a workshop design, to giving presentations, running training sessions or even preparing and delivering a whole international training course) depending on the To/FT format and methodology. The practice elements are very often the most appreciated and often seen as the “real learning moments” for the participants within Training of/for trainers. Thus, planning and implementing practice parts within any To/FT requires special attention and care of the trainers’ team.

### **Some high voltage questions to take into consideration:**

**1. How can the experience from the individual practice elements be of added benefit to the rest of the group in training?**

**2. How can we broaden the practice possibilities for participants and how can we support the learning process of these?**

### **Existing methodological responses**

It was felt that, regarding the implementation of a practice element within a To/FT, it is important to keep three things in mind:

\* That practice is not only about directly performing “on stage” as in facilitating a session/workshop but can include possibilities to practise other training skills such as, for example:

- Observation and giving feedback.
- Working in international teams.
- Programme design and delivery
- Evaluation

\* It is important that individuals are given the possibility to choose between different facets of the role of trainers that they need to develop through practice and that the process is supported and evaluated with them to maximise learning

\* It is important that ways are found to make the learning gained at individual level available and useable for others in the training group.

**To develop further:**

- Basing this type of activity in the local reality in the context of the training course.
- Co-designing the whole To/FT programme/module/seminar with the participants.

---

## Competences in trainers' teams in To/fT

Knowing that Hendrik Otten and Helmut Fennes are going to produce a paper on individual trainers competences very shortly, it was felt to be more useful, exciting and innovative here to consider what do we expect from TRAINERS TEAMS in terms of competences. Especially given the complexity of To/fT, one trainer is not going to be able to fulfil everything, but maybe a team can! This we believe to be a pretty exciting road to follow in the future and would certainly urge organisers to look very closely at this issue when putting together their teams – it would seem to be rather counter-productive to just look at individual competences (or even geographical spread) in such a context.

Some people had difficulties in splitting team from individual competences – again, this is an area we need to look at further!

Here we synthesise the outcomes of five working groups and further exciting discussions!

### What a To/fT team **is able to be:**

- Transparent, negotiating with participants why and what are they doing.
- Aware of team process – and that it is seen as a role model (as a team).
- Open to learning and experimentation.
- Comfortable with and vulnerable enough to admit their weaknesses.
- Engaged in a co-learning situation.
- Accepting that some members of the team are nearer and some further away from participants.
- Representative of diversity of pedagogical approaches, styles and identities (offering different role models).
- Comfortable in dealing with ambiguity.

### What a To/fT team **is able to do:**

- Facilitation of group learning process.
- Supporting individual learning (mentoring).
- Receive feedback and be mentored themselves.
- Find a balance between confrontation and support.

- Practise different styles.
- Use the team as an example for others.
- Handle conflict and differences in a team as a tool for learning.
- Justify all methodological choices in the training.
- Use the "here and now" of the course for learning moments.
- Change roles between each other.
- Manage blended learning (especially in long-term contexts).

---

## Further Reading

The websites and documents in this list are selected on the basis of references made to them in the document.

### **Documents connected closely to this one**

- \* Report of the stakeholders meeting on Training of Trainers, June 2007, Budapest
- \* Study on competences required for high-quality European level non-formal education and training in the youth-field
- \* Mapping Study of European-Level Trainings of Trainers, June 2007, Miguel Angel Garcia Lopez

[www.salto-youth.net/EuropeanToTstrategy](http://www.salto-youth.net/EuropeanToTstrategy)

### **Institutions**

Youth-Partnership between Council of Europe and European Commission

[www.youth-partnership.net](http://www.youth-partnership.net)

SALTO Resource Centers for the Youth in Action programme

[www.salto-youth.net](http://www.salto-youth.net)

Council of Europe, Directorate for Youth and Sports

[www.coe.int/t/dg4/youth/default\\_en.asp](http://www.coe.int/t/dg4/youth/default_en.asp)

European Youth Forum

[www.youthforum.org](http://www.youthforum.org)

### **Reports and Studies of different Training of Trainers courses**

Advanced Training of Trainers in Europe (ATTE) 2001-2003, Reports, Documentation and Evaluation

[www.youth-partnership.net/youth-partnership/training/ATTE\\_2001-2003](http://www.youth-partnership.net/youth-partnership/training/ATTE_2001-2003)

Training for active Trainers in Euro-Mediterranean Youth Work 2004-2006, Reports and Fotos

[www.salto-youth.net/tatem/](http://www.salto-youth.net/tatem/)

Advanced COMPASS Training in Human Rights Education 2005-2008, Council of Europe, website of the course

<http://act-hre.coe.int/>

Training of Trainers for European Youth Projects, SALTO Training and Co-operation Resource Centre, Course Outline

[www.salto-youth.net/ToT/](http://www.salto-youth.net/ToT/)

### **Essential background documents to training trainers courses**

Key-Competences for Life-long Learning of the European Commission

<http://europa.eu/scadplus/leg/en/cha/c11090.htm>

Study on trainers' competencies necessary for developing and implementing high-quality European level training activities in the youth field, Hendrik Otten, 2003

<http://cid-807f425b1e0098c1.skydrive.live.com/self.aspx/Trainers%20Competences/Hendrik%20Otten%20Study%20on%20Trainers%20Competences.doc>

Self-assessment form for trainers working in the non-formal education and training and youth work field (produced for the ATTE course of the Partnership; see above for details)

<http://cid-807f425b1e0098c1.skydrive.live.com/self.aspx/Self%20Assessment/ATTE%20self%20assessmentform%20Otten%20for%20ToT.doc>

---

## Way to go for training trainers!

At the end of the seminar there were many smiles, many wise words, many ideas and a feeling of having lived some important moments... And a realisation that this type of initiative can produce useful conclusions for our practice and concrete ideas for further exploration.

So, here we have the first "herotic document" – it is UNIQUE but hopefully not "unique"!

---

## List of Participants in Wannseeforum

| <i>Names</i>               | <i>Working background</i>  | <i>Country of residence</i> |
|----------------------------|--|-----------------------------|
| <b>Ülly ENN</b>            | - National Agency Youth in Action  | Estonia                     |
| <b>Rita BERGSTEIN</b>      | - SALTO Training and Co-operation Resource Center; responsible for YouthPass.  | Germany                     |
| <b>Mihaela KANARCHEVA</b>  | - National Agency Youth in Action  | Bulgaria                    |
| <b>Zita KRASTINA</b>       | - National Agency Youth in Action  | Latvia                      |
| <b>Thierry DUFOUR</b>      | - National Agency Youth in Action  | Belgium Wallonie            |
| <b>Tony GEUDENS</b>        | - SALTO Inclusion Resource Center  | Belgium                     |
| <b>Florian CESCO</b>       | - Youth Partnership between European Commission and Council of Europe  | France                      |
| <b>Marco PEROLINI</b>      | - European Youth Forum   | Belgium                     |
| <b>Miguel GARCIA-LOPEZ</b> | - Free-lance trainer and writer with the current focus on EURO-MED, Evaluation, To/ft involvement: among others Evaluation of ATTE Advanced Training for Trainers in Europe  | Germany                     |
| <b>Marija GAJIC</b>        | - Free-lance trainer with the current focus on creativity empowerment and theatre education. To/ft involvement: two years team member for the Training of Trainers for European Youth Projects   | Serbia                      |
| <b>Paola BORTINI</b>       | - Free-lance trainer with the current focus on Human Rights Education, European Citizenship Education; To/ft involvement: among others many years team member for the Training of Trainers for European Youth Projects as well as ACTHRE – Advanced Training for Trainers on Human Rights Education; President of Pame Ambro, active member of UNIQUE; Member of the SALTO Training and Cooperation RC trainer pool. | Italy                       |
| <b>Ruzanna IVANYAN</b>     | - Free-lance trainer and lecturer at St.Petersburg University (Social Policy and media), Founding member of Youth Information Center in St.Petersburg. Member of the SALTO Training and Cooperation RC trainer pool. To/ft involvement: currently team member for the Training of Trainers for European Youth Projects as well as TOTs of the Council of Europe.   | Russia                      |
| <b>Hazel LOW</b>           | - Free-lance trainer with the current focus on Training of Trainers, Inclusion. Member of the SALTO Training and Cooperation RC trainer pool. To/ft involvement: cu-   |                             |

Currently team member for the Training of Trainers for European Youth Projects; many ToTs within the SCI network. France

**Paul KLOOSTERMAN** - Free-lance trainer with the current focus on Training of Trainers, Lifelong learning, YouthPass; Board member of Pame Ambro, active member of UNIQUE; Member of the SALTO Training and Cooperation RC trainer pool. To/ft involvement: for many years already team member for the Training of Trainers for European Youth Projects as well as for the ATTE course. Italy

**Arturas DELTUVA** - Free-lance trainer with the current focus on personal development trainings and outdoor education.; founding member of kitokieprojekantai association and board member of Association of Non-Formal Youth Education; To/ft involvement: among many others designer of the concept and trainer in the 3-D course within the NA-network of the Youth in Action programme as well as ToTs organized by the Council of Europe. Lithuania

**Darko MARKOVIC** - Free-lance trainer with the current focus on recognition of Non-formal learning; founding member of hajde da association. Member of the SALTO Training and Cooperation RC trainer pool. To/ft involvement: team member for ToTs of the Council of Europe and in the Balkan region. Serbia

**Roy ABOU HABIB** - Free-lance trainer with current focus on dialogue for peace and reconciliation (especially in Libanon) and EURO-MED cooperation; works for YMCA in Libanon. To/ft involvement: team member for TATEM – Training for Advanced Trainers in EURO-MED. Libanon

**Xavier BARO** - Free-lance trainer with current focus on European Citizenship Education; founding member of trajectorya association; Member of the SALTO Training and Cooperation RC trainer pool. Spain/Estonia

**Nuno DA SILVA** - Free-lance trainer and currently the training coordinator of the Portuguese National Youth Council including its pool of trainers. To/ft involvement: many different courses for Youth Exchange for Understanding and the Portuguese National Youth Council; Member of the SALTO Training and Cooperation RC trainer pool. Portugal

**Kateryna SHALAYEVA** - Currently working as Research and Development Director in the International Consulting Group “De Sterrenwacht”. Part of several pools of consultants and trainers such as Directorate Youth and Sport Council of Europe, Prudence Intercultural (UK), UNIFEM and in this role I am involved as a trainer in non-formal education with young people. Ukraine

**Kim ZWITSERLOOT** - Currently active as a lecturer at the Utrecht School of Economics and as a teacher, student counsellor and academic advisor at the University College Utrecht. To/ft involvement: within AEGEE has been trainer in a number of ToT courses. Netherlands

**Andreas KARSTEN** - Free-lance trainer with the current focus among others on European Citizenship Education, web-based learning, youth participation; Co-founder of nonformality.org. Member of the SALTO Training and Cooperation RC trainer pool. To/ft

involvement: 2-years course Training of youth trainers for the Friedrich-Ebert-Foundation in Germany, Training for trainers: Media in non-formal education.

Germany

**Mario D'AGOSTINO** - Free-lance trainer with the current focus on Human Rights Education (especially with children), inclusion, outdoor education; co-founder of Kamaleonte association.

Italy

**Tomáš PESEK** - Free-lance trainer with the current focus on training trainers and EVS-related trainings. To/ft involvement: currently team member for the V<sub>4</sub> Training of Trainers for the NAs of the Youth in Action programme in the Visegrad countries. Founding member of PLUSKO association.

Slovakia

**Luis Manuel PINTO** - Educational Advisor for both the European Peer Training Organisation (EPTO) and CEJI – A Jewish Contribution to an Inclusive Europe; To/ft involvement: Training of Trainers in Intercultural Learning for EFIL.

Belgium

**Diego MARIN ROMERA** - Free-lance trainer with current focus on Human Rights Education, integration issues, training trainers (his master thesis will be around this topic); co-founder of Euroaccion association and active member of UNIQUE. Member of the SALTO Training and Cooperation RC trainer pool and DYS of the Council of Europe Pool of Trainers.

Spain

**Gabriela CIVICO** - Specialist on e-learning as a delivery mechanism for non-formal education (has written a thesis around this topic).

Spain

**Milena BUTT-POSNIK** - Currently officer of Polish National Agency on parental leave and free lance trainer with focus on YouthPass development and Polish-German cooperation.

Poland/Germany

**Jo CLAEYS** - Free-lance trainer with current focus on animation, Human Rights Education, Outdoor Education. Member of the SALTO Training and Cooperation RC trainer pool.

Portugal

**Laimonas RAGAUSKAS** - Free-lance trainer with current focus on facilitation skills, group dynamics, methods and methodology (preparing a Training for Trainers for Lithuanian Youth NGOs on this); Active member of the Association of Non-Formal Youth Education and UNIQUE

Lithuania

**Ansgar BUETER-MENKE** - Works for a provincial youth services in Mecklenburg-Vorpommern (Germany) and as trainer for the German National Agency in the Youth in Action programme.

Germany

---

## The team of trainers that organized this seminar.

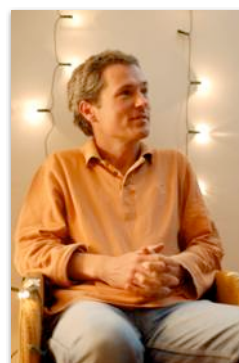
### **Mark TAYLOR**

Freelance trainer and writer with a long history in European youth work and non- formal education. His fields of excellence are among others intercultural learning, competence development of youth workers (author of the European Portfolio of Youth Workers and Leaders) as well as of trainers (member of the trainers team of ATTE and co-designer of the 3-D format for training trainers in the context of the Youth in Action programme. Since 2007 president of UNIQUE. Lives with his family in Brussels (after summer 2008 in Strasbourg).



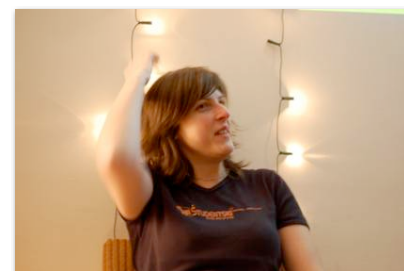
### **Peter HOFMANN**

Free-lance trainer and facilitator with a strong rooting in the youth programs of the EU. After 5 years in the National Agency in Austria works since 2001 as independent trainer in many contexts with the focus on international voluntary work, south-east Europe and training trainers (since 2002 in the team for the training of trainers for European youth projects). Co-Founder of the Pame Ambro association and member of the board of UNIQUE. Lives with his family in Calabria.



### **Daniela JOVIC**

Expert for Community Youth Work and Non- Formal Education in the Balkans. Being one of the co-founders of the Serbian association *Hajde Da* she has been involved in the last years in working on youth policy development and recognition of Non-formal learning. Since last year she works for the Serbian government on youth policy issues. Representing Hajde Da she is an active member in UNIQUE. Lives in Belgrade



---

# Herotic Document production.

Written by Darko Markovic.

Survey details by Danijela Jovic.

Editing by Mark Taylor and Peter Hofmann.

Layout by Diego Marin.

Photos by Andreas Karsten.

Many thanks to all those who provided feedback on the draft versions!

03.06.2008

Full seminar documentation and photos available on the UNIQUE web site:

<http://www.unique-network.org/contacts.html>



UNIQUE is registered in Austria as non-profit association ('Verein', ZVR number 703572962) active in Europe.

The full name of UNIQUE is 'Verein für Innovation und Qualität in der Bildung – United for Innovation and Quality in Education – UNIQUE'.

UNIQUE's official address is at Hauptstrasse 44/3, A-3004 Ried am Riederberg, Austria

[info@unique-network.org](mailto:info@unique-network.org)

This seminar has been funded by the Youth in Action Program of the European Commission.

