



Training of Trainers for European Youth in Action Projects 2010/11

Supported through the **YOUTH IN ACTION Programme of the European Commission**

YOU HAVE

...already gained experience as a trainer within the field of Non-Formal Education (ideally within the EU-YOUTH/Youth in Action programme).

YOU WANT

...to explore further your potential as a trainer and facilitator.
...to develop further your competences as a trainer.
...to expand your training work to the European level.

YOU CONSIDER

...making training your profession.

THEN THIS IS THE RIGHT COURSE FOR YOU:

This Training of Trainers lasts a year and consists of

- three residential seminars
- an international training project you design and run with some other participants
- ongoing e-learning
- ongoing mentoring with one of the course trainers as your mentor
- a personal learning project

Time Investment

This course requires a considerable time investment from the participants: in total you should plan at least 57 days:

- 30 seminar days (including travel)
- 12 days overall for the training project (preparatory work, prep meeting and the course itself)
- 15 days (on average 1-2 days per month) for carrying out the personal learning project, e-learning, mentor talks etc.

Recognition and certification

The participants will receive at the end of the course a Youthpass certificate. Youthpass is the instrument of the Youth in Action Programme to recognise the non-formal learning taking place during projects. During the course, the participants will assess their own learning along a trainer competence profile, which is connected to the eight key competences of the life long learning strategy of the European Union.

Co-ordination & team of trainers

This training course is co-ordinated by the *SALTO Training and Cooperation Resource Centre* in the name of the network of National Agencies for the Youth in Action Programme of the European Union.

The actual co-ordination work has been assigned to *Peter Hofmann* of the trainers' team. The team of trainers is completed by Paul Kloosterman and Hazel Low.

Background of this training course

The Training of Trainers took place for the first time in 1999/2000 – then still under the *Youth for Europe* programme. It was an initiative of the Austrian association *Interkulturelles Zentrum*, then National Agency. The prime reason for creating this course was to raise the quality of training courses within the programme. Several studies, conferences and debates, at that time, showed the need to invest in quality of the programme, specifically for the users of the programme: youth workers and young people themselves.

One of the responses to that need was the establishment of the Training of Trainers course.

Since 1999, the course has been organised 9 times (this will be edition n° 10) and has offered around 225 participants the possibility to further develop their potential as trainers and facilitators and, hence, to become part of a growing group of professionals supporting the quality development of European Youth projects. Over the years the course has become more and more an important entry point into the European Non Formal Education Trainers' circuit. It has also become one of the Network Training courses offered and co-ordinated by the SALTO Training and Cooperation RC for all the National Agencies.

But, most of all, the course has developed over the years into an acknowledged high quality offer for trainers, educators and facilitators aiming for “**more**” – be it more competence, more reassurance, more confidence, more contacts, more professionalism or more clarity for the next steps in their professional careers.

Due to the high level of continuity of the trainers delivering this course there has been continuous improvement and development from one course to the next. However, the structure and methodology of the course have remained basically unchanged even though a developing Youth in Action programme brings in new priorities and actions – as well as a lot of opportunities for competent and motivated trainers to contribute to a high quality implementation of projects.

Aims and objectives

The major aim of this training course is to train trainers who have the competences and the motivation to contribute to the improvement of the quality of projects within the Youth in Action Programme of the European Union.

Specific objectives with respect to the trainees of the training course are to further develop and improve the following competences of participants:

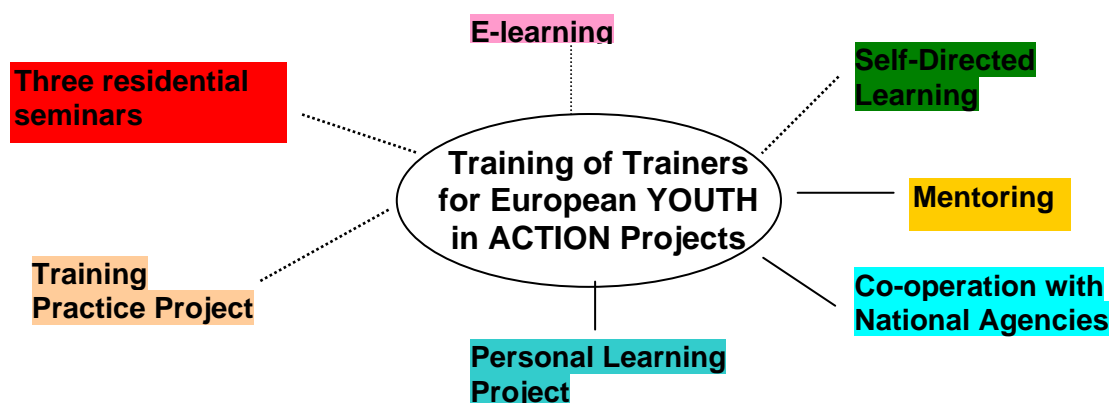
- The competence to plan educational activities in line with the values and purposes of the Youth in Action Programme.
- The competence to develop and make explicit an educational approach which incorporates the key-concepts, values and consolidated practice of non-formal education.
- the competence to direct your own learning
- The competence to deal with ambiguity and change.
- The competence to understand and facilitate learning of others.
- The competence to design, implement and evaluate training programmes.
- The competence to co-operate in international teams of trainers/facilitators.

Furthermore:

- To increase participants' understanding of the educational context (i.e. Non-Formal Education, Life-Long Learning) in which this training course is placed;
- To encourage participants to further develop and make explicit their personal training approach.

Methodology and Structure of the course

The course is designed to give participants the opportunity to experience, and reflect upon, being a trainee and a trainer. It is designed as a mutual learning process where participants can learn from each other and from the experiences they encounter during the course. Due to its long-term character, the course is designed in such a way that the three seminars are only ONE of the aspects shaping the learning process of participants. Acting as a responsible self-directed learner is a key feature of ToT.



The main elements of the course:

The three seminars

Seminar 1, September 17th-26th, 2010 in Switzerland: The initial seminar focuses mainly on laying the foundation for the whole course and includes: group building, Youth in Action Programme and the political context of the course, developing an optimal learning environment, how do I learn and how do I assess my learning (Learning to Learn), essentials of training, group dynamics, roles of a trainer, identifying a Personal Learning Project for the next phase, setting learning objectives for the course, establishing mentor-mentee relationships and, last but not least, starting the preparation of the project phase and forming project teams.

Seminar 2, January 13th-23rd, 2011 in Sweden: Largely based on the training needs of the group, this seminar provides opportunities to further develop specific training competences; a special focus will be placed on teamwork, training design, intercultural learning and methodology. The design of this seminar is greatly shaped by inputs from participants – it provides several options for practising skills within the seminar. Project teams have the chance to actively experience themselves working as a group within several parts of the programme.

Seminar 3, June 23rd-July 2nd, 2011 in Finland: Clearly an evaluation and closing seminar. Participants get the chance to reflect on specific aspects of their training projects together with the others in the group. Furthermore, the seminar provides the opportunity to reflect on the individual learning paths throughout the year and to re-visit some training topics. Last but not least it facilitates the exit from the course and the entry into the next steps of the development as a trainer.

Self Directed Learning

Self-Directed Learning is seen in this course as a crucial, life-wide competence. Organising and being responsible for your own learning is considered as an essential competence for trainers. The course provides participants with a number of different tools to help them in assessing their potential as trainers and planning the development of their competences and learning process as a whole. Every participant has a different starting point in terms of prior experience and competences already developed and s/he has, therefore, his/her own specific learning needs. The course methodology and the team support these different individual learning processes as much as possible.

Tools in use are:

- ◆ Self-Perception Inventory (Questionnaires helping the participants to assess their potential and competencies as trainers);
- ◆ Individual Learning Plan: A planning tool supporting the learning throughout the course.
- ◆ Creative and associative tools to reflect on the learning process or on skills and attitudes.
- ◆ Personal Learning Project: a concrete possibility to practice self-directed learning within the framework of the course. See below for details.
- ◆ Peer Support: reflecting on your learning with peers from the group is encouraged throughout the course.
- ◆ Mentor talks with Trainers to facilitate the learning process of participants.

E-learning

An important part of the course methodology is an Online Learning Community (consisting of - amongst others - a website, a discussion forum and an online library) that will be facilitated by the team of trainers and is an ongoing feature for the whole duration of the course. E-learning offers the possibility for individuals and groups to go deeper into topics and creates, as such, options for individual pathways of learning based on participants' needs. The Online Learning Community functions as the main communication channel between the residential seminars. Apart from the various opportunities for learning that the Online Learning Community offers, the competence to work with e-learning is seen as a more and more important competence for trainers in the European field. The experiences within the ToT offer the possibility to develop that competence which is the reason for inviting participants to take an active role in facilitating parts of the e-learning.

Mentoring

Each member of the trainer's team is responsible for mentoring 8 individual participants. The primary role of the mentor is to support each of the "mentees" in his or her "learning path" through ToT.

Mentoring is about:

- one person helping another to achieve something
- giving help and support in a way that will empower the mentee to move forward with confidence towards what s/he wants to achieve.
- creating an informal environment in which mentees can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them

Mentoring in practice:

- 7 mentor meetings are foreseen during the ToT course (1 during seminar 1, 2 between seminars 1 and 2, 1 during seminar 2, 2 between seminars 2 and 3 and 1 during seminar 3)
- the dates and times for the meetings are agreed on during the seminars
- during seminar 1 a mentor is appointed for each participant for the whole duration of ToT
- mentor meetings in between the seminars are done by Skype or telephone

Personal Learning Projects

This is closely connected to the development of the learning to learn competence. During Seminar 1 participants are invited to identify one training related topic they would like to pay particular attention to during the course; a topic they feel a need to know more about, go deeper into or develop an expertise in. Apart from benefiting the participant him/herself, this personal learning project should also contribute to the group's learning; meaning that the outcomes and results of the project are, in one way or other, exchanged with the other participants – either through the online learning features or during the residential seminars. Ideally participants can make connections between their personal learning projects and become a small working group for their own benefit as well as the benefit of the whole group.

Training Practice Project

Each participant designs, prepares, runs and evaluates an international training project together with other participants from the course. The training projects are organised between Seminars 2 and 3 (between March and June 2011).

Participants either design and implement a training project proposed by National Agencies or identify projects themselves based on the priorities of the Youth in Action programme in general and supported by specific NAs. They form international teams with other participants of the course in the first seminar. The preparation and evaluation of the projects happens, in the main, **outside** the programme of the residential seminars. However, seminar 2, especially, is designed in a way to support the preparation process of the training project. The funding of the training projects is achieved through either direct funding of the National Agencies (TCP funds) or through grants applied for under action 4.3 of the Youth in Action programme.

Co-operation with National Agencies

Participants are recruited for the course solely through the National Agencies of the Youth in Action programme. Ideally there is co-operation between participant and their National Agencies to support their active participation in the course. This should include a preparatory talk before the first seminar to update the participant on the latest developments in the Youth in Action programme as well as on the training priorities of the Agency. Furthermore this talk could be used to exchange ideas about possible project ideas for the training practice phase as well as possible ideas for follow-up after the course has finished.

Profile of Participants

Participants have to be recruited and paid for by one of the National Agencies for the Youth in Action programme.

Participants are expected

- To have been already involved at least three times in a team of trainers designing, implementing and evaluating a training course¹ in the framework of Non-Formal Education.
- To have international experience with a function of responsibility (not only as a participant) in the field of Youth in Action projects/Youth work (such as Youth Exchanges, EVS-projects, etc.).
- To have the potential and need to develop training competences and act after the course as a trainer for European Youth in Action projects and/or for training courses organised by the National Agencies of the Youth in Action programme.
- To show initiative and willingness to self-direct their own learning process.
- To be prepared to reflect on and question their own beliefs and approaches as trainers.
- To develop, implement and evaluate an international training project (in the framework of Youth in Action programme) together with other participants as part of this training course.
- To be able to run training courses in English.

Working language

The working language will be English.

Application

All candidates must apply by using the application form provided by SALTO. Candidates should send this form to the National Agency for the YOUTH IN ACTION Programme in the respective country.

Applications must be submitted by 31 May 2010 to National Agencies, who will select their candidates and forward selected applications to *Peter Hofmann, the coordinator of the course* (peter@pameambro.org). The team of organisers and trainers will go through the applications and contact National Agencies for further information and/or clarification if needed.

The final list of participants should be fixed by end of June 2010. Participants will be informed thereafter. Accepted participants will receive detailed information about the course in general and the first seminar specifically by the beginning of September.

¹ See definition of the Youth in Action Programme Guide for training courses: *An educational learning programme on specific topics, aiming to improve participants' competences, knowledge, skills and attitudes. Training courses lead to higher quality practice in youth work in general and/or, specifically, Youth in Action projects.* In average a course lasts between 3 and 10 days and has between 20 and 30 participants.