

## A 10 Years Learning Journey:

10 years Training  
of Trainers for  
European Youth  
Projects



## 1. Foreword

From [Youth for Europe](#) to [Youth to Youth in Action – ToT](#)<sup>1</sup> is 10 years old !

Reason to celebrate? Perhaps! Reason to look back? Definitely! Altogether 246 trainers have participated in this course over the last 10 years – representing a considerable investment in and by those 246 people to raise ultimately the quality of European youth projects.

The course is not only bridging three generations of European youth programmes but also a period of great developments and changes in training and non-formal education. 10 years ago training in the European youth field was an additional qualification of youth workers – nowadays trainers have an own professional role in the field.

The Tot-course has contributed a lot to these developments. But what and how exactly? We wanted to know more about these 10 years and 246 participants. What was the impact of participating in such course? How did the course develop methodologically over the years? Who was and is involved in this undertaking?

<sup>1</sup>The brief title of the Training of Trainers for European Youth Projects-course according to the jargon of the field.

Questions to which you can find some answers in this publication – a publication to look back for the sake of looking forward! The training field in general, and the training of trainers scene in particular, is in focus, in movement. Themes as recognition, accredited courses, validation of prior learning, standardized profile of trainers, and others are being debated and will have an impact on how to train trainers in the future.

It is this debate, this development to which the publication "A 10 years Learning Journey – 10 years Training of Trainers for European Youth Projects" intends to contribute to.



[Udo TEICHMANN](#),

SALTO Training and Cooperation Resource Center

[Peter HOFMANN](#),

Author of the publication

## Background of the ToT 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. The original concept and design of the course, developed by Helmut Fennes, then head of the Austrian National Agency of the Youth for Europe programme, was built on the training strategy and practice of the Directorate for Youth and Sports of the Council of Europe. The design was further refined by the first team of trainers - Rui Gomes, Leen Laconte, Erzsébet Kovacs, and Helmut Fennes himself.

[Since 1999, the course has been organised 10 times](#) and has offered up to today around [250 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.



# The ToT-course the main actors

## All 246 participants of 10 years ToT

ToT 1999/2000 (27 pax)	Barbara HELM (AT), Petra HAUER (AT), Werner PRINZJAKOWITSCH (AT), Peter HOFMANN (AT), Ben VERSTREYDEN (BEL), Inge STUER (BEL), Ronald KEERSMAEKERS (BEL), Alena JESLINKOVÁ (CZ), Anki PULLAINEN (FIN), Yves TROUINARD (FR), Detleff GRAUPNER (GER), Annette MÜTTER (GER), Hubert WELLHÄUSER (GER), Robert BISCHOF (HUN), Ildiko GULÁCSI (HUN), Ragnheidur STEFANSDDOTTIR (ISL), Patrick CLEERE (IRL), Eoin McCRYSTAL (IRL), Antonells CARDONE (IT), Giuseppe LICINIO (IT), Petter GILSVIK (NOR), Marta MEDLINSKA (POL), Andrzej ADAMKIEWICZ (POL), Patrik SEREK (SLK), Ninni BERGEN-MAGNUSSON (SWE), Kerstin STRAND (SWE), Jonathan BOWYER (UK)
ToT 2001/2 (24 pax)	Zdenek SEDLACEK (CZ), Brian RODRIGUES (DK), Anja AABENHUS (DK), Clement DUPÛIS (FR), Michael CHRISTOPHE (FR), Veronique BUSSON (FR), Sabine GUICHET-LEBAILLY (FR), Dirk ADAMS (GER), Monika DEGEN (GER), Annette MOHR (GER), Andris GOBINS (LAT), Silvia KUCINA (LAT), Monika KEZAITE (LIT), Nerijus KRIAUCIUNAS (LIT), Claudia CASSAR (MAL), Kees HOOGENDOORN (NL), Peter BARENDSE (NL), Anna KLEKOT (POL), Piotr PESTULA (POL), Andrej NEAMTU (ROM), Martin KRAJCIK (SLK), Marianne BARTER (UK), Roy SKELTON (UK), David BLAKE (UK).
ToT 2002/3 (18 pax)	Emiliano IANNONE (IT), Luisa BORTOLINI (IT), Roland URBAN (AT), Susie GREEN (UK), Richard SOUTHWOOD (UK), Concha Fernadnez IGLESIAS (ESP), Katarzyna SIENKO (POL), Danuta WOJNOWSKA (POL), Anna SMOLINA (GER), Ansgar BUETER-MENKE (GER), Steffen GROSSE (GER), Guido COOLS (GER), Sona HOLUBKOVA (SLK), Katarina PINJUSIC (CRO), Diana HAJDU-KIS (HUN), Nele DE GERSEM (BEL), Gergana GEORGIEVA (BUL), Barbara BAUEROVA (CZ)
ToT 2003/4 (26 pax)	Anila SULSTAROVA (ALB), Markus ALBRECHT (AT), Gerlinde HOLLIBER (AT), Lejla BAJRAMOVIC (BIH), Jasmina IVOSEVIC (BIH), Elena ZHMINKO (BY), Lidjia BURIC (CRO), Elias MAVROKEFALOS (CYP), Jolana LANGROVA (CZ), Diego Marin ROMERA (ESP), Isabella CASARTELLI (IT), Marta PRESTI (IT), Karlis VISA (LAT), Petre MRKEV (MK), Tanja LUBURIC (MON), Lech RUSTECKI (PL), Magda JAKUBOWSKA (PL), Clara Georgiana MARINOV (BG), Ioana MUNTEANO (ROM), Vojislava TOMIC (SER), Aleksandar WEISNER (SER), Ivana SUSTEKOVA (SLK), Tomas PESEK (SLK), Martin POKORNY (SLK), Sophie Megan COOPER (UK), Gerald Wiliam DOWDEN (UK)

**ToT 2004/5 (24 pax)**

Bobby McCORMACK (IRL), Alan HAYES (IRL), Saskia VANDEPUTTE (BEL), Jan Honza LÁTAL (CZ), Alena CAPOVÁ (CZ), Jason SCHROEDER (UK), Marie OUELLET (UK), Paul Buzz BURY (UK), Luc WENDLING (LUX), Katrin LÜTH (AT), Carmine Rodi FALANGA (IT), Saro ROSSI (IT), Dagna GMITROWICZ (PL), Izabella WORONA (PL), Milena POSNIK (PL), Petur Björgvin THORSTEINSSON (ISL), Florin Mihai STAN (ROM), Florin Cristian PREDESCU (ROM), Florin Ion PASATOIU (ROM), Daniel RATA (ROM), Emilie GUILLAUME (FR), Henar CONDE (ESP), Jonathan ALEXANDER (SWE), Mickan THOR (SWE).

**ToT 2005/6 (29 pax)**

Olle NORBERG (SWE), Magnus EHN (SWE), Alain GUERAUD (FR), Catherine AMELINEAU (FR), Ondrej LOCHMAN (CZ), Iva HAVLICKOVA (CZ), Nazaket ALI (UK), Tariq KHAN (UK), Nick GUNNER (UK), Guerkan AKCAER (TR), Duygu KARAOGLU (TR), Ivan TIMOFEEV (RUS), Dmitry A. BORSCHEVSKY (RUS), Sofia BIRYUKOVA (RUS), Katja BRUELS (BEL), Henk PERSYN (BEL), Agnieszka PAWLIK (PL), Sandra SIERE (NL), Emma GRAINGER (IRL), Eva CREELY (IRL), Jessica CARSON (IRL), Lorraine GILLIGAN (IRL), Maris RESNIS (LAT), Riccardo VENCATO (IT), Konstantinos KARNAVAS (GR), Michail DRAKOMATHIOULAKIS (GR), Konstantinos SPATOTIS (GR), Agnes BERECH (HUN), Chris MAMMIDES (CYP).

**ToT 2007/8 (27 pax)**

Dennis DOKUCHAEV (AT), Anna WOHLESSLER (AT), Claudia SIMOES FERNANDO (POR), Rodrigo Bravo Lima VILARINHO (POR), Ioanna ANGELI (GR), Filaretos VOURKOS (GR), Christina TZAVARA (GR), Naomi den BESTEN (NL), Andreea OLTEANU (ROM), Cuza Alin MIHAI (ROM), Corina ARDELEAN (ROM), Kit NORGAARD (DK), Liga GRUNDSTEINE (LAT), Salvi GRECO (IT), Mario SERRAO (IT), Gabriele BUSCHMANN (GER), Steven HAINE (BEL), Milena LAZIC (SER), Mustafa ERDOGAN (TR), Burhan AKYILMAZ (TR), Halit MIRAHMETOGLU (TR), Hilal YUKARKI (TR), Panayiotis THEODOROU (CYP), Fanny MULLER (FR), Nina ARNUS (SLO), Benoit GUILLLOU (FR), Duncan MUSCAT (MAL).

**ToT 2008/9 (23 pax)**

Maria MARINOVA (BG), Nataliya Naskova NIKOLOVA (BG), Eimear McNALLY (IRL), Deirdre QUINLAN (IRL), Ariadna NAVARRA (ESP), Pedro MUNEZ (ESP), Brecht SOENEN (BEL), Sylvie CREMER (FR), Cloé SABATIER (FR), Antti KORHONEN (FIN), Anja KOHNEN (GER), Hanne KLEINEMAS (GER), Michael STROWIK (GER), Eleni STAMOULI (GR), Miki AMBROZY (GR), Taghi KHANIYEV (TR), Ayşen ÇEVİK (TR), Zeynep ÇAKIR (TR), Selahattin CİRİTCİ (TR), Barbara SIEBERTH (AT), Francesca MARALDI (IT), Glorianne GRIMA (MAL), Liga RUDZEITE (LAT).

**ToT 2009/10 (24 pax)**

Tobias WERNER (DK), Marie WITTAMER (FR), Clara CARBUNAR (FR), Martino GUZZARDO (CH), Claudia SCHAEFER (CH), Biju OLEDATH (NL), Femke GORDIJN (NL), Ingrid van OMMEN (NL), Denise MUELLER (GER), Marina SCHULZ (GER), Jaka KOVAC (SLO), Jasna MAGIC (SLO), Juan RATTO-NIELSEN (ESP), Svetozar STOYTCHEV (BG), Nele STEENO (BEL), Gokce SIMSEK (TR), Bahadır ULGEN (TR), Yunus Emre USTUNDAG (TR), Orhan Salih CUBUKCU (TR), Virginia BERTELLI (IT), Antonella ADUSO (IT), Marta BRZEZINSKA-HUBERT (PL), Zuzana NAGYOVA (SLK), Milos KAZIMIR (SLK).

**ToT 2010/11 (24 pax)**

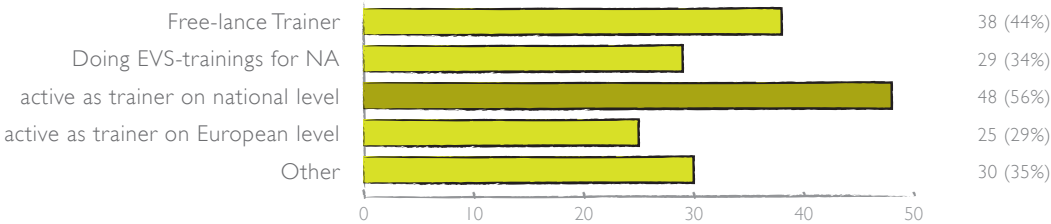
Torben GROCHOLL(AT), Julia KASTLER (AT), Noemie CHEVAL (BEL), Stefan KRASTEV (BG), Barbara BLAHOVA (CZ), Lenka UHROVA (CZ), Zuzana NESTROJOVA (CZ), Samiuela ELONE (FIN), Rui MONTEZ (GER), Viv SADD (IRL), Laurence van der HAEGEN (IRL), Giulia MASTROPIRRO (IT), Maria Rodriguez COPCA (IT), Sandra LABORIER (LUX), Ann DANIELS (NL), Mouad ZAGDOUD (NL), Gabi STEINPRINZ (NL), Maria Victoria de la CRUZ (ESP), Marie SVENSSON (SWE), Oliver SCHNEITTER (CH), Marc WEISS (CH), Ergün ISSIZ (TR), Leilani van RHEENEN (TR), Özgür DEMİR (TR).

# Results of the impact survey

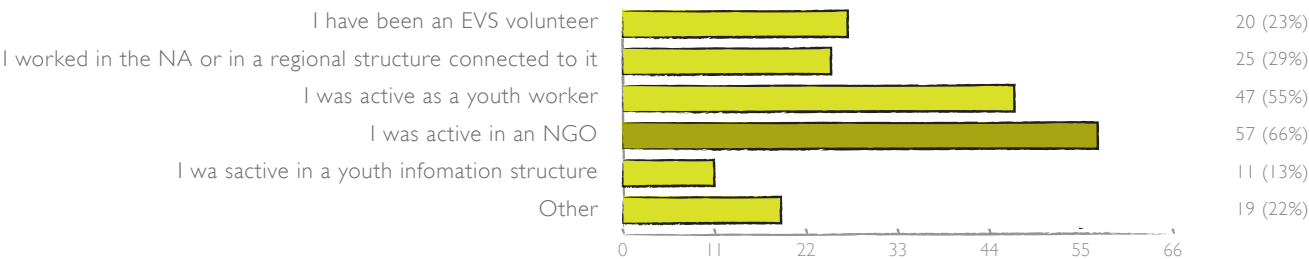
We sent out a small questionnaire to the participants of the last 6 editions<sup>1</sup> of the course to provide a more general picture of the kind of impact ToT had on the participants.

We have achieved a response rate of 56% – we dare to say a very good result for an online questionnaire!

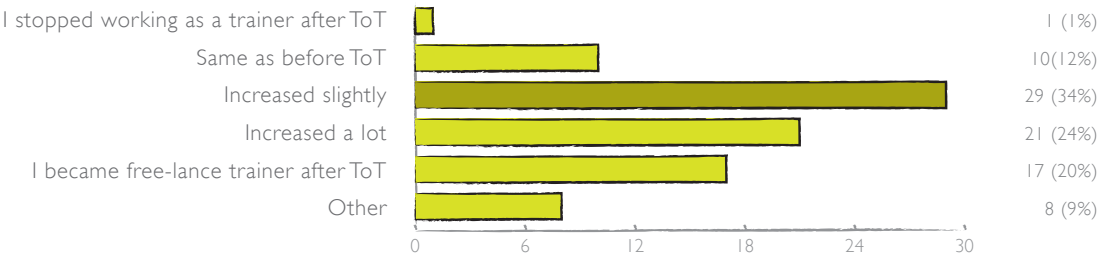
## 1. Your background in training when entering ToT\*



## 2. Additional information to your background when entering ToT\*



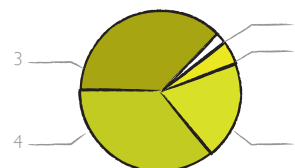
## 3. In the time after ToT how much has your work as trainer increased?



<sup>1</sup>In 2003 a similar impact survey had already been done with the first three editions, therefore they were left out in this one

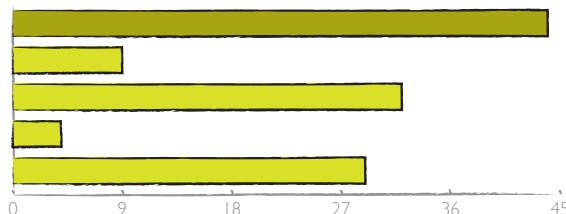
#### 4. In the time after ToT how much has your engagement with the EU-Youth/Youth in Action programme increased?

I stopped my engagement with the youth programme after ToT	2 (2%)
Same as before ToT	17 (20%)
Increased slightly	32 (37%)
Increased a lot	31 (36%)
Other	4 (5%)



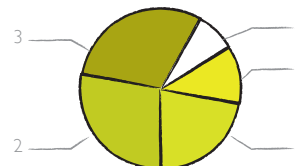
#### 5. What is my current professional situation?\*

Freelance trainer predominatly active in the youth and NFE field	44 (51%)
Fee-lance trainer active outside the youth and NFE field	9 (10%)
I am active other than as trainer in the youth and NFE field <sup>1</sup>	32 (37%)
My professional engagement has nothing to do anymore <sup>2</sup>	4 (5%)
Other	29 (34%)



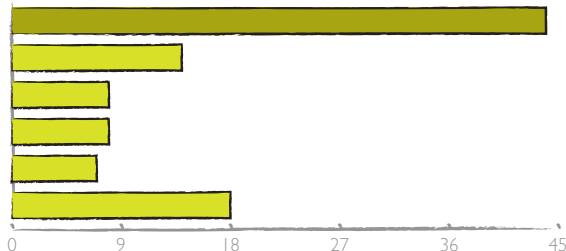
#### 6. How much I have cooperated with other ToT-participants after the course?

Not at all	7 (8%)
Once or twice but the I stopped	24 (28%)
Regularly for many years after	26 (30%)
We have created a network of trainers	10 (12%)
Other	19 (22%)



#### 7. The training practice project you did as part of ToT - how often was it repeated?\*

Not at all	44 (51%)
It was repeated once	14 (16%)
It was repeated twice	8 (9%)
It became a successful format wiche was repeated many times	8 (9%)
It is still going on	7 (8%)
Other	18 (21%)



\* People may select more than one checkbox, so percentages may add up to more than 100%.

<sup>1</sup>Youth worker; EVS, youth exchanges, etc.

<sup>2</sup>with the youth and NFE field



## Selection of qualitative comments on the impact of ToT on their further professional development:

I gained a strong insight into the required capacity for independent learning and self-reflection which a trainer requires and how that can be supported in a network environment.

Most importantly, the ToT experience has helped me to establish myself as a "continuous learner" seeking and creating constantly new opportunities to support my professional and personal growth. Secondly, some of the professional contacts and networks made during the ToT period are still close colleagues and we do projects together on more or less regular basis. The impact all in all has been highly positive.

With four other ToT participants I formed an informal training network called 5star. Together we have designed and implemented a number of courses, which were held several times in different countries in Europe. We are still in contact, have become friends and close colleagues, work together in and outside the Youth in Action program, continue to inspire, teach and learn from each other.

It increased my confidence in my own ability as a trainer. It gave me a clear understanding of the politics related to NFE in Europe. It gave me a clear understanding of how difficult it actually is to establish yourself as European trainer, especially when you live off the 'Mainland' of Europe. However, I would also say that it has stood in my favor as long-term ToT trainings are generally recognized by employers as useful.

Only after one year I realized a huge impact of ToT to my professional growth. Reflection, analyses and „flash backs“ came one after one, and still continue. Now, it is quite difficult to recognize what was true, what is “flash back” or outcomes of personal reflection and conclusions! I got identity of trainer of NFE, since that period I developed a lot of new training concepts and self-developed theories of NFE, approaches and combine it by different professional areas as supervisions and coaching.

The ToT gave me a "change" or THE change talking about training field. I could make a big step ahead in training design, in having the right care for a proper need analysis in a group of participants, and especially the right care for the most important element, the most important from my point of view of course: the care in creating the right environment, the right atmosphere for the group of participant, to let them express and live their feelings, emotions, for a good learning.

ToT raised a lot of questions for myself and gave me the ability to look at my personal and professional development from many different angles. I am still often thinking back of things I discussed with my mentor or other participants. ToT gave me self-directed learning and the ability to live this process and constantly grow. Looking at my strengths and abilities and what I am working with, I think it really deeply influenced my professional development and attitude.

Impact of ToT on my professional development was mostly on creating a strong network of trainers with whom I'm cooperating (and hopefully will in the future). On the content level it gave me some push to think outside the box and I've got to know some concepts I wasn't aware of before. It also gave me some confidence that I'm on the right way as a trainer.

ToT definitely had a positive impact in my further professional development. It was the little boost I needed to enter the professional market, it was a positive experience on my CV which counted when applying for jobs, even if it had little to do with training.



I am more professionally involved in trainings held in European level. For me it is a great leap.

TOT definitely broadened my horizon. And it really contributes to my self-confidence, English speaking level and my knowledge on different issues. When working with groups I am more aware of my strengths and weaknesses after TOT and I can easily venture to work in different teams on different issues now.

ToT has deeply impacted my professional development by somehow forcing me to continue delivering trainings, even if at the end of ToT I was not sure I had what it took to be a trainer. I became part of the national pool of trainers for the Youth in Action program since 2007 and have been working within this framework ever since, gradually gaining more confidence and skills and expanding my training topics.

I came out of ToT experience more confident to experiment and develop new things. Different more consistent approach not only to training but also to the landscape of youth policies and European youth work, thanks to the research and exchange of knowledge and experience with the rest of the group and also the contacts that we were able to establish with institutional representatives and experts.

ToT for me personally was a good start in a new world of non-formal education, it helped me to find myself in this big part work, my place, where I am belonging to. It opened new "doors". It was challenging for me.

It had a great impact concerning my international engagement as a trainer, having in mind that before it I was only working on a national level. Tot gave me a rare opportunity to merge profession with friendship, meaning that ever since I have a pleasure to develop and implement high quality European trainings and other projects with friends / colleagues that I've met during this training course.

ToT was a key-period/moment/event in my professional development, because it helped me turn my professional view, attitude and way of thinking from a local and national perspective to a European one!

it has been an extremely significant experience for me, both in terms of personal and professional development. My career had a sudden and relevant boost, thanks to the new networking possibilities, and especially thanks to my increased skills, competences and potential - or to the new awareness of them.

The ToT had a major impact on my further development. The competences gained during the course really helped me to develop my professional career as a free-lance trainer. I am actually working as a trainer within my NGO delivering trainings especially in youth field. The experience gained during ToT and all years of activity within Youth Program helped me to motivate also other youngsters and people to join this great family of Youth Program. I've worked as a trainer for my National Agency during 2007-2009.

After 3 years with different status (employee and free lance) I had to face difficulties to find enough activities and decided to progress to an employee status. I'm now in charge of Human Capital development in the field of digital content. So I'm still using many skills from meeting organisation and animation to project management.

It really opened my eyes to the potential. I have worked on a few training projects that probably wouldn't have happened if I hadn't been on the ToT.

I think it was a huge step into my professionalization within the training arena.

## Interviews with 3 ToT-participants

Apart from the questionnaire we chose also the tool of an interview to get to know better three participants and their reflections on the impact ToT had on their professional development.

### Salvi GRECO (ToT 2007/8)

When starting ToT Salvi was working in a social cooperative in the south of Italy doing occasionally training work on local and regional level. He knew the European youth work field mainly through youth exchanges he organized.



Q: Salvi, you have finished ToT 2,5 years ago. Could you describe briefly your further professional pathway up to now please.

R: well... after I've finished with TOT, I continued to work as I was doing before with local trainings in schools, with informal groups, with adults working with youth in different fields...but all of this with a quality hugely increased and it was like to "really start" with trainings on the European level.

Before I was doing some seminar, some training, some facilitation of small conferences, but only after ToT I can say I really started working as (an aware) trainer in the international level

Q: and your local job - you work less now, right?

R: well...I try to work less, because since I started to push more in the direction of international trainings, I start also to increase a lot trainings on the local level since many organizations and especially institutions want to work with non formal education. There is a chairman of a public institution who said that he will provide such a big job on the local level to stop me from going abroad.

Q: You were saying you do trainings now with a "quality hugely increased" - which aspects specifically are improved?

R: quality yes ... training design is something that I really got during the TOT...how to build, to make a flow in a training...how to work on creating the right space, the environment to let participants feel safe to express themselves. It was always so fascinating to me and now when I see that I can create this learning spaces myself is an incredible feeling; and then also aspects like self-directed learning, learning to learn; maybe I'm still questioning what the hell are this SDL and L2L, but are always in my trainings and I can see how these elements make the difference.

Q: wow, there is a lot! Back to your ToT: What are the first specific memories (moments, situations) when you think back of your ToT?

- R: A workshop I did just with you, Peter, in Austria for example in the forest - it was about self-confidence. We were working with creative writing and this gave me a great input on how by making a good, proper reflection you can see many things in the "right" perspective. ... but the "best" memory is by the way the atmosphere, how we felt always to be in the right place. I remember one of the last evenings in Antalya, which was quite a surreal venue to work in, and I told you how you feel looking at a group so connected, feeling good together. If the trainer doesn't work on creating this environment, atmosphere, even if you are the greatest expert you can have an excellent training but not an unique training.
- Q: Thinking back to your motivation to do the ToT - what of this came true, what not so much? Were there any big surprises?
- R: When I applied for the ToT, honestly I didn't think I could be really selected for it also because in that moment my motivation to work with trainings was quite low. When I got the news from my NA that I was selected it was like... "wow...this the last chance to see if I can work as trainer or not...especially on international level".  
My motivation was low because my organization works a lot with project management and trainings were considered a bit as wasted time. I remember that in Austria me and Mario asked you how many Italians applied for the tot, and you replied many. I felt also the responsibility in that moment, that I had a big chance and maybe yes, I was in privileged situation.
- Q: I remember your surprised faces at this moment.
- R: TOT gave me a "change" but you know better than me that ToT can bring about also some changes of perspectives of personal life and this happened to me.
- Q: Could you say (and do you want to share it?) which traces ToT has left in and with you apart from increased training skills?
- R: well...until that moment I had to cope (more with myself I think) with the fact that I didn't have an academic studies background. Working with institutions, organizations etc. there is always the moment when they ask for your academic degree; and I never felt really comfortable to say, that I've studied to be a Tour Operator or even cook. This of course influences a lot your self esteem/self confidence.  
The biggest impact of ToT was through its self-directed learning approach which was completely unknown to me before, it was a kind of revelation. It made me say ever after ToT "I've started learning when I finished my studies".
- Q: What kind of contacts and cooperation did you have (and still have) with other participants from the course?
- R: After the ToT, since the group was very connected, we tried to continue to work together and we did a project in the south of Italy. It was a partnership building activity for future projects on "quality elements in non formal education".  
Now we are 8 from the TOT still working together and we just started a project, Grundtvig learning partnership, called "QUILT - quality in learning and trainings".
- Q: Last but not least, what kind of metaphor would you chose for "My participation in ToT was like....."?
- R: "My participation was like...it was (and still is), a journey...I arrived walking, by feet, very slow, I was walking with uncertain steps, and then it was like a take off with the TOT jet plane, looking at the training world, and not only training land, from many different angles and perspectives, with a different speed (even if "slow" not necessarily is a bad thing).



### 3 The ToT - course: the main actors

#### Nele STEENO (ToT 2009/10)

Nele jumped in the world of international youth work and Youth in Action in 2003 when she went as an EVS volunteer in France. Afterwards she started to organize youth exchanges and got trained in outdoor education. When entering ToT she was working as an employee for a Belgian NGO active in outdoor education and adventure trainings.



Q: To start with could you briefly describe what are you doing "professionally" (sounds very formal!!) currently?

R: Since September I am working again as a social worker in a day centre for youth between 12 and 14 years old " school drop outs".

Q: What is your "job" there?

R: I have to organise the daily routine together with the youngsters and other colleagues; discuss with youngsters the tasks and activities of the day; solve conflicts,... and I offer myself some activities like cooking, garden work, adventure, international opportunities,... and I am EVS mentor for our volunteer in the project.

Q: Apart from being an EVS mentor do you still have other involvements with the Youth in Action programme currently?

R: At the moment I am coaching the one who replaced me in my old job in writing and organizing youth-exchanges and training. For the National Agency I am giving some sessions.

Q Any training work going on?

R: Well, this afternoon I have a preparation meeting with the NA on a session about project management; but no big training work at the moment.

Q Is this OK like this or would you like to be more engaged with training work?

R: It is ok. Last year I decided to change job and take one year a bit a rest in being away from home and hopping around from one training to another. But ideas are already coming up for the next year and I keep my eyes open for if something interesting is available.

Q How is the fact that you have done ToT connected with the decision to change job? Is there a connection?

R: Yes there is a bit. During TOT year I started to think about other opportunities as a trainer and at the same time I realized that I am already so busy in being a way from home. So in the last seminar I explored very well how a future could look like combining international trainings with my old job and I felt that this would be too much.

- R: So I decided to change job to something more regular and a more free feeling to jump in new training opportunities. At the same time I had been doing the job for 4 years and it started to be too much of the same, so time to change.
- Q: Very clear - let's get a bit closer to the ToT experience now. Thinking of your ToT-experience what are the first memories coming to your mind?
- R: Well this week I was thinking again of our week in Malaga and all the busy, busy time to develop the practical project. This was really a great challenge in which I learned a lot because of the action I had to take myself. Another one coming up is the 3rd seminar, where we had to make our future plans.
- Q: When you think back of your motivation to apply for ToT and how it went and what it brought - what are your thoughts about this?
- R: My motivation to apply for ToT was very big, as I felt a need to get again some input from another corner to continue my training work; and I can say that this worked out. In the first seminar I had the WOW feeling this is going in the right way and I will learn a lot of new things and at the same time to be with interesting people to share lots of things. In writing our training practice project and doing it I could experience the different level of giving training and I have to say that this had a big impact on me. I can see it now when coaching my successor in the old job in making a project how I went from the focus of outdoor training to a more broad one where more different things are included and the link with the Youth in Action programme got more important for me; for example youth pass for me is not anymore the thing that we need to present, but it became a tool to work with in an active way.
- Q: wow - thanks for those reflections. Which aspect(s) of the course did you appreciate the most?
- R: The personal project was for me one of the first eye openers. I learned to find something I was interested in and also find a way to share it in the Backpackers Hostel<sup>2</sup>. By the way organizing the Backpackers hostel was a great challenge for me.
- Q: Thanks for these reflections. Something else: are you still in contact with other participants - and if yes in which way and with whom?
- R: Yes, with Femke. I was in contact and she came for a job shadowing on one of the trainings I did in September. This was great to exchange on outdoor topics and we keep in touch for when I could do something on her trainings. With Marie I am in contact and we have a meeting with many ToT-participants in July in Marseille to develop projects within the theme inclusion. The organisation of Yunus will take part in the training NATURE (the organization I used to work for) is applying for at the moment.
- Q: A last question - a bit different! Which metaphor could you find for: My participation in ToT was like a ....
- R: ... like an injection of colorful bubbles :)
- Q: Thanks a lot Nele!

<sup>2</sup>An element in seminar 2 of the course where participants prepare and implement two days of the programme. The agenda making of these days is being coordinated by a small team of participants. Nele was part of this team in her course.

#### Barbara SIEBERTH (ToT 2008/9)

Barbara when entering ToT had been working many years in a youth information center acting as a regional multiplier for the National Agency for the Youth in Action programme in Austria.



- Q: As a starter could you tell us please a few words about your path after you finished ToT (I mean the professional one...).
- R: I quit my employed job one week after the closing of ToT. Half a year later I joined the national team of trainers for EVS. I had to go through various job shadowings and can now lead all EVS trainings offered in Austria. Also, I developed an EVS training for Hosting Organisations - this was new in Austria. While ToT was taking place, I was also involved in local elections and I was elected as candidate of the green party to be a city councilor in Salzburg. Thus, by May 2009 this was another new job I started. So I quit my old job and started two new ones!
- Q: What would you say is the connection between having done ToT and this path (full of substantial changes!)?
- R: I think I was quite lucky. I had just turned 30 and had worked in the regional office for almost 5 years and had the feeling, that I need to change or develop. I was involved in a special kind of training (for youth leaders at a youth exchange) and I liked that work a lot. So when there was a call out for ToT - I applied, I just thought I try my luck. And then ToT turned out to be more than I had expected. In my anticipation, ToT was to give you tools to work as a trainer. And since this was lacking in my education so far, I thought that would be a good step forward. But ToT was more. It was to think about attitudes, paths in life, being a learner, etc. And it gave enough time to develop these thoughts. And it also strengthened me to take the step into the political sphere. So I would say I had set some of my "changing tracks ambitions" before, and ToT came just right to help me develop them further on.
- Q: Considering this which are the aspects/features of the course you appreciated the most?
- R: Let me think ! For one, it was to work within a group of people which had in many ways common values and was very supportive to each other. So getting to know each other, sharing passions and so on, were good grounds to start with. Then, the concept of self directed learning gave me a much clearer view on my own possibilities. I still remember that it felt "like Christmas" to me, when we made our learning plans. I'm a bit careful in the field of "you can do it if you really want" - that can be a quite neoliberal approach (as it leaves out the responsibility of society), but I learned, that if I take myself seriously and listen to my inner voice, I do realize, where my passion is. What I want to learn. How I learn best. And guiding myself through this gave me a very powerful and good feeling. And the concept still helps me today in deciding, where I set priorities, where I spend my time, etc.



- R: And in the third seminar, the coaching we gave to each other, or the activities, which outlined where we will go or what we will do next, really helped me find my decision. And it was very clear to me that last day, that when I come home, I **MUST** take the next step. There was no alternative anymore. No turning back. It was very clear - quite a "WOW" moment!
- Q: Apart from this moment what are other situations (moments) you still remember when thinking of your ToT-experience?
- R: So many memories?? In the beginning, I was quite nervous about finding my place in the group. I thought, "wow, there are so many cool people, many work as trainers already, so creative, so outgoing". And I still remember also how wrong I was in some of my "first judgements". I remember well, that I thought: wow, Michael seems to be a complicated person, what a challenge. And then he was drawn to be my peer (!) and I ended up working with him in our training project. And it was great to have him as a peer, and great to work with him. And it turned out, that we have the same birthday!
- I also remember quite lively the passion nights, some contributions really touched me.
- In Antalya, the backpackers hostel was fun and challenging at the same time, and I remember well the discussions we had in different teams, if we really learn there, what a trainer needs?
- I also remember seeing "working with ambiguity" - and I thought- what is this ?! I think back to that day so many times, as I often bump into my need for certainty - and then I remember: forget about it. Take what you have, work with it, and don't worry all the time about things you just don't know at the moment. ..yes, many memories...
- Q: Great!
- R: There's more, if you want...
- Q: That is super already! Considering the limited space we have in the publication I better turn to the next question. Are you still in contact with other participants - and if yes in which way?
- R: Well, we repeated our training "Creativity Unlocked" a second time in Austria (first in Ireland) - and it was just another great experience. Out of that training - we now formed a new team (actually with some participants from there) - and will meet next week in Dublin to work on three next projects. So I'm still in close contact with Deirdre Quinlan in this case.
- I had good contact with Michael until last fall. I'm in contact with a few others via Facebook (eg. Eleni) and every now and then we exchange Emails with project proposals, etc
- Through Anna (previous trainee) - I might also be involved in another project with Brecht.
- So yes, the network is still alive. With Deirdre, the contact is very close. I consider her a really good friend by now, and look forward to work with her again soon.
- Q: Thanks, then a last question - of a slightly different nature.. Which metaphor would you chose representing your ToT-experience?
- R: When I think about this question, this quote came to my mind: "Be the change you want to see in the world" - not really a metaphor, but it describes well, what I took with me...
- The other picture I have is a "Bauchladen"<sup>3</sup> - the ToT offered many learning experiences, and I learned to take the elements I need for development to be a learning trainer, that can contribute to the community.

<sup>3</sup>The German word "Bauchladen" (literally "belly store") refers to the big baskets traveling merchants had in front of their bellies selling all kind of different stuff.

## ToT publication: The trainers involved over the years

### The teams of trainers in the 10 years:

<b>ToT 1999/2000</b>	Helmut FENNES, Rui GOMES, Leen LACONTE, Erzsébet KOVÁCS
<b>ToT 2001/2</b>	Erzsébet KOVÁCS, Paola BORTINI, Helmut FENNES, Paul KLOOSTERMAN
<b>ToT 2002/3</b>	Erzsébet KOVÁCS, Paola BORTINI, Peter HOFMANN, Paul KLOOSTERMAN
<b>ToT 2003/4</b>	Erzsébet KOVÁCS, Paola BORTINI, Peter HOFMANN, Paul KLOOSTERMAN
<b>ToT 2004/5</b>	Erzsébet KOVÁCS, Marija GAJIČ, Peter HOFMANN, Paul KLOOSTERMAN
<b>ToT 2005/6</b>	Erzsébet KOVÁCS, Marija GAJIČ, Peter HOFMANN, Paul KLOOSTERMAN
<b>ToT 2007/8</b>	Hazel LOW, Ruzanna IVANJAN, Paul KLOOSTERMAN, Peter HOFMANN
<b>ToT 2008/9</b>	Hazel LOW, Paul KLOOSTERMAN, Peter HOFMANN
<b>ToT 2009/10</b>	Hazel LOW, Paul KLOOSTERMAN, Peter HOFMANN
<b>ToT 2010/11</b>	Hazel LOW, Paul KLOOSTERMAN, Peter HOFMANN

What does or did it mean for those trainers working in ToT?



### Paola BORTINI

3 years of ToT, long time ago. Still I remember it as the time of experimenting and framing new concepts in training together with the team and the participants. All equally engaged in finding ways for understanding which competences this "profession" requires for moving from a skills oriented perspective to a competences based approach centered around learning. It is even more a pleasure now to work in the training field with colleagues that were ToT participants, still continuing contributing to the quality of learning and training in Europe.

### Helmut FENNES

It was an enormous challenge to conceptualize, design and implement a new type and format of training course - a long-term training-of-trainers course - that combined three residential over a period of one year with practical international training projects developed and implemented by the trainees: this has not been done before in the field of non-formal youth education. And it was not just an achievement of the team of trainers, but also of the trainees who committed themselves and actively contributed to this adventure - they equally shaped this course, by active participation and also by challenging the trainers and the course concept. Being trainer of this course certainly represented "doing something for the first time", and I still consider it to be a unique experience. It has been an extremely rewarding experience: many of the trainees are still active and successful as trainers and as practitioners or policy makers in the field of non-formal youth education at large. I am grateful that I could be part of this development."



### Marija GAJIČ

Working on ToT for two editions was both hard and important experience for me. One of the main benefits was learning to set my private borders and to protect myself in the situations where professional/private was on tiny line. That learning made me stronger and much more self-loving in the years to come. On professional level it provoked lot of thoughts, discussions and events that challenged very much what I am and how I approach training, people and life in general. In the time it was sometimes exciting and sometimes very difficult, but again it also brought as a fruit lot of light on my uniqueness and on what I bring as person and trainer and increased very much my deep respect for that. I also had fun and enjoyed (as still always do) long term process of ToT – it's almost living together for a year, so it was like some exciting movie to watch and participate - marvelous scene for play, interaction, personal changes and destiny twists.

### Rui GOMES

The training of trainers initiated in 1999 was my first opportunity to seriously reflect on training trainers including a practical dimension inherent to the long-term training courses. Like many other "first" formats, the course was also a source of frustrations resulting from negotiating the possible and the impossible with the participants, their organisations, national agencies and... the trainers. In the context of European youth programmes, the course was definitely a major step forward towards consistent and consequent approaches to training trainers in non-formal education rooted on direct work with young people.





### 3 The ToT - course: the main actors



Peter HOFMANN

#### Peter HOFMANN

After so many years in the ToT team I still consider it a privilege to be involved as a trainer in this course. In times when educational activities have to produce more results in less and less time it is a privilege to be able to accompany participants for one whole year on their learning journey. I have learnt and still learn a lot from working in this course – from colleagues, from participants, from the challenge to develop a methodology and a format which allows all these participants with their different backgrounds and needs to make their desired (professional) progress.

#### Ruzanna IVANJAN

Working as a trainer in ToT changed a lot of things for me both from professional and personal perspective. It was a very challenging experience which made me to reflect critically at what I do in my life and youth work in particular. Reshaping personal vision of training and my involvement in it was very hard and painful but – as I understood afterwards – very needed process. My feeling nowadays is that I became more mature as a person and as a trainer afterwards. I realised what I have and what I still was missing in terms of professional competences and started to pay more attention to personal and professional development. And I discovered – for the first time – what e-learning means in practise – which also laid down some bases for me to step on and to start doing something in this field. So – in few words – very challenging, emotionally hard, but with as special role of “opening doors” in my life.



Ruzanna IVANJAN



Erzsébet KOVÁCS

#### Erzsébet KOVÁCS

Young people find the past interesting only when it reminds them of the future. So, “bring the past only if you are going to build from it” (D. Cieri Estrada, Mexico) Well, it is not easy to build future training practice from the past in this accelerating time. The golden age of residential training courses is over. Young people will not come to sit in a nice training centre far from their real and digital worlds. If you want to be a trainer it is not enough anymore to be a good performer in front of a group, trained how to design, deliver and evaluate traditional courses and workshops.

What can the relevant heritage be than for the future? In my opinion it is the way how the first ToT communities created a new culture of innovation in European youth training and set professional standards. All values were developed by joint achievement of trainers teams and project teams of to-be-trainers and spread by their networks. This productive social learning can be the password to the future.

### Hazel LOW

In the process of my 4<sup>th</sup> cycle of ToT at present, I feel I have been privileged to be able to benefit from the accumulated experience of the previous 6 cycles of ToT and, especially, to be in a team which identifies itself as a "learning team" and which is willing to constantly adapt and refine its approach in the light of ongoing participants' evaluations. For me, the experience of being in the ToT team has been the chance to accompany fellow trainers in their evolution and – in that process – to question my own path and to develop myself as a trainer. The personalised approach to the learning path of each one is a rich experience for both trainees and trainers.



### Leen LACONTE

Everywhere around us in Europe people seem to choose for more safety, certainty and definition. Even though this is a legitimate need, life experience shows us that possibilities in life only grow if you are able to deal with ambiguity. The TC I was involved in gave us (participants and trainers) the rare opportunity to learn to live with that ambiguity and cherish it as a necessary tool for development. I miss that in my daily life!



### Paul KLOOSTERMAN

Working as a trainer in the Training of Trainers has been for me now for 9 editions always a great pleasure, a wonderful challenge and an exciting learning experience. The opportunity to work for one year with a group of motivated people creates many chances for learning and personal development. Not only for the participants but also for us as trainers. During these last ten years my perception of what is good training has changed and the ToT played an important role in building and trying out new ideas and concepts.

The success of the course shows every time when I find myself in a team working with former ToT participants. Something that happens quite often.

Still after all these years, working in ToT remains the most demanding and exciting trainers job I do.



## ToT Publication: Role of National Agencies

The National Agencies play a vital role in the ToT-course. Participants for the course are recruited solely through the National Agencies which cover also all the costs.

Very often participants are active as trainers for the National Agencies (NAs) on national level (as EVS-trainer, member of the trainer pool, etc) when entering the course. In other cases NAs support participants to overall increase the number of highly qualified trainers within the Youth in Action programme.

Apart from briefing participants before starting ToT National Agencies play an important role by supporting the practice training projects of their ToT-participants. Most of those projects by now are being funded through TCP-funds.

What is the relevance of ToT for National Agencies? We have asked this question two experienced TCP-officers from NAs which for many years have sent participants to the ToT-course:

### Mireille UNGER - NJI, NA Netherlands

Mireille works for several years already for the National Agency in the Netherlands and is as part of her TCP-responsibilities also in charge of the national trainers pool.

Since some years now, the Dutch National Agency has been sending their new trainers in the Dutch national trainerspool to the Training of Trainers. We consider sending junior trainers to ToT as a worthwhile and essential investment in their professional and personal development. The long term character of the training with three seminars and the development of a practice training together with other ToT participants, makes that participants get the chance to really gain knowledge and

insight in very diverse aspects of developing and implementing training courses. By delivering an international training course themselves in an intercultural team and reflecting on this process, the ToT is a great opportunity for non-formal learning. Besides this trainers get to know the European context and gain insight in European youth work. ToT is for us an important instrument to improve the quality of training in the Dutch and in the European youth field. We invite other National Agencies to use ToT as part of their training strategy in supporting trainers from their country to participate in ToT.





## Lorraine GILLIGAN - Leargas, NA Ireland

Lorraine is working for many years for the Irish NA and was a ToT-participant herself in 2005/6.



Like many National Agencies, in Ireland implementation and development of quality training activities has been an ongoing priority area of our work within the Youth and Youth in Action Programmes. With this in mind we began in 2004, at national level, to explore the available options for "training for trainer's" courses in order to recruit and build capacity among a trainer network in support of the training strategy of the National Agency (Leargas).

In Spring 2005 the first national "Training for Trainers" course was implemented, and Leargas began to develop and agree both the operational processes and the ethos / vision for this network. Once we established this basis and began to operate together for a period we decided it was time to broaden our vision and look at how to move this into the European and international world of training. In 2005-2006 Leargas opted to participate in ToT - Training of Trainers for the first time, the process and concept seemed an effective way for us to achieve our broader goals. ToT provides trainers with important tools for analysing their trainer skills and development, it promotes independent learning and reflection practices which are crucial for any trainer in order for them to evolve and it does all of this in a diverse cultural and professional environment. Participants develop skills and understanding in learning and working in an intercultural context, they expand their understanding in topics of significant importance for our society including European Citizenship, Youth Participation, Inclusion and Cultural Diversity. They work to create accessibility to these seemingly vast concepts in ways which connect to the activities and realities of young people and those who act for them in the community.

For a small agency such as ours the financial aspects of participating in ToT are significant, we have supported ten trainer-participants since 2005, and worked closely to support them through the process and afterwards in becoming part of our trainer network. While individuals take different legacies away from participating in something like ToT, as a National Agency we have always found immense value in the development of those participants we have sent over the years, many of whom remain working as members of our 20 strong trainer network. Those who have moved on to new areas have, we believe, taken valuable experiences and knowledge with them as a result.

For the future, it could be interesting to see how developments within the European Training Strategy and in the area of trainer competences and quality standards could likely be explored through tools like ToT. Initiatives like these should prove interesting for National Agencies and others who wish to engage with "Trainers"; and with this kind of systems thinking most certainly Leargas would expect continued participation in ToT as one of the tools to facilitate our need for strengthening quality and broadening of our own training strategy in a wider European context.

## National Agencies sending participants to the 10 editions of ToT

<b>Austria</b>	Petra HAUER (ToT 1999/2000), Barbara HELM (1999/2000), Peter HOFMANN (1999/2000), Werner PRINZJAKOWITSCH (1999/2000), Roland URBAN (2002/3), Markus ALBRECHT (2003/4), Gerlinde HOLLIBER (2003/4), Katrin LÜTH (2004/5), Dennis DOKUCHAEV (2007/8), Anna WOHLSESSER (2007/8), Barbara SIEBERTH (2008/9), Torben GROCHOLL (2010/11), Julia KASTLER (2010/11),
<b>Belgium (Flemish community)</b>	Inge STUER (1999/2000), Ben VERSTREYDEN (1999/2000), Ronald KEERSMAEKERS (1999/2000), Nele DE GERSEM (2002/3), Saskia VANDEPUTTE (2004/5), Henk PERSYN (2005/6), Steven HAINE (2007/8), Brecht SOENEN (2008/9), Nele STEENO (2009/10),
<b>Belgium (German speaking community)</b>	Katja BRUELS (2005/6),
<b>Belgium (French speaking community)</b>	Noemie CHEVAL (2010/11),
<b>Bulgaria</b>	Gergana GOERGIEVA (2002/3), Clara Georgiana MARINOV (2003/4), Maria MARINOVA (2008/9), Nataliya Naskova NIKOLOVA (2008/9), Svetozar STOYTCHIEV (2009/10), Stefan KRASTEV (2010/11),
<b>Cyprus</b>	Elias MAVROKEFALOS (2003/4), Chris MAMMIDES (2005/6) , Panayiotis THEODOROU (2007/8),
<b>Czech Republic</b>	Alena JESLINKOVÁ (1999/2000), Zdenek SEDLACEK (2001/2), Barbara BAUEROVA (2002/3), Jolana (LANGROVA) DOCKALOVA (2003/4), Jan Honza LÁTAL (2004/5), Alena CAPOVÁ (2004/5), Ondrej LOCHMAN (2005/6), Iva HAVLICKOVA (2005/6), Barbara BLAHOVA (2010/11), Lenka UHROVA (2010/11), Zuzana NESTROJOVA (2010/11),
<b>Denmark</b>	Brian RODRIGUES (2001/2), Anja AABENHUS (2001/2), Kit NORGAARD (2007/8), Tobias WERNER
<b>Finland</b>	Anki PULLAINEN (1999/2000), Antti KORHONEN (2008/9),(2009/10), Samiuela ELONE (2010/11)

**France**

Yves TROUINARD (1999/2000), Clement DUPÛIS (2001/2), Michael CHRISTOPHE (2001/2), Veronique BUSSON (2001/2), Sabine GUICHET-LEBAILLY (2001/2), Emilie GUILLAUME (2004/5), Alain GUERAUD (2005/6), Catherine AMELINEAU (2005/6), Fanny MULLER (2007/8), Benoit GUILLOU (2007/8), Sylvie CREMER (2008/9), Cloé SABATIER (2008/9), Marie WITTAMER (2009/10), Clara CARBUNAR (2009/10),

**Germany**

Detleff GRAUPNER (1999/2000), Annette MÜTTER (1999/2000), Hubert WELLHÄUSER (1999/2000), Dirk ADAMS (2001/2), Monika DEGEN (2001/2), Annette MOHR (2001/2), Anna SMOLINA (2002/3), Ansgar BUETER-MENKE (2002/3), Steffen GROSSE (2002/3), Guido COOLS (2002/3), Gabriele BUSCH-MANN (2007/8), Anja KOHNEN (2008/9), Hanne KLEINEMAS (2008/9), Michael STROWIK (2008/9), Denise MUELLER (2009/10), Marina SCHULZ (2009/10), Rui MONTEZ (2010/11),

**Greece**

Konstantinos KARNAVAS (2005/6), Michail DRAKOMATHIOULAKIS (2005/6), Konstantinos SPATOTIS (2005/6), Ioanna ANGELI (2007/8), Filaretos VOURKOS (2007/8), Christina TZAVARA (2007/8), Eleni STAMOULI (2008/9), Miki AMBROZY (2008/9),

**Hungary**

Robert BISCHOF (1999/2000), Ildiko GULÁCSI (1999/2000), Diana HAJDU-KIS (2002/3), Agnes BEREZ (2005/6),

**Iceland**

Ragnheidur STEFANSDOTTIR (1999/2000), Petur Björgvin THORSTEINSSON (2004/5),

**Ireland**

Patrick CLEERE (1999/2000), Eoin McCRYSTAL (1999/2000), Bobby McCORMACK (2004/5), Alan HAYES (2004/5), Emma GRAINGER (2005/6), Eva CREELY (2005/6), Jessica CARSON (2005/6), Lorraine GILLIGAN (2005/6), Eimear McNALLY (2008/9), Deirdre QUINLAN (2008/9), Viv SADD (2010/11), Laurence van der HAEGEN (2010/11)

**Italy**

Antonells CARDONE (1999/2000), Giuseppe LICINIO (1999/2000), Emiliano IANNONE (2002/3), Luisa BORTOLINI (2002/3), Isabella CASARELLI (2003/4), Marta PRESTI (2003/4), Carmine Rodi FALANGA (2004/5), Saro ROSSI (2004/5), Riccardo VENCATO (2005/6), Salvi GRECO (2007/8), Mario SERRAO (2007/8), Francesca MARALDI (2008/9), Virginia BERTELLI (2009/10), Antonella ADUSO (2009/10), Giulia MASTROPIRRO (2010/11), Maria Rodriguez COPCA (2010/11),

**Latvia**

Andris GOBINS (2001/2), Silvia KUCINA (2001/2), Karlis VISA (2003/4), Maris RESNIS (2005/6), Liga GRUNDSTEINE (2007/8), Liga RUDZEITE (2008/9),

**Lithuania**

Monika KEZAITE (2001/2), Nerijus KRIAUCIUNAS (2001/2)



### 3 The ToT - course: the main actors

<b>Luxembourg</b>	Luc WENDLING (2004/5), Sandra Laborier (2010/11)
<b>Malta</b>	Claudia CASSAR (2001/2), Duncan MUSCAT (2007/8), Glorianne GRIMA (2008/9),
<b>Netherlands</b>	Kees HOOGENDOORN (2001/2), Peter BARENDSE (2001/2), Sandra SIERE (2005/6), Naomi den BESTEN (2007/8), Biju OLEATH (2009/10), Femke GORDIJN (2009/10), Ingrid van OMMEN (2009/10), Ann DANIELS (2010/11), Mouad ZAGDOUD (2010/11), Gabi STEINPRINZ (2010/11),
<b>Norway</b>	Petter GILSVIK (1999/2000).
<b>Poland</b>	Marta MEDLINSKA (1999/2000), Andrzej ADAMKIEWICZ (1999/2000), Anna KLEKOT (2001/2), Piotr PESTULA (2001/2), Katarzyna SIENKO (P2002/3), Danuta WOJNOWSKA (2002/3), Elena ZHMINKO (2003/4), Lech RUSTECKI (2003/4), Magda JAKUBOWSKA (2003/4), Dagna GMITROWICZ (2004/5), Izabella WORONA (2004/5), Milena POSNIK (2004/5), Agnieszka PAWLIK (2005/6), Marta BRZEZINSKA-HUBERT (2009/10),
<b>Portugal</b>	Claudia SIMOES FERNANDO (2007/8), Rodrigo Bravo Lima VILARINHO (2007/8),
<b>Romania</b>	Andrej NEAMTU (2001/2), Ioana MUNTEANO (2003/4), Florin Mihai STAN (2004/5), Florin Cristian PREDESCU (2004/5), Florin Ion PASATOIU (2004/5), Daniel RATA (2004/5), Andreea OLTEANU (2007/8), Cuza Alin MIHAI (2007/8), Corina ARDELEAN (2007/8),
<b>Russia<sup>1</sup></b>	Ivan TIMOFEEV (2005/6), Dmitry A, BORSCHEVSKY (2005/6), Sofia BIRYUKOVA (2005/6),
<b>SALTO SEE</b>	Milena LAZIC (SER; 2007/8),
<b>SEE-region<sup>2</sup></b>	Katarina PINJUSIC (CRO; 2002/3), Anila SULSTAROVA (ALB; 2003/4), Lejla BAJRAMOVIC (BIH; 2003/4), Jasmina IVOSEVIC (BIH; 2003/4), Lidjia BURIC (CRO; 2003/4), Petre MRKEV (MK; 2003/4), Tanja LUBURIC (MON; 2003/4), Vojislava TOMIC (SER; 2003/4), Aleksandar WEISNER (SER; 2003/4),
<b>Slovakia</b>	Patrik SEREK (1999/2000), Martin KRAJCIK (2001/2), Sona HOLUBKOVA (2002/3), Ivana SUSTEKOVA (2003/4), Tomas PESEK (2003/4), Martin POKORNY (2003/4), Zuzana NAGYOVA (2009/10), Milos KAZIMIR (2009/10).

<sup>1</sup>Their participation had been supported through the Eurasia foundation, a cooperation partner of Interkulturelles Zentrum, the NGO hosting currently the National Agency for the Youth in Action programme in Austria.

<sup>2</sup>Their participation had been supported through the youth-net project of Interkulturelles Zentrum, the NGO hosting currently the National Agency for the Youth in Action programme in Austria.



**Slovenia**

Nina ARNUS (2007/8), Jaka KOVAC (2009/10), Jasna MAGIC (2009/10),

**Spain**

Concha Fernandez IGLESIAS (1999/2000), Diego Marin ROMERA (2003/4), Henar CONDE (2004/5), Ariadna NAVARRA (2008/9), Pedro MUNEZ (2008/9), Juan RATTO-NIELSEN (2009/10), Maria Victoria de la CRUZ (2010/11),

**Sweden**

Ninni BERGEN-MAGNUSSON (1999/2000), Kerstin STRAND (1999/2000), Jonathan ALEXANDER (2004/5), Mickan THOR (2004/5), Olle NORBERG (2005/6), Magnus EHN (2005/6), Marie SVENSSON (2010/11),

**Switzerland**

Martino GUZZARDO (2009/10), Claudia SCHAEFER (2009/10), Oliver SCHNEITTER (2010/11), Marc WEISS (2010/11),

**Turkey**

Guerkan AKCAER (2005/6), Duygu KARAOGLU (2005/6), Mustafa ERDOGAN (2007/8), Burhan AKYILMAZ (2007/8), Halit MIRAHMETOGLU (2007/8), Hilal YUKARKI (2007/8), Taghi KHANIYEV (2008/9), Ayşen ÇEVİK (2008/9), Zeynep ÇAKIR (2008/9), Selahattin CİRİTCİ (2008/9), Gokce SIMSEK (2009/10), Bahadır ULGEN (2009/10), Yunus Emre USTUNDAG (2009/10), Orhan Salih CUBUKCU (2009/10), Ergün ISSİZ (2010/11), Leilani van RHEENEN (2010/11), Özgür DEMİR (2010/11)

**United Kingdom**

Jonathan BOWYER (1999/2000), Marianne BARTER (2001/2), Roy SKELTON (2001/2), David BLAKE (2001/2), Susie GREEN (2002/3), Richard SOUTHWOOD (2002/3), Sophie Megan COOPER (2003/4), Gerald Wiliam DOWDEN (2003/4), Jason SCHROEDER (2004/5), Marie OUELLET (2004/5), Paul Buzz BURY (2004/5), Nazaket ALI (2005/6), Tariq KHAN (2005/6), Nick GUNNER (2005/6),



## Phases of the ToT-course

The ToT-course usually lasts altogether 10 months (from September to June) and has three phases:



### Phase 1: Preparing the journey and taking off

This phase starts with preparing by reading the background documents, getting acquainted with the structural context of the course (the Youth in Action programme and its training dimension), and meeting with the responsible staff person in the National Agency to share expectations, talk about needs and develop some aims together.

It includes also becoming familiar with the online environment of the ToT-course.

Phase I ends with the first residential seminar (8 working days).

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 the personal learning commitment(s) for the next phase, establishing mentor-mentee relationships and, last but not least, starting the preparation of the training project phase and forming the training project teams.

## Phase 2: The learning journey is on its way

Back home after seminar 1 it is about using the wind from the first encounter of the group for working on the learning plans and commitments. The ToT-online environment supports this journey with providing resources (ToT-library), space for discussions and sharing's (ToT-forum), working together on resources (ToT-Wiki) and virtual meetings (ToT-aperitifs) in the online ToT-lounge.

The two mentor talks provide the opportunity to see if the journey is still on track, if new "fuel" is needed or destinations have to be changed.

First preparations for the practical training project have to be taken care of.

Phase 2 ends with the second residential seminar (8 working days). 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 and sharing resources within the seminar. Project teams have the chance to actively experience themselves working as a group within several parts of the programme. Reviewing the personal learning commitments and setting new ones for the next phase

## Phase 3: Exploration and arriving

After the second residential seminar the journey is heading towards the implementation of the practical training project. A preparatory meeting allows for putting all the learning from seminar 2 into the training project.

Parallel there is a lot of activity happening in the ToT-online environment: Continuing discussions and reflections from seminar 2; exchanging about learning commitments and results; and 2 more exciting virtual meetings (ToT-aperitifs) in the ToT-lounge.

The two mentor talks are excellent opportunities to take a step back from all these activity and see

what achievements can be celebrated and what shortcomings are to be tackled.

Phase 3 and with it the ToT learning journey ends with the third residential seminar which is dedicated to evaluating, taking stock, looking forward and closing. 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.

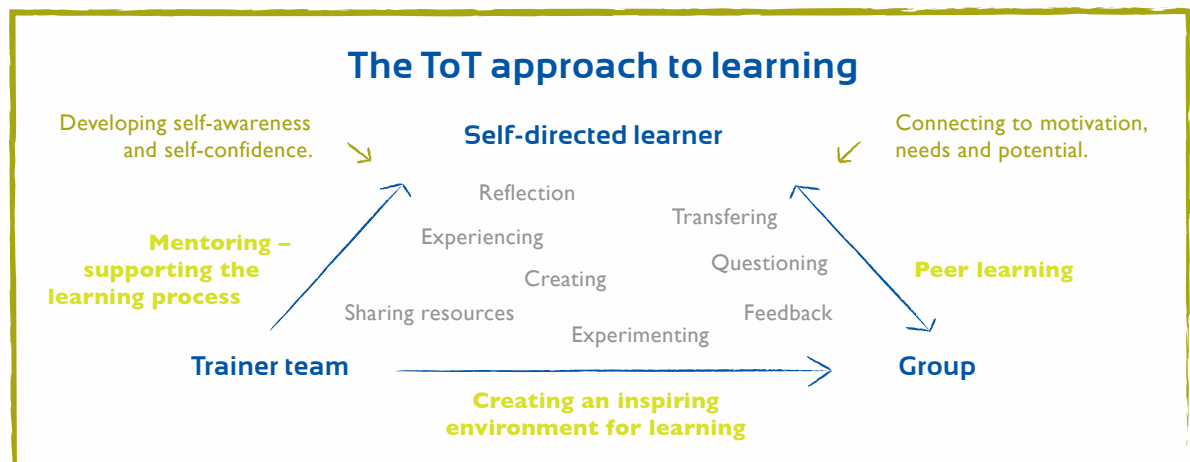


## Guiding principles of the team of trainers regarding this course

### Context of the course

- The course is based on the principles of non-formal learning in general and more specifically on the aims of the Youth in Action programme of the European Union.

### Learning



- We are convinced that each person knows best what s/he has to learn to be able to proceed in life. We therefore see one of our main tasks to support participants to connect to their personal learning needs, to the way they learn best and to take responsibility for achieving their learning objectives.
- The willingness to learn, to question ones understanding as well as the openness for change are pre-requisites for any professional and personal development.
- Becoming, being and developing as a trainer is a life-long learning process. Consequently this course is one element in this process.
- We see one of our main roles to support the development of a learning environment which invites and motivates participants to embark and stay on this journey. We aim to create this environment in partnership with the participants.



- We are convinced that everything that happens during the course can be potentially a source for learning about training. For this reason, we aim to promote occasions to observe and reflect on processes and events within the team as well as within the group as a whole.
- In order to gain the self-confidence to apply one's competences it needs recurrent practice and reflection opportunities.

## Training

- We are convinced that there is more than one right way of acting as a trainer in any given situation.
- Acting as a trainer needs personal as well as professional development: as well as developing our skills and knowledge we need to be aware of our values, attitudes towards and social interaction with, other people.
- Different people have different preferred ways of learning. The course design shall take this fact always into account.

## Group culture

We aim, in partnership with participants, to promote a group culture based on the following values:

- Diversity in the group is appreciated - participants dare to show themselves in all their "being different".
- Expression in all human dimensions – intellectual, creative, emotional and spiritual – is encouraged and appreciated.
- Inclusion and partnership – lets acknowledge and use all our resources and competences to support each other on this journey.
- Willingness to support and motivate others in their learning.
- Asking questions, critical reflection and constructive feedback are important tools to support ones' own and others' learning.

## Team of trainers

- We see ourselves as a learning team.
- As a team we aim to be explicit about our methodological and design choices in this course.
- Co-operation within the team of trainers is based on mutual respect for the diversity of individual experiences, competences and styles.

# ToT-Publication: Core elements of the ToT-approach

### Focus on Learning to Learn within ToT

#### Reasoning

1. More and more trainers need to be highly competent in facilitating the learning of others. To ensure this, they need to have, firstly, a high awareness of themselves as learners and how they learn best and, secondly, to be able to transfer this competence to others.
2. Becoming, being and developing as a trainer is a life-long learning process. Consequently this course is one element in this process. The key-competence "learning to learn" is therefore crucial to ensure continuous professional development as a trainer.

#### Intentions

- Supporting participants to develop their competence to facilitate the learning of others.
- Supporting participants to become competent self-directed learners able to identify what they need to learn, to pursue those needs in the way they learn best and to document their learning achievements.
- Participants in ToT – on the basis of self-assessment, feedback and peer reflections - identify their learning goals for the duration of the course and beyond.
- Developing an inspiring and motivating learning atmosphere. Creating conditions for extensive peer support.

### Tools to support this process<sup>1</sup>

#### Practice

##### Self-perception inventory (SPI):

A self-assessment tool based on the 7 essential trainers' competences described for the purpose of ToT. All ToT-participants are invited to use the tool as a basis for assessing their own competence development throughout the course. Throughout the course participants use the SPI according to their own needs; eg. during mentor and peer talks or as an instrument for their own reflection.

##### Learning Achievement Book (LAB):

Every participant receives an A5-notebook at the start of the course, with the invitation to use it to write down impressions, reflections, events, examples, ideas, irritations, success stories, etc which support the process of identifying and documenting their learning. With it they receive a supporting document with tips and background considerations for trainers.

<sup>1</sup>The background documents to these tools can be downloaded at: <http://www.salto-youth.net/rc/training-and-cooperation/nanetworktcs/tot/tot-background-docs/>

### Day on learning in seminar 1:

The first residential seminar starts with a full day on the topic of learning and “me as a learner”. It includes an experiential session on learning board games (to trigger reflections around the meaning of the word “learning” and about learning styles), a session called “the river of learning” which aims to raise awareness about ones learning biography and input and discussion around the theme of “learning to learn”.

### Meta-reflection on learning:

Throughout the course the team invites participants regularly to reflect about themselves as learners – in the course but also in general – within reflection group meetings, smaller peer groups or with tools such as the self-assessment questionnaire on the learning-to-learn-competence or the Learning Interview.

### Learning blog:

In the ToT-online environment the course team invites participants to share in writing their reflections, feelings, frustrations, success stories when it comes to learning to learn and self-directed learning.

### Personal learning commitments:

Participants chose one or more of the learning needs they have identified to pay particular attention to throughout the course – the so-called “personal learning commitments”. These are reviewed regularly by themselves, with the mentor and with peers – hence, they might change or evolve throughout the course. As important as the focus of the study is the actual learning process. Obviously participants with similar or the same learning commitments are invited to team up and support each other.

### Study Groups – self-organised spaces to study and share:

One day in seminar 2 groups of participants with the same study interest (eg. Knowing more about the political context of the course, or history of non-formal education, etc) can act as a study group and support each other in their research. The results are carried forward into the next online-phase.

### Mentoring

Each participant is assigned one trainer from the course team as a mentor. The main focus of the mentoring is supporting of the learning process of the participant throughout the course. The process is structured in such a way that altogether 7 “mentor talks” are planned (one in each of the three residential seminars and always 2 in the periods between the seminars) – there is of course flexibility to have more if there is a need for it.



### Focus on Dealing with ambiguity

#### Reasoning

After the learning to learn competence this is the second core "life-wide" competence that is given a lot of attention to in the ToT-course.

Ambiguity is present whenever a situation, a context is not fully clear, allows different interpretations or has various meanings. Working as a trainer within the European Youth Work field on non-formal education is a big mine-field of ambiguity – the intercultural aspect, the lack of a clear professional profile, working between the needs of the institutions on the one side and of the participants on the other side, the European dimension, etc.

Not to mention that, apart from the complexity of our professional field, life in general is increasingly marked by a high degree of ambiguity and the speed at which our environment is evolving requires a high degree of competence to "keep open" and remain tolerant. The ToT course, therefore, sees the ability to deal with ambiguity as a crucial competence of trainers in non-formal education.

#### Intentions

The course intends to support participants to develop this competence with respect to the following abilities:

- having an open attitude towards change
- tolerating situations where you are not able to implement your own ideas and expectations
- critically reflecting about and take distance from your own perceptions and stereotypical constructions of reality
- being able to take on new roles.

#### Practice

During seminar 1 the topic is introduced with a film evening: scenes of movies or documentaries demonstrating aspects of ambiguity are shown and discussed.

In the online phase hereafter the theme is explored further by debate and the sharing of further resources.

During seminar 2 one unit deals with the topic by analyzing case studies coming from training situations. The aim of this is to understand better the abilities needed to deal well with ambiguity. A brief questionnaire supports critical self-reflection in relation to this competence. Last but not least a study group takes the topic further and prepares for the following online phase.





## Training Practice project

### Reasoning

The practice training project in ToT allows participants to run through the whole process of designing, implementing and evaluating an international training course in a team and to reflect on the experience with peers in the frame of a training of trainers.

### Intentions

These practice projects provide “life-cases” to draw and learn from. Every participant can choose to focus on specific competences to develop as part of his/her practice training project in conjunction with the other members of their team.

At the same time they learn what it means to run quality training projects in the framework of the Youth in Action programme.

### Practice

Themes for the training practice projects come partly from the needs of the National Agencies involved, the general priorities of the Youth in Action programme and/or interests of the participants. In seminar 1 teams of participants are formed around these training themes.

All the training projects have to follow the criteria of Youth in Action training courses (Action 4.3).

The practice projects are prepared and evaluated outside the ToT-seminars. During seminar 2, however, the practice teams can work and experience themselves together in a lot of sessions (eg. team work, training design, observation and feedback).

All the training practice projects have to be carried out between seminars 2 and 3.



### Backpackers Hostel: a place to practice, share and support peer learning

#### Reasoning

The second residential seminar is dedicated foremost to giving space to develop the operational trainers' competences (training design, teamwork, methodology, group dynamic) and to practice. Since participants have different needs when it comes to these competences seminar 2 offers 2 days altogether designed and implemented by participants.

#### Intentions

The Backpackers Hostel (BPH) is a space for sharing, practicing as well as developing peer support opportunities. Besides being a possibility to practice certain skills in a peer-environment the BPH intends to enhance a group culture of mutual support for learning – mainly through feedback and observation as well as sharing resources.

#### Practice

The agenda-making process of these two days is facilitated by a small team of participants (the "wardens" of the hostel) with one trainer as support. The group, as a whole, has to finally agree on an agenda with parallel sessions of 1.5 to 3 hours satisfying as many as possible of the group's needs. Elements of observation and feedback are inbuilt into this process.



## Blended learning in ToT

### Reasoning

The Training of Trainers runs from September till June; 10 months. For understandable reasons it is often seen as 3 seminars and a practice project. That's the periods participants are really there, with the group, away from home, totally blocked in their agenda. But the ToT-course is more. It is a 10-month learning process in which the seminars and the practice project play, of course, an important role. The ToT course, however, carries on even when participants are not meeting physically.

### Intentions

The ToT-course is offering different learning environments. Next to the seminars there are other places online where participants can meet, exchange, discuss, explore....learn. These places are all on the web. An important aspect of blended learning is the connection between themes and topics addressed in the residential seminars as well as in the online environments.

### Practice

As actual spaces in ToT-online the course offers a website, a discussion forum, a WIKI, a collective learning blog and a library. The themes and topics addressed depends largely on needs and interests of participants and links with what happens during the residential seminars.

To reinforce the group learning aspect and the social dimension of the course the team of trainers organize 4 times during the year a so-called "ToT-aperitif" - where the whole group is invited to meet in the ToT virtual space.





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