



Trainers for Active Learning in Europe

A long-term Training for Trainers

*organised by the Youth-Partnership between
the Council of Europe & the European Commission
in co-operation with the European Youth Forum*

Call for participants



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YouthPartnership
Council of Europe
European Commission



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1. Background of the Training Course.

In 2007, the Youth-Partnership between the Council of Europe and the European Commission decided to develop a new generic **Training Course for Trainers** at advanced level.

This Training for Trainers is a **Youth-Partnership** activity run together by the **Council of Europe**, the **European Commission** and its partners (NAs and SALTO networks), in co-operation with the **European Youth Forum**. This Training Course should constitute the first step towards the creation of a co-ordinated approach of training trainers in Europe.

The name of this long-term Training Course is **TALE ("Trainers for Active Learning in Europe")**.

The **structure for developing** and implementing the Training for Trainers is two-fold:

- the **Steering group** (gathering representatives of the main stakeholders, including the European Youth Forum) is responsible for setting the strategic objectives of the Training Course, defining its framework and monitoring the implementation and evaluation of the course;
- the **Course team** and the Partnership secretariat are responsible for the educational and logistical implementation and evaluation of the course, based on the objectives defined by the Steering Group.

The preparation and design phase of the Training Course started in 2008, while the **implementation** will last **from April 2009 to December 2010** (including preparation and follow-up).



The Youth-Partnership is now looking for 30 practitioners in the field of youth worker training in Europe to participate in this long-term Training Course for Trainers.

If you are interested in this unique opportunity, read on this call for participant-trainers and follow the application procedure described at the end of the call!

2. Aim, objectives and target group.

Aim

The overall aim of the Training for Trainers is to enable participant-trainers to **competently design, implement and evaluate quality European training activities** putting forward the values underlying European youth work.

Political and strategic objectives

The political and strategic objectives of the Training for Trainers are:

- To serve the development of the **coordinated approach for training trainers** in the youth field in Europe;
- To **enlarge the existing group of experienced trainers** able to develop and implement quality training activities in the European youth field, and to support the further development of the existing European trainers' pools;
- To contribute to the **development of a profile of youth trainers in Europe** by fostering the recognition of key competences of trainers in the youth and non formal education field;
- To develop and use **innovative concepts and practices** for training trainers in non-formal education across Europe;
- To highlight the **values underlying European youth work** and to reflect on how they can best be promoted in training activities;
- To contribute to the **quality and sustainability of the youth programmes** of the European Commission, the Council of Europe and their respective partners;
- To make use of the existing resources of these stakeholders for a common aim and to create synergies;
- To exemplify the beneficial **interaction of youth research, youth policy and practice** and its importance in the design, implementation and follow-up of training activities.

Learning objectives

The training course will **contribute to the personal & professional development of participant-trainers**, so that, within the frame of European youth work, they should be able to competently plan, implement and evaluate training activities in different fields and contexts, based on an adequate needs analysis and using appropriate methodologies.

This implies that participant-trainers should be able:

- To guide and facilitate **intercultural group processes**, and to deal effectively with ambiguity and change;
- To co-operate in **international teams of trainers** and to manage a training project effectively;
- To create an **appropriate learning environment**, by reflecting about learning to learn, different learning styles and how to address them in training;
- To understand the **current realities of the European youth field** (in link with youth policy, youth research) and to put training activities into this perspective;
- To engage with the **broader institutional framework** of training activities at European level and to take this framework into account when designing training activities; to find a common ground between the needs and interests of the institutional partner and those of the participants.

For every participant-trainer, this will mean going through a **process of competences development**, which will be reflected upon and assessed during the course in regard to key competences of trainers. As a result of it, participant-trainers will explore the learning path of trainers conducting trainings at European level.

As a result of it, participant-trainers will engage in an **individual learning path** of a trainer as part of their lifelong learning process.

Target group

The Partnership Training for Trainers is intended for maximum **30 practitioners in the field of youth worker training**.

The future participants should be **trainers with relevant experience** in the youth field needing to further develop their competences, in order to support their personal and professional development as trainers able to conduct activities at European level.

More specifically, participant-trainers in the generic TtT should:

- have relevant experience in designing, implementing and evaluating training activities in the youth field at national or European level¹;
- have some previous experience in European youth work and in running activities with an intercultural dimension;
- be able to run a training in English and to communicate in another language (mother tongue included);
- have the potential and need to further develop their training competences in order to act as trainers in the youth field at European level in the future;
- be supported by a national or European organisation in the youth field² in which they are active as volunteer or paid staff member, or for which they run trainings;
- be committed to use the developed competences in the European youth field after the training course;
- be ready to engage in an individual learning path of a trainer as a part of their lifelong learning process;
- be committed to attend the Course for its full duration and participate actively in all its elements.



Applications from all suitably qualified candidates are welcome, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation.

According to the currently identified needs, and in order to further strengthen the development of the youth field in these regions, participant-trainers from countries in Eastern Europe, Caucasus and South East Europe (whether they are nationals from or residents in these countries) fulfilling these requirements will be particularly encouraged to apply.

¹ having run at least 3 training activities for youth workers as a trainer, with a minimum duration of 4 days for each training activity, is a pre-requisite.

² youth organisation, National Agency of the Youth in Action programme, etc.

3. Educational approach and main methodological elements of the Course.

Educational approach

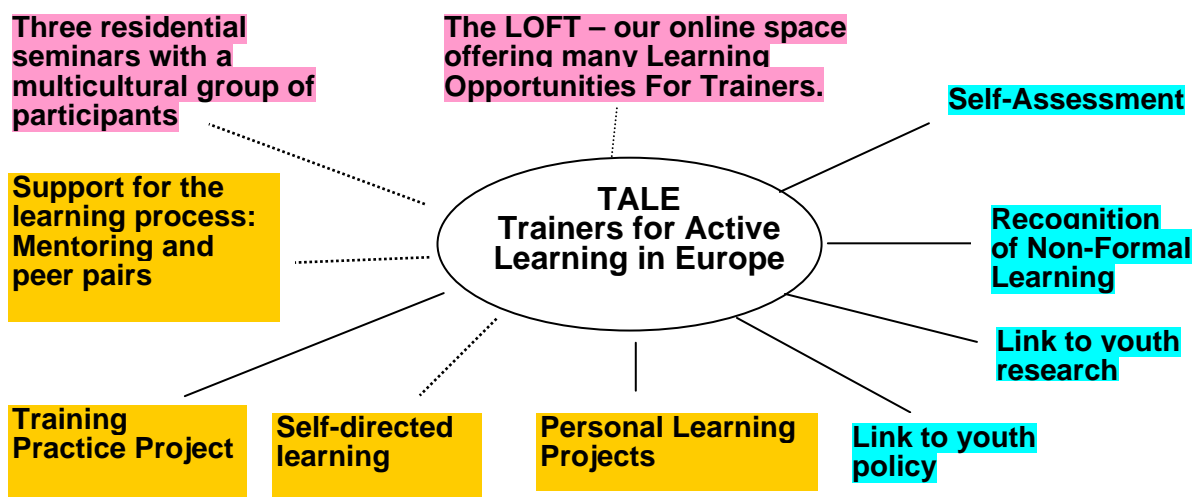
Based on the objectives listed above, the **educational approach** of the Training Course was developed by the Course team. This educational approach is based on the principle that becoming, being and developing as a trainer is a **lifelong learning process**. The course is neither the beginning nor the end: it sets out to be an essential **contribution to the personal and professional development** of trainers aiming to be active in the framework of European Youth Work and Non-Formal Education.

The course is designed to **give participants the opportunity to experience, and reflect upon, being a trainee and a trainer** at the same time. The course is designed as a mutual learning situation where participant-trainers 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 a way where **the three seminars are only one aspect shaping the learning process of participant-trainers**. The time between the seminars is an integral part of the Course, supported by an enhanced e-learning approach. Generally acting as a responsible self-directed learner is a key feature for the Course.

Main methodological elements of the Course

The main methodological elements of the Course will reflect this educational approach. *N.B: the description of the main methodological elements of the Course (see below) constitutes the basis for the curriculum of the Course, but it is still under development.*



→ Spaces for the group

The residential seminars

The methodology of the seminars will generally be based on the principles of non-formal education. Whereas the first seminar will be structured and facilitated largely by the team of trainers, the other two seminars will give a lot of space to participant-trainers to experiment, challenge themselves, share and feedback to the others from their experiences. The programme of seminar 2 and 3 will be a co-creation of team and participant-trainers to ensure they respond to a large extent to learning needs of participant-trainers.

The LOFT (Learning Opportunities For Trainers)

TALE sets out to experiment and innovate in this respect – a lot of attention will be dedicated to the online learning environment called “The LOFT” and will also be asked from participant-trainers.

What is happening on and with The LOFT will be a co-creation of team and participant-trainers. It is foreseen that The LOFT has several spaces (or “rooms”): Exploration space (thematic), Reflection space (values), Practice space (practice), Passion space (creativity) and a Social space. It shall be a place for discussions and reflections as well as for meeting, for having fun and, most of all, for learning. There will be continuous activities, partly by the team and largely prepared and implemented by participant-trainers. More specifically, the results of Learning Projects can be fed back to the others in the group on The LOFT: a space will be available in The LOFT for the results of Learning Projects to be presented and discussed with other participant-trainers. The LOFT will also follow thematic units or sessions, based on the essential competences to be developed by participant-trainers and the learning needs they have identified.

It shall also be a space where to meet and invite people from outside the group. From time to time, there shall be announced discussions or little workshops online involving people from outside (other trainers, representatives from the institutions, etc). Beginning of October 2009, it is planned to have the Open LOFT day, where all participant-trainers meet online to reconnect, share, review their learning paths and prepare for a half-day conference online with – hopefully – a lot of guests.

→ The focus on learning

Self-directed learning

What do we understand by self-directed learning?

In simple words: you decide what you need and want to learn, when and how you want to learn it!

It may sound simple, but it is actually quite challenging. We have all gone – to different degrees – through an educational pathway where others have to a large extent decided what we have to learn and also when. Unlike children who are natural self-directed learners, we have un-learnt the capacity to take responsibility for our own learning – so when adults are being confronted with the task to develop their own learning objectives and plans, reactions of fatigue or even resistance can often be observed.

The educational approach for the TALE course will be based largely on self-directed learning; participant-trainers will be asked to draw up personal learning plans throughout seminar 1, which will become the basis for their path through the course. This plan will be continuously reviewed, on basis of peer and mentor talks as well as self-assessment.

Participant-trainers will be invited to use Learning Blogs as forms of diaries documenting their learning process.

Support for the learning process: peer pairs and mentoring

The strong focus on self-directed learning, especially throughout the phases between the residential seminars, can represent a major challenge especially for those participant-trainers who have not experienced this approach before in their own learning process. Because of this, the team would like the challenge of the programme to be balanced to some extent by the comfort of a supportive environment in which participant-trainers can share, reflect on and integrate their individual and group learning processes.

Additionally, self-directed learning does not mean at all that it is only a lonely self-reflective process. On the contrary, it shall be enhanced by dialogical processes with

peers (in and outside the Course group), as well as the team of trainers. Therefore the methodology foresees predominantly two elements:

Peer pairs (or duos of participant-trainers) will be formed in the first seminar. These peer pairs will remain the same for the whole duration of TALE, and the structure they take, the regularity with which they happen, will be defined by the members themselves. The team, however, may request that the pairs consider specific issues of relevance at different moments of the training course, in which case time will be made available for this.

Mentoring: The primary role of the mentor is to support each of the “mentees” in his or her “learning path” through TALE. It is hoped that this “support mechanism” will complement the one provided within the peer duos but with, perhaps, more distance, as training team members are not themselves following the same process as participant-trainers. The usefulness of the mentoring will depend on the capacity of the participant to learn from its experience and to “use” the mentor for consultation and support on the one side, and on the skill of the mentor to provide listening and support on the other side. Access to mentoring is a right for each participant and a responsibility on the part of each member of the Course team. However, participant-trainers are free to choose how they “use” this mentoring possibility: it is NOT an obligation to do so.

Personal Learning Projects

This is closely connected to the feature of being a „self-directed learner“ – it can be understood also as practising self-directing learning. During the whole duration of the Course, participant-trainers will be invited to **identify and develop at least two Personal Learning Projects** based on the learning objectives they have set for themselves.

These Personal Learning Projects could be:

- **knowledge-oriented** (e.g. little research connected to an aspect of European youth policy, writing an essay on a training-related theme, compiling information on a certain topic of relevance to the participant);
- or **skill-oriented** (e.g. designing a new method to work with European Citizenship on local level and implementing it; trying facilitation in a certain setting...);
- or a **combination of both** (e.g. trying a new method and combining it with some action research).

The Personal Learning Projects should try and link **youth policy, youth work and youth research**. This will not be compulsory as an element of the Personal Learning Projects themselves, but they should be thought about in relation to youth policy, youth work and youth research. Although the Personal Learning Projects should be identified and linked to self-assessment and the Personal Learning Plans of participant-trainers, they should nevertheless also **link or contribute to European-level youth work**.

The Personal Learning Projects, whilst being realistic and achievable within the time and resources available, **should present a challenge for the participant**. The outcomes will be shared and worked with on The LOFT or during the seminars (as workshops, inputs, discussions, etc.), and with the broader community.

Training Practice Project

Throughout the whole duration of the Course (between end of seminar 1 and beginning of seminar 3) each participant will have to **design, run and evaluate an international training project in an international team** (potentially involving other participant-trainers from the Course). This course shall serve predominantly as a learning experience for the participant-trainers, so that they can reflect on it and receive feedback in the light of their personal learning plans.

→ Other transversal methodological elements

Self-Assessment & Recognition of non-formal learning

Self-assessment will be a fundamental feature of TALE in relation with recognition, with the personal and professional profile of youth trainers, with the professional development of participant-trainers and with the key competences of trainers.

The strategy developed in this Course clearly **goes beyond self-assessment** (or at least beyond a limited understanding of self-assessment, which is sometimes describing self-assessment as a purely individual activity undertaken by the learner alone, with limited value). TALE will indeed develop an approach which tries and support learners to assess themselves (i.e. the learners will be responsible for the validation of their learning outcomes in the end), but by using a **wide array of methods and tools involving other actors providing feedback to the learners** (peers, trainers, colleagues) and by **increasing the recognition** of that self-assessment.

Self-assessment will serve **several objectives** in this Training Course:

- To foster the recognition of both the profile of the trainer in European youth work and the learning of individuals and of the group;
- To raise the awareness of participant-trainers on their own learning (process and outcomes);
- To support and contribute the learning process of participant-trainers within the long learning process;
- To evaluate the learning outcomes;
- To support the development of the competence to facilitate the learning of others.

Methods

- A group of experts will support the team in the design of a questionnaire for self-assessment focusing on the key competences of trainers.
- Additionally, for achieving all the objectives, the self-assessment strategy within TALE is going **beyond self-assessment** and will make use of other methods such as: learning blogs, peer-pairs, portfolio, feedback from peers, trainers, other feedbackers (participant-trainers from their practice courses, colleague-trainers, colleague from their community, their mentor, their organizations; Practice within and outside the seminar), "Time machine" and games.

Continuous process

It will start in the first TALE Seminar with the self-assessment of the participant-trainers competences. The outcomes of this self-assessment will be used at individual level for designing the personal learning plan and at group level for defining the topics of interest as a group for the online work in the LOFT.

A similar final self-assessment will take place at the end of TALE.

In the meanwhile other forms of assessment, using other methods, will take place in the seminars, with the peers, in the LOFT.

The participant-trainer is, at all stages of TALE, responsible for the self-assessment process.

Link to youth research

Youth research will be used to back-up the role and practice of participant-trainers with theoretical background or to support their project development in the practice phase.

For instance, youth research could **help participant-trainers to see to which extent their projects are based on real needs** (evidence-based practice).

The Training Course will as much as possible favour an approach which encourages the participant-trainers' curiosity on youth research.

Link to youth policy

As stated in its political objectives, TALE will try to exemplify the beneficial interaction of youth research, youth policy and practice and its importance in the design, implementation and follow-up of training activities.

Participant-trainers need to be able to **articulate their actions with youth policy needs and results** at local, national and European level. TALE will therefore endeavour to make participant-trainers understand the current realities of the European youth field in link with youth policy and to put training activities into this perspective.

The Training Course will also try and provide a space for a **broad political dialogue** on some **key policy issues** which are of specific interest for the institutional stakeholders involved in TALE and of high importance in the training field, such as **diversity, inclusion, participation**, etc.

4. Structure of the Course, Course team and timeline.

Structure of the Course: main phases and features

TALE will be structured in **7 phases lasting from April 2009 to December 2010**.

N.B: the draft features described below and their content will be constantly adapted to needs and might therefore change over time.

Phase	Timing	Content
Phase 1: Preparation	1 April 2009 - 18 May 2009	<ul style="list-style-type: none"> • Introduction to <i>The LOFT</i> • Group-building on-line • Clarifying terminology • Basics of youth work in Europe & link with local reality
Phase 2: Seminar 1	19-26 May 2009	<ul style="list-style-type: none"> • Introduction: Sharing contexts, experiences. • Institutional background • Group building • NFE (I) • Role of a youth trainer • Participants as learners – How do I learn best? • Introduction of features of the course (Peer pairs, Mentoring, Learning Projects, Training Project) • Link to youth research and youth policy (I)
Phase 3: Practice and LOFT-phase 1	June 2009 – February 2010	<ul style="list-style-type: none"> • Sharing, learning, having fun, discussing, meeting on an on-going basis in <i>The LOFT</i> • Preparing, implementing and sharing of Learning Project(s) • Possibility to implement Training (practice) Project • Beginning of October: Open LOFT day • Thematic areas for e-learning sessions (depending on learning needs and run partially by participant-trainers for peers – or sometimes a larger public)

Phase 4: Seminar 2	February 2010	<ul style="list-style-type: none"> • Consolidating learning • NFE (II): Quality standards in NFE (1) • Mid-term self-assessment: Reviewing personal learning plans • E-learning support • Contributions from participant-trainers' Learning Projects (workshops, inputs etc) • Trainers competences // Experiencing (depending on learning needs) • Link to youth research and policy (2)
Phase 5: Practice and LOFT-phase 2	March – July 2010	<ul style="list-style-type: none"> • Content sharing, learning, having fun, discussing, meeting on an on-going basis in The LOFT • Preparing, implementing and sharing of Learning Project(s) • Possibility to implement Training (practice) Project
Phase 6: Seminar 3	Second half of July 2010	<ul style="list-style-type: none"> • Evaluation of the whole process • Evaluation of Training Project and Learning Projects • Closure of features: peer pairs, mentoring • Evaluation of the e-learning • Personal learning plans: review and final self-assessment (portfolio) • Contributions from participant-trainers (workshops, inputs etc) • NFE (III): Quality standards in NFE (2) • Profile of a trainer at European level • Transfer: Next steps
Phase 7: Evaluation Follow-up	August – December 2010	<ul style="list-style-type: none"> • Networking • Capitalisation of experience • Evaluation report • Review of competences assessment • Impact study?

Course team

The educational preparation, implementation and evaluation of TALE will be carried out by a multicultural team of experienced trainers:

- **Gisele Evrard.**
- **Miguel Angel Garcia Lopez.**
- **Peter Hofmann.**
- **Diego Marin Romera.**
- **Gülesin Nemutlu Unal.**

Three stakeholders' representatives will also be part of the Course team:

- **Annette Schneider** (Council of Europe): will be a full trainer in the team and will co-ordinate the educational process of TALE.
- **Udo Teichmann** (SALTO Training and Cooperation RC): will be the institutional representative of the Commission, the NAs and the SALTOS in the Course team.
- **Florian Cescon** (Youth-Partnership): will act as Course co-ordinator, in charge of the overall management of TALE and of co-ordinating it at institutional level.

Draft timeline for the implementation of the Course

		April 2009	May 2009	June 2009	July 2009	August 2009	September 2009	October 2009	November 2009	December 2009	January 2010	February 2010	March 2010	April 2010	May 2010	June 2010	July 2010	August 2010	September 2010	October 2010	November 2010	December 2010	
Phase 1	Preparation of participants on-line																						
Phase 2	1st Seminar																						
Phase 3	Preparation of 1st Learning Project																						
	Preparation of the Training Project																						
	Peer-pair																						
	Mentoring																						
	E-learning																						
	Technical and practical support																						
	1 day seminar																						
Phase 4	2nd Seminar																						
Phase 5	Realisation of the Training Project																						
	Implementation of the Training Project																						
	Preparation of 2nd Learning Project																						
Phase 6	3rd Seminar																						
Phase 7	Evaluation/ Follow Up																						
	Networking																						
	Capitalisation of experience																						
	Impact Study?																						

Disclaimer: the draft timetable above is provided for information purposes only and has no binding character. It can be modified during the implementation of the Training Course according to administrative, budgetary or educational constraints.

5. Expected commitments from participant-trainers.

The selected participant-trainers will be **expected to actively participate and contribute in each feature of the Training Course**, throughout its preparation, implementation and follow-up phases.

If you are selected, participating in TALE will probably have an important impact on your timetable, as you will have less time available for other professional or personal activities. The table below was drafted in order to help you to realise the type of commitment which is expected in TALE and also to comprehend the influence it would have on your timetable over the next 2 years.

Feature of TALE	Expected commitment from participant-trainers
Three residential seminars	<ul style="list-style-type: none"> • Full availability during the residential seminars (20 to 25 training days in total). • Be prepared to develop common learning possibilities.
Practice phase	<p><u>Implementing a Training Project</u></p> <ul style="list-style-type: none"> • Be prepared to implement a training project (if possible with other participant-trainers from the Course) <p><u>Producing at least 2 Learning Projects</u></p> <ul style="list-style-type: none"> • At least 5 full days of availability between residential training seminars minimum
E-learning	<ul style="list-style-type: none"> • Access to Internet on a regular basis. • At least 2 hours online per week to go on the e-learning platform and 2 hours offline per week related to further learning.
Self-directed learning	<p><u>Personal Learning Plan</u></p> <ul style="list-style-type: none"> • Participant-trainers should be ready to develop Personal Learning Plans and share them with trainers and peers. <p><u>Using existing learning offers</u></p> <ul style="list-style-type: none"> • Participant-trainers are expected to investigate for other training offers or readings which could complement their learning. <p><u>Mentoring</u></p> <ul style="list-style-type: none"> • Participant-trainers should be ready to enter into a mentoring relationship and to communicate regularly with their mentors. <p><u>Peer Pairs</u></p> <ul style="list-style-type: none"> • Participant-trainers should be ready to learn together with others and help the learning of others.
Self-Assessment	<ul style="list-style-type: none"> • Participant-trainers should be ready to enter a process of self-assessment and to contribute if relevant to the development of a specific self-assessment tool for the Training for Trainers, together with experts.
Link to research and youth policy	<ul style="list-style-type: none"> • Participant-trainers are expected to be able to connect their work to youth research and to interact with youth policy actors.

6. Conditions & application procedure.

Conditions

Participation in this long-term Training Course will be **free of charge** for the selected participant-trainers (travel, visa and accommodation costs will be covered by the Partnership).

Selection procedure

Based on the above-mentioned competences and criteria, the Partnership secretariat will carry out a pre-selection of participant-trainers.

The main stakeholders involved in TALE will have an opportunity to provide feedback on the pre-selected candidates. The final selection of the participant-trainers will be agreed upon by the Steering Group and the Course team.

The final selection of participant-trainers will also take into account the need to secure a group of participant-trainers with:

- sex balance;
- geographical and cultural diversity;
- complementarity of competences and experiences.

Application procedure

On-line application form

If you are interested in TALE and extremely committed to embark on this exciting adventure, please complete the **on-line application form** before 22 January 2009: http://www.youth-partnership.net/youth-partnership/seminars/seminar_6.html

Compulsory document to upload on the internet platform:

- A **letter of support** (2 pages maximum) by a national or European organisation in the youth field (youth organisation, National Agency of the Youth in Action programme, etc.) in which you are active as volunteer or paid staff member, or for which you run trainings.

This letter of support should describe the agreement with your organisation concerning your future working plans and training projects, and show how you will use in the future the competences and contacts which you will develop during the Training Course.

Please note that all candidates should have their support letter ready and should upload it on the platform *before* submitting their application on-line. If not possible, the letter of support should be sent by e-mail in a separate message to youth-partnership@coe.int before 22 January 2009 (please quote your registration number and name in the title).

Technical information

It is not possible for candidates to draft an application file and to submit it or submit additional documents later on. The application form must be filled in completely and submitted immediately after completion.

All candidates who have successfully submitted their application on-line will receive an automatic notification from the system, as well as a registration number.

Important note: incomplete or late application files will not be considered.

Thank you for your understanding!

Deadline for applications: 22 January 2009.
Thank you and... good luck with your application!