



Bridges for training

A European Training Event



**Linking Partners in
non formal education
in the youth field**

Brugge, 15-19 September 2001

final Report



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Introduction

by Tony Geudens (Event Manager Bridges for Training – SALTO-YOUTH@Jint, Belgium)

Why Bridges for Training?*

Over the last years there has been a significant increase in the offer of different **Training Courses for Youth Workers in Europe**. The European Commission elaborated a Strategy for Training, the Council of Europe diversified their training offer, the Partnership for Training and Youth between these two European Institutions saw the light, the National Agencies and SALTO respond to the training needs and priorities within the YOUTH programme and NGOs are active as ever.

At the same time we see that **Non-Formal Education** is more and more finding its way onto the political agenda(s). For example the White Paper on Youth, presented during the Belgian Presidency, presents non-formal education as an important tool to promote participation and citizenship, autonomy and employment, when certain quality standards are met and recognised.

This is the moment where there is a good-will to combine all the single efforts existing in different contexts because the whole is more than the sum of its individual parts. Bridges for Training pioneered in this sense in **bringing people together** from different backgrounds but working in the same field: Training and Youth. It gathered both European trainers and training organisers, it cut across the Council of Europe and European Commission division, both European Institutions but also NGOs were present, from the European level as well as from the national level.

Bridges for Training built bridges between these different actors in the field of youth and training. It was a welcome opportunity to get to know each other (better) and to establish new co-operation initiatives. The programme provided an **update** on the latest training initiatives going on in the European youth field. But it also provided a space for presenting and **experimenting** with different innovative training methods and discuss some key issues in European youth work and non-formal education. Last but not least Bridges for Training stressed the importance and benefits of non-formal education in today's society.

**The first “Bridges for Training” have been constructed,
now it is up to you to cross them !**



** Bridges for Training is part of the European Training Strategy developed within the European Commission and is the fruit of a joint action of different partners. The training event was co-organised by SALTO-YOUTH and the Partnership in Training & Youth between the Council of Europe and the European Commission. The general co-ordination was taken care of by SALTO-YOUTH at JINT, the Flemish Belgian National Agency of the YOUTH programme. The training event takes place with support of the Flemish Community within the frame of the Belgian presidency of the European Union.*

Flanders Welcomes Bridges for Training

by Pascal Ennaert (Cabinet Bert Anciaux –
Flemish Minister Responsible for Youth)
report by Tony Geudens (SALTO-YOUTH@Jint, Belgium)



There is no doubt that youth work provides an added value for society through non-formal learning opportunities. Non-formal learning gives young people important social skills such as working together, having an opinion, being tolerant, building networks... All the same, non-formal learning points out challenges in our society such as social exclusion, minorities, participation and citizenship, environment, intercultural dialogue, human rights, peaceful conflict management,... Therefore it is no surprise that the White Paper on Youth Policy gives a lot of attention to non-formal learning.

It is a necessity to include non-formal learning in our **policies** and on European level a common frame of reference and methodology is being looked for. But we should avoid the pitfall of locking up non-formal education in uniformity. However the heterogeneous methods, aims and settings should be one in diversity. It is important however that our welfare state develops the concept of life-wide learning and contributes to basic **quality standards**, which should not only be quantitative. It should equally certify in a qualitative way the efforts of the participants, hopefully with cross-borders value.

It is time to make an **inventory** the methods used in non-formal learning, in order to protect and honour the work of youth NGOs in this field, as more and more of its methods are adopted and adapted in formal educational institutions and in the business sector. However, never any copyrights or fees have been paid, so the least recognition we can give is proper funding and taking away obstacles for NGOs.

Non-formal learning should not only be a means to increase employability (even though the claim exists). Employability and knowledge, as requested in the business world, is too narrow an aim. **Learnability** and **sociability**, on the contrary, turns the added value of non-formal learning into life-wide learning.

Last but not least, we should look at the **accessibility** of non-formal learning opportunities. In our society some people are by chance or even systematically excluded from participation in non-formal learning occasions. This is not only due to their financial situation, but also because of organisational cultures, openness,... Therefore all organisations have to dare to ask themselves the question why they reach certain target groups and not others.



European Words of Welcome

by *Pierre Mairesse (Head of the Youth Unit -
European Commission)*

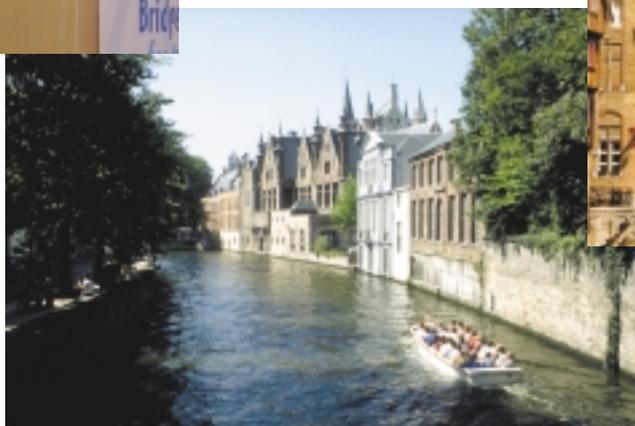
report by *Tony Geudens (SALTO-YOUTH@Jint, Belgium)*



On behalf of the European Commission I would like to welcome you all to Bridges for Training, what surely will be a successful training event. I would like to thank the Belgian Presidency for hosting this activity and more particularly Jint for organising it.

We are ready now to prepare new steps in the **coordination** between different policies on youth in Europe. Impressive work has been done and this should be acknowledged. Together with our friends of the Council of Europe we are working on a coherent and efficient Training Strategy. Bridges for Training is the right place and moment to exchange opinions and to disseminate the products within the different networks – to build bridges between them.

This training event goes in line with two important political events that will follow: the publication of the White Paper on Youth, in which non-formal education plays a big role, and the Action Plan on Lifelong Learning. We are well advanced, but yet far away from full credibility. This event could identify ideas on how to strengthen the position of non-formal learning. We are now at the beginning of a **new political and strategic phase** in which non-formal learning has to find its legitimacy.



Brugge

Programme

What happened those days...

Bridges for training

A European Training Event

**Linking Partners in
non formal education
in the youth field**

Brugge, 15-19 September 2001

Saturday 15 September

Arrival Participants

20h : Evening Buffet

Informal word of welcome

Sunday 16 September 2001 Introduction & Taking Stock

9.30 : Arrival

10.00 :

Opening & Welcome

– B. Anciaux* & P. Mairesse

European Training Strategy

– F. Marx

Training Activities SALTO

– T. Geudens

Partnership Agreement

– P. Lauritzen

13.00 : Lunch

Workshops : Taking Stock

- Inclusion in the YOUTH progr.
- Transfer of Good Practice
- Recognition/ Accreditation
- Training for Trainers Curriculum
- Human Rights Education

Reporting in plenary

19.00 : Dinner

Boat Trip : Bruges by night

Monday 17 September 2001 Training Fair & Workshops

9.30 : Opening of the Fair

10.00 : Workshops for Inspiration

Training Fair

11.30 : Workshops for Inspiration

Walking Lunch

13.30 : Workshops for Inspiration

Training Fair

15.00 : Workshops for Inspiration

16.30 : Citizenship & Training :

- I. Pawlby

Panel discussion with F. Marx (European Commission), P. Lauritzen (Council of Europe), E. Kasko (Youth Forum) & H. Williamson (Curriculum & Quality Development Group).

19h Dinner

Discussion group: "11 September and implications on our work as trainer"

Tuesday 18 September 2001 Reflections for the Future

9.00 : Input

Results & Effects of Training

– B. Barbier

10.30 : Workshops for the future

- Training Strategy for National Agencies
- NA Staff Training
- Quality Criteria for Trainers
- Development of Trainers' Pool

12.00 : Rounding off

13.00 : Lunch

13.30 : Apart Together

- NA business
- Trainers meeting

19h Goodbye Dinner

Wednesday 19 September

Departure participants

Updates from European Training Land

European Training Strategy

by Frank Marx (Youth Unit – European Commission)

report adapted from Coyote No. 4, June 2001

The **importance of training** in non-formal education has never been at issue. On the contrary - many initiatives and projects were started and implemented in the context of the Youth for Europe programme. However, this did not really constitute a strategic approach to this area. The new YOUTH programme, which combines the activities of the earlier Youth for Europe and European Voluntary Service programmes, has paved the way for the further development of non-formal education. The larger budget, compared to the previous programmes, will allow more young people to take part in YOUTH projects. In addition to this quantitative progress, important as it is, qualitative progress must also be made, involving the relevant players and activities. This situation gave birth to the European Strategy on Training.

Concept

The overall objective of the training strategy is to help youth workers, youth leaders and support staff to develop and implement **high-quality youth activities** that contribute to attaining the objectives of the YOUTH programme and/or its actions. To achieve this, training activities in the area of youth/non-formal education were developed, drawing on the specialist knowledge of the National Agencies and the partnership between the Commission and the Council of Europe. The different training courses are:

- A basic course on European Citizenship for youth workers (Partnership activity).
- Specific courses for “multipliers” to improve the quality of priority areas of the YOUTH programme such as Inclusion, PECO-countries, EuroMed, Project Management. (SALTO-YOUTH training courses).
- An advanced Training for Trainers in Europe (Partnership activity)

In the medium term, the training strategy will include the training activities of the entire YOUTH programme, as it will also influence the activities of the National Agencies through greater co-ordination within the network. The implementation of Action 5 (Support Measures) of the YOUTH programme will also serve as a source of **inspiration and innovation** for the training strategy, through NGOs' project applications.

A flexible network

The training strategy is being implemented in a network involving the following players/components: the network of National Agencies, the four SALTO-YOUTH (Bonn, German office “YOUTH for Europe”; Brussels, Jint; London, Connect Youth International; Paris, INJEP), and the partnership with the Council of Europe in the area of training. The creation of a flexible network in the training field will first of all contribute to greater **transparency** in an area boasting many activities at European and national levels. If possible, all activities, materials, etc. developed/performed at European, national or regional level should be publicised within the network. This strategy should lead ultimately to an **accumulation of expertise**, thus facilitating and improving implementation of the YOUTH programme. The participation of all players is vital to the success of such an idea, and a clear division of tasks is important for reasons of transparency.



Support for Advanced Learning and Training Opportunities

by Tony Geudens (Coordinator SALTO-YOUTH@JINT, Belgium)

report by Sue Kingsley-Smith (SALTO-YOUTH@Connect Youth International, UK)

For many years the training landscape in Europe has contained a range of actors: trainers, the Council of Europe, INGYOs and NGOs, the European Commission and National Agencies etc. Within the European Commission, a **European Training Strategy** (see above) has now been developed to bring coherence and coordination to the field. It is driven forward through a **Steering Group for Training** (with representatives of the Commission, the Council of Europe, the European Youth Forum, the NAs and the 4 SALTOs) and its operational body is **SALTO-YOUTH** (Support for Advanced Learning and Training Opportunities) whose role is to support and enhance quality within the YOUTH programme. The SALTOs are based within the National Agencies of Flanders-Belgium, Germany, UK and France.

SALTO organises training courses to improve the quality of YOUTH-projects and besides this has other general **support tasks** such as:

- making training opportunities visible to youth workers and young people through a European Training Calendar initially operated through the National Agencies
- development of a SALTO web site www.SALTO-YOUTH.net (by SALTO-YOUTH@Jugend fur Europa, Germany)
- evaluation of the impact of the SALTO training courses and representation on the Technical Working Party of the Partnership (by SALTO-YOUTH@Connect Youth International, UK)
- collecting Training Material to share good practice through a virtual library and production of a Newsletter (by SALTO-YOUTH@INJEP, France)
- organization of this event Bridges for Training and development of the accessibility and transparency of the Trainers' Pool. (by SALTO-YOUTH@Jint, Flanders, Belgium)

In 2001 SALTO has run a series of **specialized Training Courses**, complementary to other European training offers:

- 'Inclusion - a focus on EVS' - How to use the YOUTH programme (and more specifically European Voluntary Service) in work with young people from disadvantaged backgrounds. (by SALTO-YOUTH@Jint, Flanders, Belgium)
- 'Euro-Med Cooperation' - How to implement and manage Euro-Med projects (by SALTO-YOUTH@INJEP, France)
- 'EVS an PECOs' - How to develop European Voluntary Service in the pre-accession countries (by SALTO-YOUTH@Jugend fur Europa, Germany)
- 'Project Management and Capacity-Building at the European level' - Managing for quality within the YOUTH programme (by SALTO-YOUTH@Connect Youth International, UK)

Reports from these training courses can soon be found at www.SALTO-YOUTH.net where you can also find the **2002 SALTO course offer** on the following themes:

- 'Cooperation with South Eastern European countries' (by SALTO-YOUTH@Jugend fur Europa, Germany)
- 'Euro-Med Cooperation' (by SALTO-YOUTH@INJEP, France)
- 'Tolerance and Diversity within the YOUTH programme' (by SALTO-YOUTH@Connect Youth International, UK)
- 'Inclusion - with a focus on Group initiatives' (by SALTO-YOUTH@Jint, Flanders, Belgium)



Partnership for Training and Youth

by Peter Lauritzen (Directorate for Youth & Sport, Council of Europe)

report by Sue Kingsley-Smith (SALTO-YOUTH@Connect Youth International, UK)

The **work priorities** of the Council of Europe are: human rights, cooperation with South East Europe, participation and non-formal education. These are the key issues whose objective is the making of European Citizenship. Within the **Partnership for Training and Youth** between the Council of Europe and the European Commission so far there have been a range of training courses, Coyote (a magazine forum for trainers), training materials in the form of the 'T-Kits' and a website (www.training-youth.net).

Now in the third phase of the covenant, the partnership agenda is concerned with standards setting and curriculum construction. The work of a **Curriculum and Quality Development Group** comprising researchers, trainers and users of the programmes has led to three products: These are a pilot course on European Citizenship; a long term Advanced Training for Trainers course and policies on the recognition of non-formal education to give status and profile to this work.

During the two year pilot phase, the **Citizenship course** must embody the multiplicity of Europe and see how participation and ideas of identity, a sense of belonging and loyalty, apply in the context of the changing concept of the nation state.

The **Advanced Training for Trainers course** will create a model - a body of knowledge, which identifies the intellectual, social, teaching and planning capacities required of trainers at the European level. The training courses will be supported by T-Kits and resource materials.

This work should be done in the context of some **objectives**:

- learner-centeredness in education
- understanding young people in a holistic manner rather than through the political institutions with which they come into contact
- development of global and European citizenship
- discussing the future with the memory of the past
- developing solidarity rather than individualism
- tolerance of ambiguity
- developing our capacity to solve problems

Our work is not becoming easier; there will be new lines of division not yet known. We need to pursue these objectives in our work, which becomes ever more important.



foto's van Brugge toevoegen?

Themes of Importance

thematic groups on current focuses of attention

Training for European Citizenship

panel discussion with Frank Marx (Youth Unit – European Commission), Peter Lauritzen (Directorate for Youth & Sport – Council of Europe), Elena Kasko (European Youth Forum) & Howard Williamson (Curriculum and Quality Development Group) chaired by Ian Pawlby (National Agency United Kingdom)

report by Hazel Patterson (National Agency United Kingdom)

Citizenship and training: Love or hate?

‘Universal compulsory secondary education is dead.’ This was Ian Pawlby’s opening statement in a presentation that was intended to be controversial, but was also amusing and to the point. In the nineteenth century education was for the minority, it was extended to all in the twentieth century, but in the present knowledge society, there is a new major problem in that teachers are no longer the only source of knowledge because of the internet. In the workplace, computers have destroyed the protestant work ethic, in that people can no longer use their experience of a lifetime but have to think creatively at every stage. Unconventional skills are needed. All this leads to young people opting out of the formal education system. This means that education can no longer be treated as a system of social control as in the past, where education sorted people socially. In order for education to succeed, some had to fail. However, now people are refusing to be treated like battery chickens. Informal education is creeping in as a substitute, because it begins where the learner wants to begin. It puts the learner in control of his own learning. Informal systems of recognition are also being introduced which follow the learner and give him recognition for what he has learned. This is in contrast to the formal system where a student follows as prescribed path. In the future practitioners of formal education will be looking to the informal sector for help with teaching methodologies.



Citizenship

A citizen is defined as an inhabitant of a country or town. In the UK we have a problem, in that we are not citizens but subjects. However, citizenship is now a compulsory subject in schools. The way it is taught is more important than what is communicated. It needs to be put in way that can be taught and examined by teachers, including such subjects as structures of government, voting and justice systems. However, citizenship is also about things which are not so well taught in the formal system, such as values, emotional intelligence and a sense of belonging, in which young people have to think about their own actions and those of others.

Youth policy

Citizenship education is related to participation and youth policy. Other countries do this much better than the UK, and organizations such as the United Nations, the Commonwealth, the Council of Europe and the European Union all have youth policies. In the European Union a White Paper is coming soon, and in the UK a new publication is Transforming Youth Work. Youth policy covers the areas of education, employ-

ment, health, housing, criminality, leisure as well as participation. The two main driving elements are social inclusion and participation and it is not possible to have both perfectly. A successful youth policy in the UK needs to include such elements as a drive to extend and improve achievement, a recognition of opting out, and a search for a means of engaging young people. Further elements are a drive to create motivation, emphasis on informal learning with recognition and accreditation, and an emphasis on improving the employability of young people.

Countries that have devised youth policies have done it as part of democratisation and establishing a civil society. They have sought to stimulate models of good governance and create a representative structure where young people can have a voice. From this national platforms have emerged and it is possible to have a dialogue with government about formulation of policy. This is a real social partnership between young people and government, in which they have a voice and are also actors. That is citizenship.

Presentations from Panel members

Elena Kasko - European Youth Forum

The work of the European Youth Forum (EYF) is close to practice on the ground because it represents voluntary youth organizations. It can be a good example of how young people can be citizens in practice. This participation of young people can bring the opinions and the voice of organizations to the fore. The young people themselves can learn life-skills through participation in decision-making. Inclusion is important for the EYF. Its work is supported by the partnership between the Council of Europe and the European Commission, and there is close collaboration with the Council of Europe. The EYF is represented on steering groups and consultative bodies. The aim is to help young people to be active citizens, working with partners around the world.

Howard Williamson - Cardiff University

Many young people find Europe irrelevant. They are far away from citizenship. Work has been done on the concept of European citizenship over the past 4 years in the Council of Europe, the European Commission and also in UK policy, but young people still get the message from the media that Brussels wastes money.

Citizenship cannot be built in a vacuum. In the past it meant possessing a passport, but now it is a multi-dimensional concept to do with space. Young people need to start with their local communities – but there is a problem that even at this level young people do not have a voice. In order to want to take part they have to have feelings of motivation and orientation, but they are mostly disinterested. How can we encourage local, national and EU institutions to help young people to gain the skills to speak up for themselves? Even when they take steps to get involved, politicians often alienate young people and they are thrown back. They want to be involved socially, culturally, politically and economically, but are we supporting them to play their part? They will not do this if they are economically marginalized. However, if they are valued this will reinforce their desire for involvement and by various interventions we hope they will be equipped to participate.

Frank Marx - Youth Unit - European Commission

Partnership certainly starts at local level. Education for citizenship involves skills, such as communication, values such as understanding democracy, attitudes, which means behaviour and social integration and knowledge. On a European level it is necessary to understand how Europe functions and how the decision-making processes work. There is a link here to the European YOUTH Programme, and also to participation, an important concept for the White Paper on European Youth Policy.

In the future the role of young people will become more important for demographic reasons and the development of society. Non-formal, out of school education, with its emphasis on developing both the

employability of young people and the skills, knowledge and attitudes needed for European citizenship, will make a very valuable contribution to the personal development of young people and society as a whole.

Peter Lauritzen - Directorate of Youth and Sport - Council of Europe

The Council of Europe has a special role in that it speaks for 48 member countries with a wide geographical spread. We understand citizenship in three ways:

- Nationhood, with a passport and rights. Will this come again, with a return to the Cold War?
- Consumer citizenship. For young people this means branding e.g. the Nike club. It means the emotional bonds that make you part of a consumer community. This may be the most important kind of belonging for young people.
- European space for citizenship. This must start with an identifiable community.

The challenge is to create emotional bonds which bind people. This may be impossible, but we must work on building the elements from these 3 concepts.

The main difficulties are as follows:

- We are not all living in the same time. Some countries are at different stages and speeds of modernization
- There are enormous differences in access to education. This makes it difficult to have one policy and it comes through in concepts of civil society

Question: Can the methodologies of informal education renew formal education?

Panel response:

Formal school qualifications give young people the best opportunities. Informal education is not a substitute, but a supplement which can help them enter the labour market and gain skills for their wider lives. School and academic qualifications carry more currency for young people to establish themselves, but all sectors can learn from each other.

Non formal techniques can be used in schools. All countries have traditions of learning outside school. When the learner is in control the methods are more effective.

Question: What is European Citizenship? And what about Global Citizenship?

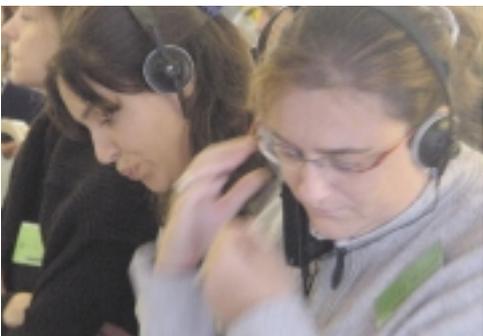
Panel response:

Citizenship has a global dimension – a challenge to achieve common understanding. The European YOUTH Programme has 10.000 projects and 100.000 participants. This leaves 70 million potential clients. The Programme can have pilot function, setting quality standards and hoping to stimulate other quality events. We have realized this with EVS,

which has stimulated follow up in some countries. However, an example cannot solve all problems.

The citizen in the 18th century was economically independent, a middle class person who travelled and enjoyed the arts and philosophy. Lifelong learning is not new. We are now trying to achieve models that can be disseminated through national agencies. This is an investment for the future. We must have values so that people can trust the European integration process by the valued community that is created. In 50 years' time the European project could fail if we do not do this. An enormous amount has been achieved already: 50 years without war is new in Europe. Also mobility and travelling are now normal.

We should welcome the development of global citizenship. Under international law individuals are now being chased up and there are standards about what humanity cannot accept. Although social security systems and nature and ecology make European countries different, our history keeps us together. For



example, I am a member of different bodies which are complementary – I am a citizen of the EU and a global citizen as well as a being a German. We want an inclusive concept – not fortress Europe.

Young people have their own priorities. They are committed to consumer culture, drugs etc. Educated Young people are not going to church youth clubs any more. These organizations now need to focus on disadvantaged. How do you involve the kids at the bus stop? Quality opportunities are important for young people to become employable and in charge of their lives. They need a package of entitlements.

Academic certificate

Youth projects, new technologies

Many people don't get these chances. The EU needs to be seen to contribute to extending opportunities. There is a big problem of apathy and many young people have no interest in politics. We have been working on citizenship for a long time. Participation etc is now in formal structure. Young people need to belong to something.

Question: *How can I talk to young people in my country about citizenship when what they need is food? How can we train people who face extreme poverty?*

Panel response:

We cannot work on participation without a common standard of living.

Question: *What is the point of a European Youth Policy if countries are not ready for it?*

Panel response: We can work on a picture of citizenship on European level. Young people have to learn about a new supra-governmental level dimension of citizenship at EU level. Democracy has to be learned. It's a large agenda. The White Paper on European Youth Policy provides good ideas about how young people can participate. It has a strategic and a symbolic importance. We can present this White Paper to our own governments and it will give evidence of the importance of youth policy at European level. A lot of training will be needed!

Effects and Results of Non-Formal Education

by Bruno Barbier (Formations & Développement)

report by Madeleine Schmeder (National Agency France)

Training aims to provide people with a common frame which allows us to obtain the desired learning results with the help of the following elements :

- exchange among participants (complicity, verbal exchanges,...)
- learning :
 - theoretical : to understand, to analyse (left brain hemisphere)
 - practical : exercises, like role plays, theatre, simulation exercises...(right brain hemisphere)
- positive feed-back by the trainer to highlight the positive impact of the learning process and to be able to progress from there
- there should be a coherence between the examples given by the trainer and the image he reflects
- the frame : the number of participants (what is an ideal number ?), the hosting, the use of the mother tongue are important aspects for the success of the training. Some people argue that the content of the training is less important than it's "frame".



The psychological aspects of the effects of training

How does training change the attitude and the behaviour of the participants and what are the results of this process?

The « Iceberg model » allows us to understand the mechanism of the human mind :

- the visible part of the iceberg represents the conscious part of the mind
- the invisible part of the iceberg corresponds to the unconscious part of the mind and contains what a person has learned. This potential can be represented as an endless tape on which all events in life will be recorded. It is this part of the iceberg below the surface that determines the attitude of the person.

Training is a conscious process, but the underlying non-conscious attitude of the person will determine the results of the training. Therefore it is crucial to obtain the conscious approval of the participant to enable change to happen, thus to guarantee the success of the training course.

The mental processes of the participants are linked to their capacities of reflection. While being confronted with the way of thinking and behaving of the trainer, their reactive reflection to this will enable them to analyse their own way of thinking and thus to progress. Their external behaviour will change accordingly and more so since the training course setting provides them with a safe environment that allows them to experiment, and to integrate this new behaviour (gradually) for the future.

These mental processes are inter-linked with emotions. Emotions are a crucial and necessary aspect of training (humour, stories, parables, animations, chocks...) to the extent that an excellent emotion is almost more important than an excellent topic.

How does a participant benefit of such a training course?

- it stimulates exchanges among participants, which are particularly important in an international frame, whether it is in the formal (planned programme) or informal moments (breaks, meals, ...)
- it strengthens one's emotional intelligence and provides an excellent exercise to manage one's own life and that of a group (knowing that the social or emotional competence is often more important in professional life than the IQ)
- it gives a better knowledge of oneself, of one's own values, objectives, motivations, enabling the individual to be more open in contact with others, to develop a greater self-esteem and a increased autonomy
- it is the basic recognition of the participant as a person being part of the process

The Motivation Pyramid (by Abraham Maslow)

People have different needs and they are ranked hierarchically in a pyramid. Before we satisfy a lower level we cannot expect any results on a higher level. At the bottom of the pyramid, as the basis of all is the satisfaction of the primary needs. If participants are hungry or cold, you cannot conduct any training with them on higher issues. Next in line is the satisfaction of the need for security and the satisfaction of the need for contacts. These needs are part of a negative spiral: the more these needs are covered, the less they appear. The need for recognition is the most important aspect of motivation. And the ultimate motivation for all activity in life (once the other needs are met) is self-realisation.

As for the **evaluation** of the effects of training, it is primordial to take a long term approach to it in order to see the real results. An exercise group or reunion after 2 to 3 months is a good way to reactivate the process of learning and it propagates the effects in a longer term perspective. Because in a way training is a never ending process: it doesn't create results but merely gives impulses and desires for change.

Recognition and Accreditation of Non-Formal Education

by Gordon Blakely (National Agency United Kingdom) & Hans Joachim Schild (Life-Long Learning Working Group – European Commission)

report by Gisèle Evrard (International Cultural Youth Exchange) and Silvio Martinelli (Service Civil International)

Recognition and accreditation of non-formal education is definitively a very important topic for youth workers, trainers, young people, civil servants or any other actors involved in this field. **Non-formal education** in one of the priority areas of the Council of Europe and one of the main elements of the YOUTH programme. And even though there is already a certain form of recognition at certain levels, there is a strong need to go further in this process and to find, if possible, common agreements.

Here is an illustration of a **pilot experience** in recognition and accreditation of non-formal education conducted in Britain.

The practice focuses on “**skills**” but the most important question is then: what do we need skills for? Nowadays, although it was already the case 20 years ago, it seems that skills are mainly needed to work, or in other terms, for “**employability**”. In this context we need to see with potential employers what kind of skills young people might need “to work”. What are employers looking for, besides the “traditional” certificate or diploma? Here are some of the skills needed:

- Communication
- Working with others
- Learning and improving your own experience
- Problem solving
- Application of numbers
- Application of IT

These are just some examples. Taking into account the youth work dimension, we could add:

- Self-confidence building for individuals
- Completely voluntary
- No level, no hierarchy
- Evidence not always needed for certificates
- Etc...

The main question that comes afterwards would quite naturally be: How to evaluate these skills? How to make them visible? How to assess them? And last but not least: how to recognise them? It seems that more and more, employers are looking for young people having added different experiences from the formal education. But again, how to measure, and how to value the experiences of young people that have taken part, for example, in a youth exchange?

Taking this as a “case study” the National Agency of UK thought that one possible way of measuring and assessing results could be to develop individual portfolio, or “**portfolio of evidence**”. Young people receive an individual portfolio where they can state what they want to learn and how and where they learnt it. They can step by step evaluate what they have learned, the results, what it brought to them, what is the added value of their experience for them in another context etc. This gives them the opportunity to:

- Assess their learning process,
- Have proof of what they learned and how.

Again, this is one way to measure results of tools used in a non-formal education context, but this example doesn't apply necessarily on the European level.



The group discussed other possible ways to support the recognition and accreditation of non-formal education that are used or worked on at national level. Some examples presented were the following:

- **Hungary:** Certificates are appreciated by young people but not valued by society. Much emphasis is put on the process of producing a law on Youth which should recognise the profession of youth workers. It would also put emphasis on the initiative of young people.
- **Germany:** Government and local authorities have been requesting more evaluation of the outcomes of youth activities in order to justify the financing of it. Failing to do this may result in reduction of funding for youth organisations. This can be considered a step towards the recognition of Non Formal Education as youth organisations will have to show the value of their work (e.g. youth exchanges, seminars, etc.).
- **Finland:** The case of the Study-Book is well known. Finnish Universities are often keen to recognise and accredit international youth activities on the basis of a report or other form of testing made by the student.
- **Luxembourg:** There is an attempt to implement a version of the Finnish study-book.

Conclusions: The group debated extensively the issues below and felt that could not reach conclusions but rather recommend to take stock of the discussion and continue it in the future in wide consultation with the various actors concerned (i.e. institutions, youth organisations, national agencies, etc.).

- **Certification:** A three step process was presented: 1) policy; 2) certification; 3) recognition. The second step took most of the discussion. For some participants it was not clear whether certification, especially connected with assessment and grading of the participant's experience in an Non Formal Education activity, could lead to what many called "formalisation of Non Formal Education". For "old" NGOs the issue of motivation was at stake. The main interest to participate into an activity should be based on solidarity with local communities and/or desire for personal development. These are often included in the concept of building citizenship. There were concerns that young persons might want to participate in youth activities only to get a sort of "diploma".
- **Employability:** connected to previous debate, it was stressed that employability per-se should not be the main criteria for designing a youth activity. Building citizenship is a more complete concept, although its meaning is not self-explanatory for everybody. It should at least include concept such as community work and participants' self-development.
- The Directorate of Education has published a **Memorandum on Life Long Learning** and the follow-up of the action plan on life-long learning (to be published in November 2001) could be an opportunity to highlight the importance of the recognition of Non-Formal Education and particularly youth activities.

Inclusion of Young People with Less Opportunities

workshop by Camilla Wicksted (Youth Unit – European Commission) & Tony Geudens (SALTO-YOUTH@JINT, Belgium)

report by Gordana Berjan (National Agency Sweden)

What could be the definition of a 'disadvantaged young person'? Who do we actually talk about when we are using the term "**disadvantaged youth**"? It became apparent in the discussion that the national contexts and our experiences with this specific target group determine our definition. Also the wording we use to describe this target group is a very sensitive issue: within the YOUTH programme's inclusion strategy we now prefer talk about '**young people with less opportunities**'. There must be also a distinction between whether youngsters feel 'disadvantaged' themselves or whether others define them as having less opportunities. Within the Commission's work on inclusion, there are several areas defined which could

lead to less opportunities (economic, social, ethnic, cultural, geographical and disability). Youth workers and NAs could use these items to develop their own definition of priority areas and set objectives in this light.

When we look at the **added value and benefits** for youngsters with less opportunities involved in a project within the YOUTH programme (and certainly also other international programmes), we can see many positive aspects:

- Encounters with other youngsters in the same situation or even worse situations that gives new perspectives on their own lives
- Contacts and links between young people across borders (often this is a first international experience)
- Self esteem and confidence building
- Language learning and employability
- Knowledge of your own culture and that of others - intercultural learning
- Benefits to the hosting community in opening up to different people
- An open programme that gives many opportunities/avenues to start international cooperation and confidence building
- ...

If the YOUTH programme (or other mobility programmes) are so beneficial, then it is worth our while to see how we can **improve** its implementation:

- Possibility to use youth exchanges as a first step into the YOUTH programme before going on a European Voluntary Service
- The need for complementary national programmes and actions for disadvantaged youth who are not “ready” to enter the YOUTH programme on a European level. National youth exchanges between rural and city environments, or cross-border regional youth exchanges based on similar/same languages, e.g. between Scandinavian or French speaking countries etc. can be a start for further development for this target group
- Training youth workers and developing training modules for “ordinary” youth workers that do not have and previous international experience within the YOUTH programme in order to discover potentials in European youth programmes
- Dissemination of information is important but it is not enough; this must be complemented with sharing of experiences of experienced youth workers and youngsters to make it ‘real’
- The success of the management and implementation of the projects of the YOUTH programme are depending on the resources available for the work with this target group, which is a political decision - how much (financial) support is actually put aside for this?



Some work in this field has already been done the European Commission. They developed a **Strategy on Inclusion** from the experiences with the previous youth programmes: Youth for Europe and European Voluntary Service. Through evaluation of the programmes it was clear that youngsters with less opportunities did not enter into the programmes, particularly in EVS. Only 11-12% of the volunteers would be considered to have ‘a disadvantaged background’. One of the main reasons would be the lack of actions that would be successful in working with this target group. The new YOUTH programme tries to better accommodate these concerns and the Commission initiated the development of a strategy for including youth with less opportunities into the programme. A working group with representatives from national agencies (United Kingdom, Poland, Romania, Portugal) developed a strategy for inclusion in consultation with other national agencies and other actors in the field. The **key elements** of the strategy focus on several areas:

- motivating organisations
- action related initiatives
- training
- information
- monitoring
- spreading good practices
- financial aspects

The complete **Strategy on Inclusion** can be found on the web site of the training event (www.eu2001youth.be › Bridges for Training) under “useful documents”. The strategy has a two-year perspective and its success will depend on the commitment of the national agencies and their efforts of implementing initiatives in the different areas of work.

The participants raised some **comments and concerns** towards the Strategy on Inclusion. Several points were raised:

- We should be careful in using only **statistics** when we discuss how we can increase the number of disadvantaged youngsters into the programme. There are quality aspects that cannot be measured by figures but which are nevertheless a part of a successful project and have a significant impact on the future of the individual and the use of the programme in general.
- Some participants had the opinion that we should be **realistic** and not aim at including every single disadvantaged youngster into the YOUTH programme. It is not realistic that a European programme can be the solution for some youngster that are not even interested in national programmes for disadvantaged youth. There is a need to first of all raise awareness about the possibilities and then to make it accessible for young people.
- The work on the **process** in a project should be strengthened – from preparation, implementation to follow up of a young disadvantaged person taking part. No one should be excluded, no matter how “disadvantaged” this person might be, since there are successful cases where very disadvantaged youngster were being able to participate in the YOUTH programme off course with the necessary support and training.



The YOUTH programme in it self is not an aim but should be seen as a **tool** for young people with less opportunities. The diversity of

- actions within the programme gives the possibility to the young people to find their own most suitable ‘pathway’. The YOUTH programme is not “the solution” for this target group -. It is only one of possible solutions for this target group.

The **evaluation and monitoring** of youngsters with less opportunities participating in projects needs to be improved. It was suggested

- that “case studies” or “life stories” would be a good way of evaluating, distilling concrete actions out of it to improve quality of

future projects with the target group. Important would be to monitor a group of youngsters with less opportunities on a longer term since the impact of participating in the YOUTH programme does not necessarily appear within six months or a year.

- Too much **flexibility** within the YOUTH programme and the different actions can also be a drawback for youth groups with less opportunities. Positive discrimination is also discrimination. Complying with rules is also a learning experience for these youngsters but we should provide enough support to deal with these rules.

Education for Human Rights

*by Rui Gomes (Directorate for Youth & Sport - Council of Europe)
report by Hazel Patterson (National Agency United Kingdom)*

This was an inspiring discussion about how human rights education can and should be incorporated in international youth work.

We are **not inventing human rights** - religions have promoted them for centuries. It is necessary to renew efforts to help young people channel their energies away from violence, and that there is a lot of work to be done on this. We must be careful and firm on how we formulate the values and beware of double standards.

As a response to these issues Rui Gomez gave a detailed presentation of the **Human Rights Education Programme** of the Council of Europe and how it can help youth workers and trainers working with young people (www.coe.int/youth). Human rights education is defined as 'Education programmes, activities and actions that focus on promoting equality of human dignity'.

It is a priority for the **Council of Europe** for 2001/2. The plan is to work with all kinds of youth groups, both in formal and non-formal learning. The overall aim is to help young people to exercise their rights by being autonomous and taking care of their own social environment.

- *'No one is born a good citizen, no nation is born a democracy. Rather both are processes that continue to evolve over a lifetime. Young people must be included from birth'* (Kofi Annan, General Secretary of the United Nations,
- *'Everyone has a story, has the right to be listened to and heard - that is where Human Rights Education begins.'* (from a participant at the Human Rights Education Forum, Budapest 2000)

Human Rights Education is lifelong, multilevel, multiform, trans-sectorial, trans-disciplinary and trans-generational. The rights are:

- Indivisible - they are a set and cannot be separated
- Inalienable - they cannot be taken or given away
- Equal - no one is more important than others
- Interdependent – for example, social and political rights depend on each other
- Universal - they apply to all human beings, and provide an overall framework which may still have some local expression

The historical evolution of the relationship between Human Rights and education and youth work can be expressed as follows:

First generation rights

Liberty: civil and political:

This was done through civic education, citizenship education, education for democracy, education for lawfulness. These were the activities up to the Second World War.

Second generation rights

Equality: economic, social, cultural

Done through intercultural education, anti-racist education, anti-prejudice education, education for tolerance and social responsibility, women and children's rights. These came to the fore after World War 2

Third generation rights

Solidarity: peace, development, healthy environment

Carried out through peace education, education for non-violence, reconciliation, environmental education

Now there are emerging rights such as in biogenetics. This is an evolving field. Human rights are not static.

A **Manual on Human Rights Education** is being produced to support the work of partners at local level engaging in Human Rights Education. It aims to demystify human rights, show that they are not just for lawyers and that they cut across youth work. These materials can be used in national and regional training courses and to train trainers, mostly for non-formal education, but possibly also for use in schools. It is intended to be a practical handbook, full of methods and tips for actions, so that is accessible and easy to use. Anyone wishing to receive a copy can send an email to Rui.Gomes@coe.int.

Curriculum for Training for Trainers

by Miguel Angel Garcia Lopes (Curriculum & Quality Development Group), Karolina Vrethem, Mark Taylor, Paul Kloosterman and Erzsebet Kovacs (Team of Trainers of the Pilot Advanced Training for Trainers in Europe) & Balazs Hidveghi (Partnership for Training and Youth) report by Kinga Kerekes (Youth Action for Peace)

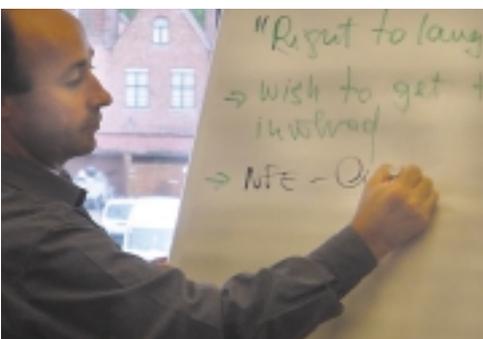
All of a sudden there were some new names and abbreviations in the European Youth field: **the Curriculum and Quality Development (CQD)** group and the **Advanced Training for Trainers in Europe (ATTE)**. Where do they come from? Here is the story: three years after the launch of the Partnership for Training and Youth between the Council of Europe and European Commission (see above), there was a need to define the added value of this cooperation. The institutions agreed that the fundament of their cooperation is the set of common political goals of European citizenship and the enhancement of the quality of training activities run under the different programmes (YOUTH, EYC, Assistance Programme,...). The tools to work on this issues were exactly the CQD group and the ATTE course.

The CQD group was an expert group composed of freelance trainers, teachers, researchers, representatives of National Agencies, the Council of Europe, the European Commission and the Youth Forum. One of the aims was to push policies into the direction of recognition of the curriculum for trainers, results to be expected in the longer term.

The direct outcome was the creation of the pilot course on European Citizenship which took place in 2001 and will take place a second time in 2002. Another palpable project is the launch of the first Advanced Training for Trainers Course in Europe (ATTE) (more info on both courses at www.training-youth.net).

The participants of the working group discussed different elements of the course and voiced the following **remarks and questions**:

- The ATTE is an **investment** from the side of the participants, as well as the European Commission and the Council of Europe. Moreover, it is also an investment form the side of the youth sector in general, because resources directed towards ATTE will diminish resources left for other activities. Therefore the outcome of this course is essential for all parties.
- The **competencies** need to be assessed at the beginning of the course as well as during and at the end of the training process. Criteria, indicators and standards need to be worked-out for the assessment of these competencies.
- Values have a major importance in the training process and certain **values** should be shared by all participants. Trainers formed at the ATTE should become promoters of human rights and the values of the European Institutions (democracy, citizenship, participation, tolerance,...).
- The **selection** of the participants has to be done carefully, in a transparent way, based on the assessments of the participants. Balanced representation of genders, nationalities, disadvantaged groups would be desirable, but will not consist the main criteria for selection.
- **Multiplication** will not happen if there is a conflict among the expectations of the course-organisers



(a large-scale dissemination / multiplication of the results) and the participants' personal interests (to keep the knowledge for themselves and be more informed than the others). This again leads to the question of values and motivation of participants.

- The **accreditation** of the course is still an open question. One problem raised by the potential accreditation is whether this would limit the creativity of the participants? Will it lead to the definition of what is “right” and what is “wrong”?
- Will any **difference** be made among trainers who did and who did not attend ATTE? How will other trainers be accredited? The ATTE-team believes that this course is only one training, part of a puzzle of different training offers. ATTE will probably become a label, but not the only label a trainer can have.

Quality Criteria for Trainers

by Helmut Fennes (Directorate for Youth & Sport – Council of Europe)

report by Ronald Keersmaekers (Flemish National Agency Belgium)

“What is a Trainer?” The answer could be simple: “A trainers is just is somebody who provides training”. But if anybody conducting training courses is a trainer, what do we base ourselves on to put together a team? Which are the criteria? Who do we take as a trainer? The answer to all these questions is an on-going process which has been the subject of different debates within the Curriculum and Quality Development group of the Partnership between the Council of Europe and the European Commission. This expert group has been dealing with the following topics:

- Quality standards for European level youth worker training
- Qualities and qualifications of trainers in European level youth workers training
- Competences for DJS external trainers : Profile of a junior/senior trainer
- Self assessment grid

Qualifications we expect from the trainers in European Trainings

- Process competence and Knowledge management competence (the skill to find the information on the right place like the Internet) is missing.
- Youth work experience, experience in youth exchanges
- Knowledge of training ethics/behaviour
- Self awareness (as a trainer). This includes also values.
- Language skills =>here were some reactions of participants. “Is it necessary to know more than 1 language? Can I say that if I speak more than 2 languages I’ve intercultural experience?”
- The competence of producing a “Safe/Secure”; learning environment
- Awareness of values of the contractors
- The necessary to be coached as a trainer and to follow training opportunities



Similar ideas have been regrouped by the Curriculum and Quality Development Group in a document called **“Quality Standards for European level youth worker/leader training”**

(info sabine.vanmigem@coe.int). The big question we can ask ourselves now is “How we’re going to measure these competencies?”. The Curriculum and Quality Development group has worked out 2 documents with possible proposals :

- Competencies for DJS external trainers : Profile of a junior trainer (www.eu2001youth.be/downloads/djsjunior.doc)
- Competencies for DJS external trainers : Profile of a senior trainer (www.eu2001youth.be/downloads/djssenior.doc)

Additional comments about the above 2 documents can be sent to goran.buldioski@coe.int from the Council of Europe.

“What competencies do we want to achieve in a Training for Trainers”:

1. Social Competencies :

- Communication
- Management
- Working in a team
- Intercultural learning + training
- European (Global) awareness
- Youth work realities

2. Professional Competencies :

- Read reality as it is (= needs progress)
- Knowledge of Non-Formal education
- Produce adequate learning
- Training design
- Methodologies + methods
- Important Communication/facilitation skills
- Evaluation and documentation

The Interkulturelles Zentrum developed a **self assessment tool** within their long term Training for Trainers for European YOUTH projects (available at www.eu2001youth.be/downloads/pdp_bft.xls).

Development of a Joint Trainers Pool

*by Balazs Hidveghi (Partnership for Training & Youth)
report by Artur Payer (Youth Unit - European Commission)*



Starting from some existing examples, we could discuss what the Trainer's Pools are and what they could be.

Existing pools

Three Trainer's Pools were discussed:

- The pool of the Council of Europe
- The Youth Forum's pool
- The ICYE trainer's pool

1. The **Council of Europe's Pool**, which has existed for quite a long time, is in the process of updating. The Educational staff at the Council has undertaken to introduce clearer quality criteria for trainers, as well as some distinction based on professional experience (junior and senior trainers). The Pool currently includes about 70 trainers who have re-confirmed their membership in the pool. Maintaining the pool means, among other things, informing the trainers involved about programs and sending them publications. The aims are to make the functioning of the pool more transparent and to include new or more junior trainers besides the “core group” of seniors.
2. The **Youth Forum's Pool** was created in 1998. It involves 32 people (14 female and 18 male). The aims are to maximize on members skills, to improve training work within the Youth Forum, to increase possibilities and to shape expertise (e.g. with regard to conflict management). The members of the pool are either nominated by the member organisations or on the basis of their special expertise. The members of the pool have two meetings per year, one training for trainers meeting and one ‘business’ meeting. The pool is refreshed once per year on the basis of the opinions of the member organisations and

personal decisions of the trainers themselves. The Youth Forum will put a higher emphasis on communicating what offers the training pool can provide for. There will be an evaluation of the pool in 2002.

- The **ICYE's** (International Cultural Youth Exchange) **Trainer's Pool** was created three years ago. It involves freelance trainers as well as youth workers. In general, trainers are not being paid, exceptions are being made for some freelance trainers. In training activities the local level gets a special emphasis.

What can the benefit of trainer's pools be and how should they be structured?

While there may be some reason to welcome a circle of trainers who are able to transport and contribute to mainstreaming political information, it is essential to keep the trainer's pools as open as possible so as to keep the door open for persons representing all the different aspects of youth culture and youth work and also to allow for very specialized training. One way to realize this is to establish an easily accessible and widely publicized list of trainers, who fulfil the main core criteria for being a trainer. In addition to this, efforts should be made to strengthen the bilateral and multilateral networks of trainers. Training activities need a higher emphasis on marketing to be make use of the full potential available. And to quote a participant: The best way to further develop a trainer's pool is to use it.

Developing Training Strategies

by Kristin Aalsted (Youth Unit - European Commission) & Udo Teichman (SALTO-YOUTH@Jugend für Europa, Germany)

report by Bernard Abrignani (SALTO-YOUTH@INJEP, France)

In the framework of the **European Training Strategy**, one of the major elements is the opportunity National Agencies (NAs) have to organise their own activities within training. These activities are complementary to Action 5 Support measures, and could be seen as an additional tool to training activities organised by project applicants. The NAs own activities should meet the specific (national) needs of the users, as identified by the National Agencies, while taking into account the priorities of the YOUTH programme and the European training strategy in general.

Each NA is therefore requested to develop a **national training strategy**, in the form of a yearly « training and cooperation plan ». The summary below is a synthesis of the written outcome of the different group discussions.

Aims and Objectives of a Training Strategy

- More and better quality of projects in Action 1, 2 and 3
- To improve the access to the youth programme
- These projects have to be available and stimulate the mobility of the young people
- With a local impact and a regional participation
- Guiding the Intercultural learning process
- Inclusion of youngsters and volunteers
- The projects have to be answers to the needs
- They have to be flexible
- Production, distribution and use of training material on every level: local, regional, national and European
- Increase of co-operation with some countries
- To use or to create a competent pool of trainers
- To have a real evaluation and follow up



Key actors for the development of a national training strategy

Trainers - National Agencies - Programme Committees - Selection Committees - Experts - Local Networks
 - Local Government - Ministries - European Commission

How to promote the European dimension in a national training strategy?

Definition ? a project has a European dimension if it could be transferable to another country.

- Promoting inter-agency cooperation based on multilateral projects
- To use trainers with an international background
- By the exchange and sharing of good practice
- By using intercultural learning methods
- Including European topics into the programmes
- To invite multicultural participants into national trainings
- Stress that Brussels is more than money

It's very important to develop trainer teams with the ability to understand European messages coming from the Council and the Commission; for example for the Youth Initiatives.

It's necessary to make the European dimension concrete at local level through topics like:

- Human rights
- Peace
- Environment

These topics can be discussed in multi national groups because they are horizontal; but they don't have to be too political.

Example of a Training Strategy: The Dutch National Agency

Budget : ? 115.000/ year

Aims and Objectives:

- to work with more different and other countries
- more and better projects
- to support all actions and to work with the colleagues in charge of the other actions.
- to develop horizontal and vertical topics.
- to work on the national and international level.

To reach these objectives, it's important to have a pool of trainers; we practice a star system in order to distinguish between different levels of the trainers: giving 1, 2 or 3 stars (junior or senior etc).

The following scheme presents the different activities composing the training strategy of the Dutch NA.

• Europe day / evaluation					Trainers Pool
• How to organise International Activities					
• Co funding					
• Intercultural Learning					
• Disadvantaged					
	A1	A2	A3	A5	
	• BTM • PUZZLED	• ZOGO • SOHO • PUZZLED	• FC • INIT • CLICK	• TFP	
• Network					
• Training Of Multipliers					

Staff Training for National Agencies

by Hans-Georg Wicke (National Agency Germany) & Uly Enn (National Agency Estonia)
report by Sue Kingsley-Smith (SALTO-YOUTH@Connect Youth International, UK)

The workshop provided a space to voice the **NAs' needs for training** at the European level, taking forward the ideas from the questionnaire already circulated by the Estonian National Agency. From the needs analysis-questionnaire (to which 17 NAs responded), three main groups were identified as having training needs:

- Newcomers
- Action-related staff (more experienced staff)
- Heads of NAS.

A discussion about current practice for training new staff within the agencies represented in the workshop, showed that there is in general no staff training policy as such - it is mainly 'learning by doing'. There were however, some examples of good practice e.g. in making sure 2 members of staff are familiar with each Action in case of absence or for continuity. The policy on whether staff are recruited to NAs who already have a background in (international) youth work was also a factor in their training needs. Three working groups considered the purpose and content of training for the 3 groups of staff mentioned above.

Newcomers

Time out of the office is a big consideration, so possible 3 or 4 short modules could be organised over the year e.g.

- on general programme information, youth policy etc
- action areas - practicalities
- ICL
- presentation skills

The Commission, trainers and experienced NA staff should be involved

Thematic/Action related training

- allows for exchange of experience
- fosters communication in the network
- enhances understanding of the management and procedures of the programme
- promotes a shared understanding of ICL - what it means to us in the YOUTH programme
- builds our own 'network-culture' - common values
- should make use of the experience and knowledge of the Council of Europe eg on ICL, non-formal education
- allows discussions on project selection criteria
- develops common qualitative indicators to evaluate projects
- exchange good practice in the organisation of NA training and information initiatives

Heads of NAs

- networking – 'intervision' to facilitate cooperation and communication between the NAs. (This is also linked to having a common set of values for the programme)
- monitoring youth policy developments on the European level; could build relationships with external partner agencies
- skills such as motivating staff, European project management



Who should develop the training?

A small group of NAs and the Commission could develop the ideas. The role of SALTO could be one of coordination or it could potentially be integrated into the SALTO tasks in the future. The training seminar currently under preparation involves 2 National Agencies (Germany and Estonia), external trainers and the Commission

Next Steps

- the first thematic training will take place in December regarding the training and cooperation plans
- consider how to combine the needs of experienced and inexperienced staff
- see which NAs want to volunteer to be involved – this can be considered at the NA Business Meeting

Transfer of Existing Good Practices

by Bernard Abrignani (SALTO-YOUTH@INJEP, France)

report by Clément Dupuis (SALTO-YOUTH@INJEP, France)

For years there have been organised all kind of training activities in the youth field all over Europe and beyond. These practices could stimulate and support new training initiatives instead of reinventing the wheel. Therefore, SALTO-YOUTH@INJEP is compiling **good practices** from different actors in the youth and training field and disseminating them throughout Europe to stimulate the quality of youth worker training on a European level. This way the “savoir-faire” of the different actors in the field will be combined and made available as a resource for training for all.

The focus lies on transferable documents, meaning the documents which could be understandable and relevant to different actors in the field. These documents should be useful for training initiatives of others. For example, with regard to language, it is a fact that English is the most widely understood language in the youth field in Europe, so a translation into English from other languages would be an asset.

The **resources** that will be compiled could be :

- training reports
- information documents
- training tools and methods
- videos
- CD-Roms
- Internet sites

But remember: KISS...Keep It Simple & Specific!

Additionally SALTO-YOUTH@INJEP has created a **newsletter** to spread information on the collected training materials and other relevant topics. This newsletter should be clear, accessible and not too long (currently one page). The suggestion was launched to produce newsletters on particular themes (Youth exchanges, Voluntary Service,...). If the summary of the training resources makes you curious, you can ask more information about the tool, either contacting the authors of the document (contact details are mentioned in the newsletter) or writing to SALTO-YOUTH@INJEP with your query (salto@injep.fr). If you would like to share some training materials with others, you can **send your documents** to SALTO-YOUTH@INJEP and your resource can be mentioned in the newsletter. For the time being the newsletter is sent to the National Agencies, but continuously more addresses will be added to the list.

SALTO-YOUTH@INJEP can not do all the work alone, but relies on its **partners**. These are for the moment mainly the National Agencies of the YOUTH programme, but other co-operations could be



explored for example with the following partners:

- the Council of Europe (CoE) – European Youth Centres
 - the youth library and resource centre in Strasbourg
 - the partnership agreement between the European Commission and the Council of Europe - T-kits and Coyote
- the European Youth Forum
- the European Commission (publication office),
- the INJEP library
- all other actors working in the field of youth and training in Europe

Quality: Not just any documents will be compiled. There need to be minimum criteria safeguarding the quality and usefulness of the educational tools or documents. Considerations of language, clear objectives, possible uses, size and format play a role in withholding and publishing a document. For the moment the selection will be done on a case-by-case basis until some quality criteria are developed.

A Trainer's Response to 11 September 2001

by Corinne Grassi (Youth Express Network)

Moved by the terrorist attacks on the 11th of September, around 30 people gathered at Bridges for Training to discuss the impact and consequences of this event on our work as trainers.

In a first time, small groups were formed to express first reactions, impressions and emotions. One Muslim participant hesitated to come to this meeting, because the impression she got from Arabic media was that West see Muslims as devils and many Arabs feel isolated or even attacked. At the same time some participants did not or hesitated to come because of the recent events and the climate of fear. Therefore the suggestion arose to write an open letter of people from the youth field to institutions, organisations and colleagues in the youth field to counter the spiral of irrationalism.

A small working group wrote a draft letter, submitted it for comments and amended it. During the following weeks they collected no less than 70 signatures from the participants of Bridges for Training, representing a wide variety of profiles (individuals, trainers, training organisers, national agency representatives, NGOs,...). The letter has been since sent to a wide range of different institutions, governments and organisations and published in magazines of various organisations.



An open letter to
*the United Nations; the Heads of States around the World;
US members of congress and senators,
the European Commission, Belgium Presidency of the European Union
the National Agencies of the YOUTH Programme,
the Media;
the Council of Europe, European Youth Forum, National Youth Councils, NGO's,
Trainers, Youth Workers, Coordinators, Leaders and their own networks on a worldwide level.*

With sympathy for the victims of recent and all terrorist attacks

From the 15th-19th September 2001, a group of over 100 trainers and professionals in the field of non-formal youth education from European, Mediterranean, Middle Eastern and North American countries met in Brugge, Belgium for a conference called “Bridges for Training”.

During this conference we took some time to reflect and discuss the recent attacks in the United States and the possible global ramifications. As people who are committed to the principles of human rights, non-violence, and interculturalism, and who deal with the impact of current events at the local level, we are deeply concerned about the impact of the current political situation on the peoples of the world. We recognize that people from all corners of the world should be treated equally with full respect for their rights to security and self-determination.

We urge our governments and other governments to act in restraint in the face of this current crisis. We fear this conflict could escalate out of control with the loss of many more innocent lives as well as loss of human rights, dignity and justice.

We encourage people and institutions to look critically at themselves and their societies and to feel responsible for their role in either creating or blocking the possibilities for peace. As educators, we recognize the importance of information and the media in influencing people’s attitudes and behaviours. It is imperative that accurate information and images are provided which reflect and respect the variety of perspectives from around the world.

We are also concerned by the lack of real dialogue between people in conflict. This lack of dialogue could jeopardise the valuable youth work done over the past years. We urge governments and the general population to listen to each other, to consider different points of view, and to respect the mutual needs and complexities of the issues facing our world today.

We remain committed to continuing our work and to striving for reconciliation in our communities. We ask others to join us in this effort to live with each other in security. We want you to know that we affirm our work to support each other through existing and new networks, and that this is a work that needs to happen all over the world.

This letter was signed by 70 participants of the training event but does not necessarily reflect the views or policies of the “Bridges for Training” conference or its organizers.

The Training Fair

Stands of Inspiration

The **stands** during the whole day presented different training materials and training initiatives.

- Centre Animation Languages - www.darespeak.org
- Centrum Informatieve Spelen - Educational Games - www.spelinfo.be
- Directorate of Youth & Sport - Council of Europe - www.coe.int/youth
- Engage! Interact - www.engage.nu
- European Commission - www.europa.eu.int/comm/education/youth.html
- European Peer Training Organisation - www.ceji.org/epto
- European Youth Forum - www.youthforum.org
- Finnish Red Cross - www.redcross.fi
- Hajde Da - Stanislava Vuckovic - hajdeda@Eunet.yu
- Intercultural Institute Timisoara Romania - www.intercultural.ro
- Interkulturelles Zentrum - www.iz.or.at
- International Cultural Youth Exchange - www.icye.org
- Loesje – www.loesje.org
- Training Materials and Publications - Mark Taylor - brazav@yahoo.com
- National Agency Belgique (fr) - BIJ - www.cfwb.be/bij/
- National Agency Belgium (fl) - Jint-Peter Smets-Eva Germeys
- National Agency Czech Republic-Barbora Bauerova-Tomas Vodicka
- National Agency Germany - www.iz.or.at
- National Agency Estonia - euroopa.noored.ee
- National Agency Hungary - www.mobilitas.hu
- National Agency Luxemburg - www.youthnet.lu
- National Agency Romania - eurot@kappa.ro
- National Agency Spain - Paloma Iznola - www.mtas.es/injuve
- New Wave: Extreme trainings of teambuilding - Helena Kalibaba - compass@elan-ua.net
- Non-European Training - Corinne Grassi - corinne.grassi@9online.fr
- Outward Bound-Dirk De Vilder - www.outwardbound.be
- Partnersip Training-Youth & Coyote - www.training-youth.net
- Proni Institute of Social Education - www.proni.se
- SALTO-YOUTH - www.salto-youth.net
- Service Civil International, Germany - www.sciint.org & www.sci-d.de
- Training for Roma youth leaders - Jana Mihalikova & Sona Holubkova - mihalikova@iuventa.sk &
- Uniser - Andrea Messori - www.uniser.net
- Veb, accademia europea - www.veb.it
- Vuurbloem/Fireflower - Pat Patfoort - pat.patfoort@glo.be
- WAGGGS - World Association of Girl Guides and Girl Scouts - www.wagggs.org
- Youth Express Network - www.y-e-n.org



A whole series of Workshops

At regular intervals during the whole day, a menu of different **workshops** was offered to arouse the interest and enhance the development of training. Participants got the opportunity to take part in the workshops.

- Bi-Tri-Multi training - Wim Vogelaere
- Coaching Intercultural Teams - Mark Taylor (see description below)
- Competence Based Training for Trainers - Paul Kloosterman-Erzsebet Kovacs, Paola Bortini (see description below)
- Creative Writing - Vero Crolla
- Risk Prevention and Crisis Management - Detta Regan & Alejandra Martinez
- Celebrating Diversity! - Tim Merry
- EU or Eastern-Central European participant...- Peter Hofmann, Erzsebet Kovacs & Sonja Mitter
- Europath game - Joke Schoolmeesters
- Use of Environment in Training - Bernard Abrignani & Mac Maistrelli
- Prima ?! How to evaluate a Trainer - Irma Vermeend & Peter Barendse
- Feasibility training: an example of interagencies cooperation - Bernard Abrignani
- Experiential Methods for Intercultural Learning - Dirk De Vilder & Arturas Deltuva
- Finances of Youth NGO's - Kinga Kerekes (see description below)
- Training to be! Not only to do - Cecilia Grimaldi (see description below)
- Future Capital - Heike Hornig
- Gender in Training - Ulrike Eklund
- Hajde Da, socio-psychological support in war situations - Stanislava Vuckovic
- Communication and Information Strategy - Oddbjorn Hauge & Anne Flonneau
- Mediation, conflict resolution and training - Susana Lafraya Puente (see description below)
- Music workshop to develop the communication capacities - Miguel Horta Afonso (see description below)
- Peer Training as Social Action - Robin Sclafani
- How to connect personal aspects and the group process - Jarkko Soininen (see description below)
- SALTO TC Project Management - Jonathan Bowyer
- SOHO - Peter Hofmann & Rita Bergstein
- YouthNET: exchanges in Southeastern Europe - Rüdiger Teutsch (see description below)
- Salto-Youth-Injep: Visit to the EuroMed museum - Mac Maistrelli, Asuman Goksel, Mark Taylor & Djamel Benia
- SALTO TC Inclusion - Kathy Schroeder
- Training for trainers of EVS volunteers - Barbara Helm
- A Taste of Interactive Theatre - Peter Merry (see description below)
- Training of Multipliers - Lazslo Foldi (see description below)

Musical Workshop to develop communication capacities

Facilitated by Rui Afonso, tercinas@yahoo.com

The workshop gave an introduction to several musical games:

- Talking stick
- rain game
- call and response
- orchestration and dynamics
- and knowing how to listen
- detecting sounds
- clap and sounds chain
- body percussion
- improvisation

Through these exercises people are able to improve concentration and trust, sensorial awareness, communication and interpersonal relationship.

It is possible to create music with any kind of people - even people that think they don't have any musical capacities or skills - on the contrary it is very easy if people are only willing to do it.

During this workshop the participants were actively involved in improvisation situations where music and body expression was always present. The dynamics of the workshop is increasing until the last exercise where we used several musical instruments to create a special environment of relaxation.

Similar topics will be addressed within the following project:

Med Dream Training Journey - by YEU (Youth for Exchange and Understanding). This project will be developed in Mediterranean countries and will start June 2002 until May 2003.

Coaching intercultural teams

Facilitated by Mark Taylor, freelance trainer and consultant, brazav@yahoo.com

Working in intercultural teams for intercultural youth projects has become recognised as good practice. Such teams have the potential for greater effectiveness - but also for disaster! Having an outside coach can help intercultural teams to function and understand each other better. Based on experience gained over the last few years, this workshop attempted to look at some of the major issues involved in this growing professional area.

At the beginning of the workshop, the participants introduced themselves and answered the two seemingly simple questions: "Have I ever coached? Have I ever been coached?" The answers were a startling array of "I don't know's", "maybe's", "yes of course's" and "no, what is it?'s". Outside of sports, coaching is still a relatively new activity, especially in the youth field. A simple search on the internet reveals hundreds of sites about coaching, where most are offers from consultancy firms to individual managers. Narrow the search to "intercultural coaching" and we find similar offers to multinationals.

Here we are talking about intercultural teams, so participants were requested in small groups to look at "the challenges faced by intercultural teams in their work". Results included:

- setting objectives
- communication (including language)
- time management
- taboos
- how to organise themselves
- defining roles
- really reaching agreement



Much of this is about the process of team work. In his new book, *Coaching across cultures*, Philippe Rosinski defines coaching as: “The art of facilitating the unleashing of people’s potential to reach meaningful, important objectives”. [Thanks to Robin Sclafani for introducing this quote in the workshop]. Basically, a coach tries to help others to do what they want to do and, in this context, by helping the team make transparent their underlying assumptions - many of which are culturally based - and work more effectively.

If we look at the team as a system, the coach can be a very useful reflector to this system. Teams in international youth activities rarely have much opportunity to meet and a coach can be a powerful motor for speeding up the process of reaching a level of “good communication”. This means a level where real agreements can be made, without misunderstandings and where the project members take on the mantle of ownership.

Examples were given of relevant coaching experience from the study sessions of the European Youth Centres to the Heinrich Pesch Haus’ “Cocktail Project” and on to recent cooperation between IJAB and transfer e.V. in devising a long-term training course on the subject. And at the end a general debate was opened about the possible benefits of and opportunities for coaching intercultural teams. Work still needs to be done on this subject and it will be interesting to view developments in the near future.

This final, slightly provocative statement ended the workshop:

“Coaching intercultural teams is a luxury, if you are satisfied with a lower level of communication and quality!”

I would certainly welcome further comments or dialogue on this issue.

How to connect personal aspects and the group process?

Facilitated by Jarkko Soininen, Finnish Red Cross, jarkko.soininen@uta.fi



This workshop was a short visit to the methodological approach used in the work of the Finnish Red Cross with young unemployed people in difficult life situations. In this workshop we shared ideas about the challenges that young people are facing in their life. The idea is to give everyone equal opportunities to communicate as a person and as a member of the group. The general idea was that the challenges of the young person are quite similar in different European countries: “Work?” “Drugs” “I would like to be independent from my parents, but how?” “What does the society expects from me?” “What do I want?”

The particular methods that have been used during this workshop were the following:

1. Short introduction of the project.
2. “Toronto hand shake” - Augusto Boal: Games for actors and non actors- Everyone stands up. Participants are asked to shake hand with a person, that they know less, and to introduce them self and share their feeling at present moment.

Then participants are asked to continue... BUT you are not allowed to let go your right hand before you have a hand of another person in your left hand. This goes on until everyone has shook hands with everybody.

3. “YES- game”. Participants stand in a circle. One person will start looking for eye contact. When having eye contact, the person with whom the eye contact was made will say “YES” in her/his own language. This allows the first person to move to her/his place. After that she/he has to start looking for an eye contact and wait for “YES” to change the place. And so on...

4. "What challenges the young people are facing in their lives, in your country?"

Participants are thinking this question alone, writing words concerning this question on small post-its. Participants are divided into groups of three or four persons and they are asked to discuss and to form a common picture of the "challenges of the young persons in Europe" on a flipchart by using their post-its.

Groups are asked to choose the three most important words from their picture.

Groups are asked to make images based on these words by using their bodies and to formulate a question concerning the topic.

Then each group will present their pictures and questions. After each group there will be a short discussion about the pictures and the questions.

5. Short evaluation. What did we do? What did we learn?

More information about "Taking control of your own life" project at:

www.redcross.fi or contact Mervi Leivo: mervi.leivo@redcross.fi

Workshop "Training for trainers of EVS volunteers"

Facilitated by Barbara Helm, Interkulturelles Zentrum, barbara.helm@iz.or.at

The proposal for a seminar: Training for Trainers of EVS volunteers was presented and discussed.

Aim: to improve EVS training activities through

- sharing good practice among EVS trainers from different countries
- discussion of EVS training philosophy and its implementation
- development and improvement of training capacities of EVS trainers
- training in intercultural learning

Target group: trainers with previous experience in/knowledge of the EVS programme

- who have been or soon will be involved in training activities with volunteers (on-arrival training, midterm evaluation meetings, pre-departure training) and
- who are willing to share and further develop their capacities in EVS training

Duration: 3 - 6 days

Ideas and suggestions developed during the workshop

- There is a need for further training of trainers of EVS volunteers, especially in PECO countries. But also representatives from EU National Agencies and MEDA countries expressed their interest.
- Training sessions should be organised on both European level and regional level, involving trainers or junior trainers from different programme countries.
- Interkulturelles Zentrum in Vienna, Austria will take the initiative to organise a Tft for Trainers of EVS volunteers (2002, 2003)

Resources

A report of the session "Training for trainers of EVS volunteers" which took place 2000 in Witzenhausen, Germany is available at Interkulturelles Zentrum.

Interkulturelles Zentrum, +43 1 586 75 44-0, www.iz.or.at



Training to be, not only to do

Facilitated by Cecilia Grimaldi, cgrimaldi@iol.it

The aim of the workshop was to offer an overall presentation of the four core areas of training: skills, knowledge, attitudes and values. The presentation consist in a series of “experiences” to be proposed to participants showing the concept that the 4 focus are interrelated and offer the possibility to train to BE and not only to DO. The presentation is part of a set of tools that WAGGGS (World Association of Girl Guides and Girl Scouts) is setting up in order to clarify and to accompany its Policy and Guidelines on Training. *(The Policy and Guidelines are available at: www.wagggsworld.org).*

For each of the area a game or activity was played and carried out and after that a short debriefing about how the activity was linked to the area. A song with gestures for the skills, a mime game where you had to guess an attitude, a test to sort out what we know and what we believe, and at the end we all became artists and drew on a piece of paper the main values which lead our organisation, or our life.

The slides which closed the presentation presented Training as a mean which gradually changing a person's behaviour through a change in the person's

- skills
- knowledge
- attitudes
- values

or a combination of these. I hope those that participated enjoyed this global approach!

Finances of Youth NGOs

Facilitated by Kinga Kerekes, kerekes_s@mail.dntcj.ro



Finance-related topics aren't among the most popular ones at youth training events. Still, a youth NGO also needs a budget, a system for recording the bills, means to plan and control expenses and some fundraising to ensure financial sustainability. This workshop would like to offer the opportunity to share participants' own experiences in this field, to find out whether finances could be discussed at international training events or whether these issues are too country-specific. If there would be a need for such trainings, what kind of methods should be used and what should be the profile of participants?

There was a discussion on the importance of finances and all participants agreed that this is a neglected topic on youth training events.

Participants shared their own experiences and the conclusion was that legal/fiscal regulations differ from country to country and it seems to be more complicated for youth NGOs from Eastern Europe, who often have to face huge bureaucracy, which they are not prepared for. Due to the existing differences, the whole issue of finances can't be addressed on European-level trainings. Still, fundraising and general financial management could be tackled also at these events (especially at training courses for leaders of youth NGOs). Youth leaders participating at European training courses should also be made aware that their NGOs need to respect the accountancy rules of their country and that often they would need to have a professional accountant (paid or volunteer, smaller NGOs could share). A proper accountancy for a youth NGO is also needed in order to be eligible for EU funding. National Agencies could eventually organise training courses at national level, where youth leaders and youth project managers can be informed about the financial procedures they need to follow in that country.

Training of Multipliers

Facilitated by Laszlo Foldi, Mobilitás, foldi.laszlo@mobilitas.hu

The workshop gave an overview of Training The Multiplier Interactive methods, and a short presentation of the approach and the results of the training programmes so far. Furtheron it introduced the TOM Module developed by the French, Dutch, Portugese, Polish and Hungarian National Agencies.

As module of TOM (Training of Multipliers) has been developed, and continuously adjusted to the real needs of the participating countries, it became apparent that the programme can be accessible to other countries as well. Some participants (Slovak, German and Turkish coordinator) suggested that next year more TOM projects can be organised through the cooperation of different national agencies of the YOUTH Programme. We will send around an email to those who participated in the workshop, and answered the questionnaire about the multiplying needs of the national agencies. So in 2002 national agencies can start or develop their national network of multipliers with the help of the TOM module.

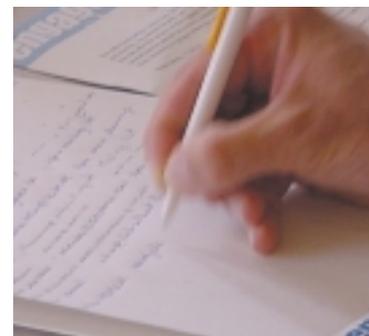
Competence Based training for trainers

*Facilitated by Paola Bortini, www.bortini.it, Paul Kloosterman, pauklo@globalxs.nl 10h-11h< “”
“and” “” and Erzsebet Kovacs, e.team@axelero.hu*

The workshop included a presentation of the Long Term Training for Trainers for European Youth Projects, organised by “Interkulturelles Zentrum”, Vienna, with a special focus on the individual learner. In this training, working with individual self-assessment and a Personal Development Plan plays an important role. The method is still in the process of being implemented during the training (May 2001-April 2002).

The training for trainers has the aim of developing the necessary competencies for European trainers. It started from the following assumptions:

- Competence can be defined as the combination of three dimensions: knowledge (what you know about what to do), skill (how to do it) and attitude (the way you relate to the topic/task). The overlapping of the three dimensions is made possible by the motivation and it shows the level of competence an individual has.
- There are three perspectives in identifying the competences: task centred when the required competencies are strictly linked to the tasks to be done, to the job description - in that case the individual is competent if already possess the competencies required -; individual centred when the competencies listed are the sum of all the competencies that an individual has gathered during his own life through different experiences -in that case competencies are not related to the tasks to be performed -; environment/colleagues centred when the competencies are activated by the environment and the colleagues the individual is requested to operate in - in that case the individual competencies are dormant and are activated in case of need.
- Competencies are manifested by behavioural signs. Some signs - positive - make evident the competence or are in favour of it. Some signs are negative and show the lack of competence or are against the achievement of a given competence.



The training for trainers has gone through a process trying to combine the three perspectives and to rely on self-assessment and peer support. By now the process steps have been:

- Identification of personal resources by each trainer present at the course starting from positive past training experience.

- Identification of core competencies by combining and compiling the identified resources.
- Production of self-evaluation grids with different steps of competence.
- Self-assessment in a given time framework (beginning and end of the course seminars)
- Group identification of positive and negative behavioural signs for the given core competencies.
- Feed back (from colleagues at the course, from course team, from home colleagues) for self-assessment.

Competence grids were distributed as reference material for discussion. It is important that the grids are pedagogical material for the purpose of the training for training course.

The training for trainers aims at developing the competence based approach as a tool for planning training courses; making evident the participant progress in mastering the competence the course addresses; giving participant a tool for their self-development.

Interkulturelles Zentrum, iz@iz.or.at, www.iz.or.at

Introduction to Image Theatre

Facilitated by Peter Merry, Engage Interact, peter@engage.nu

Physical / mental warm-ups; warm-ups to introduce idea of images.

- Mirrors - one person leads - swap - no-one leads - 2 lines
- Sculpting Statues - sculptor - sculpture of an emotion by touching - swap - sculpting without touching (of a situation with others present) - swap - move by signals into big sculpture - mirror it (20)

Background to Theatre of the Oppressed. Introduction to and enacting stages.

1. Image of Reality

- 1 person to make an Image of a situation where you have had someone in a group taking on the role of the Terrorist
- Others connect to character of their choice and voice how they think that character is thinking / feeling
- Creator gives each character a word or phrase to say, to express their situation
- Clarification

2. Ideal Statue

- Creator makes statue reflecting ideal situation of these characters, with phrases
- Open up for others in group to suggest changes - come to agreement

3. Transition

- Ask creator to suggest first change of position that Protagonist could make from Problem statue
- Ask others to suggest changes
- Move on in steps



European Youth, School & Community Network

Facilitated by Rüdiger Teutsch, ruediger.teutsch@iz.or.at

youthNET aims at the development of sustainable relationships, co-operation and joint projects in the areas of school education and youth within the region but also between countries in South Eastern Europe and other countries in Europe. School classes, youth organisations or new initiatives should be informed, encouraged, consulted and trained to link with each other in order to exchange experiences and develop new partnerships focussing on topics like human rights, democracy, participation and peace.

This project supports young people in the SEE region (Albania, Bosnia-Herzegovina, Bulgaria, Croatia, FYROM (Macedonia), Yugoslavia (Montenegro, Serbia, Kosovo) to develop joint projects within the region and to establish links with EU-Member-States.

In order to develop sustainable partnerships of young people **youthNET** offers:

a) Training activities for organizers

- knowledge how to find partners
- knowledge and skills to organise joint projects
- knowledge of organisational management
- knowledge of communication with authorities
- educational materials (formal and non-formal) for intercultural exchanges
- consultation concerning fundraising
- training in public relations
- information about European programmes
- training in order to ensure the quality of international educational projects (intercultural learning, foreign language learning, project learning, key-competencies) as well as to implement processes of civic education on the level of the schools or youth organisations
- funding for preparatory and start-up meetings
- contact and training seminars in SEE countries

b) Small funds to start up projects with partners in the SEE region.

youthNET provides seed money for the preparation of projects and start-up events. Applications have to consider certain criteria (bi- or multilateral partner projects, funding of travel and accommodation for young people in SEE, working materials, qualitative report, financial documentation of travel and accommodation, etc.)

c) Project development

- Support will be continuously offered by national and international consultants

All activities (conference, training seminars, consultancy, project support, administration of funds, etc.) are financed by the Austrian Ministry of Foreign Affairs in the framework of the Stability Pact for South Eastern Europe. The participation of young people from EU-Member States has to be funded by specific EU-grants (e.g. YOUTH).

The idea of **youthNET** was developed by Interkulturelles Zentrum Vienna - Austria, an NGO with wide experience in international youth exchanges. Interkulturelles Zentrum has been entrusted with the implementation of implementation of the project.

Interkulturelles Zentrum, +43.1.5867544, www.iz.or.at



Mediation, conflict resolution and training

Facilitated by Susana Lafraya, Investigación, Mediación y Animación, slafraya@zoom.es

This was a workshop about a Training Course on “Sociocultural Mediators” for youngsters in the frame of “Urban” community initiative. We work on non-formal education structures, educative processes and social participation. What does working with Mediation mean and what are its relations to Sociocultural animation? What are its fields of application when working with youngsters and how can we incorporate this subject and methodology to different realities and situations of the participants.



When working with youngsters in conflicts areas you have to start from socio-cultural animation in order to orientate mediation processes and positive treatment of conflicts. The aims of the training activities are certainly on mediation but the activity is centred on Animation, so the orientation changes. There is a simultaneous combination of mediation and animation activities in order to prevent rejections or the increasing of conflicts.

The benefits and impact both on participants of the activities and the community where they are developed are bigger and more recommended if there is a long-term training strategy. And also if theoretical and practical periods are developed.

The necessity of involving the associations and public administrations from the very beginning and the difficulty of maintaining the commitments of public administrations in the processes.

During this workshop the participants were put in pairs to find out each other's expectations and the relation with the topic. This was followed by an input about the training experiences, linked to a debate around some questions and proposals on how to combine Mediation and Socio-cultural Animation.

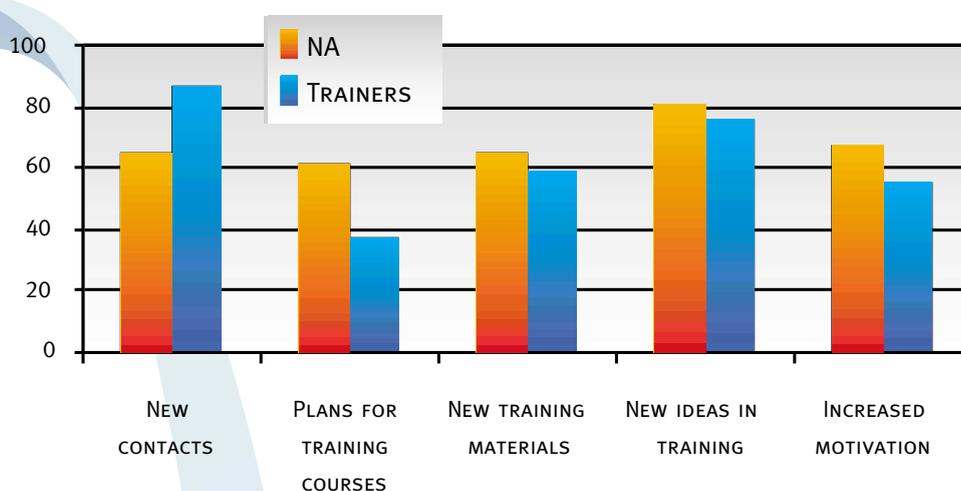
Last but not Least...

Some Statistics about Bridges for Training

by Felix Nicolai & Tony Geudens (Event Managers Bridges for Training)

Bridges for Training was generally evaluated very positively. On the evaluation forms all respondents (100%) said they found Bridges for Training useful.

WHY WAS BRIDGES FOR TRAINING USEFUL FOR YOU?



The explanation ‘why?’ varied between the trainers and the National Agencies. Trainers mentioned ‘new contacts’ as the biggest added value (86% of the trainers) followed by ‘new ideas’ (76%), ‘new training material’ (59%) and ‘enhanced motivation’ (55%). The National Agency project officers rated ‘new ideas’ as the biggest asset of the training event (81% of the NA officers) followed by ‘fresh motivation’ (68%), ‘new contacts’ and ‘new ideas’ for training projects (both 65%) and last but not least ‘new training courses’ (61%). Important to point out is that the participants came away with many new ideas and with more motivation in more than half of the cases. The National Agency project officers also used the opportunity to work on new training course offers, for which they could use the new contacts made. For the trainers the training event was an excellent opportunity to meet with other European trainers and break open the small existing circles.

As for the programme elements the introductory speeches on Sunday 16 September were welcomed with mixed feelings (rated on average 2-3 out of 5) - with a higher appreciation nevertheless of the SALTO and Partnership update (4 out of 5). The workshops (on the first and third day) on topics such as human rights education, inclusion, training strategies, quality criteria for trainers, etc were said to be positive (4 out of 5). The input on the Effects of Training was rated rather low (2 out of 5), which could be due to



the language barrier (having to listen to a French input through interpretation) or caused by the level of the input for the rather specialist audience. The panel discussion on citizenship was rated slightly better (2-3 out of 5), which could be explained by the bad setting of the room which limited interaction. The training fair with stands of participants and training organisations and the series of different workshops were rated very positively (4-5 out of 5).

On the organisational level, 77% of the participants rated Bridges for Training generally 'very well organised' and 19%'well organised'. A big appreciation goes to the Bridges for Training Staff (95% rated them good or very good). Less appreciated was the catering (35% found it only 'moyen'), maybe because of the meagre vegetarian food. The website, the information send outs and the welcome pack were considered good to very good in 90% of the cases.

Generous Thanks

I would like to thank enormously all the people that contributed to Bridges for Training to have made it a success. This event would not have been possible without the support of the different funders of Bridges for Training being the European Commission, the Flemish Community in the framework of the Belgian Presidency of the EU, the Partnership for Youth & Training between the Council of Europe and the European Commission and Jint, the Flemish National Agency for YOUTH. On the content level, I appreciated the contributions of the National Agencies of the YOUTH programme (Training Officers meeting at INJEP, October 2000), the SALTO-YOUTH network and the Steering Group on Training, Frank Marx and Kristin Aalstad from the European Commission, Balazs Hidveghi from the Partnership agreement for Training & Youth and Koen Lambert, the director of Jint.

Also gratitude to all the speakers, both from the institutions as from the training field, for provoking many thoughts. A big thank you goes to all the workshop facilitators and training fair exhibitors who enriched Bridges for Training with an enormous variety of topics, methods and materials. And the only way to capture all that was going on, was thanks to the efficient help of the rap-

porteurs and Jeudgwerknnet, responsible for the online report.

Behind the scenes, the Bridges for Training Staff composed of Jint & Partnership staff, but also volunteers and friends, deserves a special mention for keeping their heads cool and making the training event an enjoyable experience for all. And last but not least I would like to thank Felix Nicolai, without whose devotion and flexibility the organisation of Bridges for Training would have been tough.

It was a wonderful opportunity to see so many active interested participants, all working for the same cause. Hopefully you will participate again next time...

Tony Geudens, Event Manager



Participants list

all people that were there

National Agencies

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Apologies for any incorrect or missing information at the moment of publishing.



Bridges for training



LINKING PARTNERS IN NON-FORMAL EDUCATION IN THE YOUTH FIELD

Bridges for Training wants to bring together different actors in the field of non-formal education on a European level in order to exchange and inspire.

The training event aims to provide an update on different training initiatives going on in the European youth field. It will provide a space for presenting and experimenting with different innovative training methods and discuss some key issues in European youth work and non-formal education. At the same time, it could be an opportunity for partner-finding and establish new co-operation initiatives. Last but not least the training event wants to stress the importance and benefits of non-formal education in nowadays society.

Bridges for Training will be a cross-fertilisation between European trainers and Training Officers of the National Agencies of the YOUTH programme.

During the three-day programme, different key figures in European non-formal education will present different actions that are undertaken as part of a European Training Strategy, both in plenary sessions as at a training fair. A lot of attention will also be addressed to concrete training initiatives, explaining the concepts and experimenting with innovative methods in the various workshops. And last but not least there will be a forum for reflection on the development of training strategies, the trainers' pool and other initiatives.

Bridges for Training is part of the European Training Strategy developed within the European Commission and is the fruit of a joint action of different partners.

The training event is co-organised by SALTO-YOUTH and the Partnership in Training & Youth between the Council of Europe and the European Commission. The general co-ordination will be done by SALTO-YOUTH at JINT, the Belgian Flemish National Agency for the YOUTH programme. SALTO-YOUTH is shorthand for 'the Support for Advanced Learning & Training Opportunities for the YOUTH programme of the European Commission'. The training event takes place with support of the Flemish Community within the frame of the Belgian presidency of the European Union.

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