



# TRAINING OF TRAINERS

2017-2018 EDITION 17

REPORT

Bonn, 23 to 30 June 2018

Coordinated by:

**SALTO-YOUTH**  
TRAINING AND COOPERATION  
RESOURCE CENTRE



**Erasmus+**



## INDEX

### CONTEXT OF TOT:

1. ToT – AIM AND APPROACH	3
2. PARTICIPANTS LIST	4
3. THE TRAINER TEAM	4

### PART 1: SEMINAR III, BONN

4. CONTEXT OF SEMINAR III.	5
5. DAILY PROGRAMME OF SEMINAR III.	6
6. TEAM COMMENTS	7
7. PARTICIPANTS EVALUATION OF SEMINAR III.	8

### PART 2: THE WHOLE TOT-COURSE, EDITION 17

8. PARTICIPANTS EVALUATION OF THE WHOLE ToT-COURSE EDITION 17	9
8.1 QUANTITATIVE EVALUATION OF THE TRAINING OBJECTIVES	9
8.2 QUALITATIVE EVALUATION OF THE TRAINING PROCESS AND METHODOLOGY	12

### CLOSING

9. CLOSING WORDS OF THE TRAINER TEAM	17
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## CONTEXT OF TOT:

### 1. TRAINING OF TRAINERS - AIM AND APPROACH

The Training of Trainers (ToT) course is a long-term training course and takes place over the course of one year. It targets newcomer trainers who want to work internationally and puts a focus on all seven areas of the European Training Strategy Competence Model for trainers working at international level (<https://www.salto-youth.net/trainercompetences>).

The main goal is to train trainers who are motivated to take part in continually improving the quality of projects under the Erasmus+: Youth in Action Programme. Within the ToT course, participants have the chance to further develop their competences as trainers. In line with the European Training Strategy, ToT considers the following competence areas as essential, when working as non-formal education trainer within Erasmus+: Youth in Action:

1. Understand and facilitate individual and group learning processes.
2. Design educational programmes.
3. Direct one's own learning (Learning to Learn).
4. Co-operate successfully in teams.
5. Communicate meaningfully with others.
6. Intercultural Competence.
7. Being civically engaged.

Participants enter the ToT course from various levels of prior experience and bring along a portfolio of competences - consequently, their learning needs are different. The educational approach implemented in the ToT course intends to allow for these different learning needs to be identified and pursued. At the core of this process is the competence of the participant to direct his/her own learning. The group as a source for peer learning and the trainers as facilitators of these learning processes are essential pillars of this approach.

#### **The ToT course lasts a year and consists of:**

- Three residential seminars;
- An international Training Practice Project (TPP) they design and run with other participants;
- On-going e-learning throughout the whole course;
- On-going mentoring with one of the course trainers as your mentor;
- Learning commitments.



## 2. PARTICIPANTS LIST:

	Country	First name	Last name
1.	Austria	Martin	Fischer
2.	Belgium -FL	Bert	Van der Auwermeulen
3.	Belgium -FR	Ali	Sassi
4.	Bulgaria	Petya	Chalakova
5.	Bulgaria	Sandra	Apostolova
6.	Cyprus	Iliana	Petridou
7.	Germany	Marie	Heimburg
8.	Greece	Ioanna	Vlachou
9.	Greece	Olympia	Datsi
10.	Hungary	Bruno	Pizzini
11.	Hungary	Ádám	Rikter
12.	Italy	Sara	Paolazzo
13.	Italy	Annamaria	Simeone
14.	Latvia	Stanislavs	Babins
15.	Netherlands	Dani	Korai
16.	Netherlands	Floris	Muller
17.	Poland	Eliza	Bujalska
18.	Poland	Barbara	Moś
19.	Portugal	Hugo	Ribeiro
20.	Spain	Daniel	Gismera Casasola

## 3. THE TRAINER TEAM:

The ToT-trainer team is composed by:

- Anita Silva (Portugal)
- Gabi Steinprinz (The Netherlands)
- Paul Kloosterman (Italy)



## PART 1: SEMINAR III, BONN, GERMANY

### 4. CONTEXT OF SEMINAR III

#### OBJECTIVES:

Considering that this seminar

- Represents the closing element of a one-year training of trainers course,
- Represents the final coming together of a group of participants after being for one year an important reference point for everybody's learning journey,
- Represents an important stop before making next steps and embarking on future journeys,

it aims to:

- Support participants in identifying their main learning achievements throughout this year-long journey.
- Inspire and motivate participants to make use of the group's resources as well as to contribute actively to the collective learning process.
- Maximise the learning for the whole group from the training project experiences.
- Deepen reflection on some of the challenging training topics encountered throughout the course.
- Support participants to close the course experience and to decide on their own next steps – both at a personal level as within the training context.

## 5. DAILY PROGRAMME

TRAINING FOR TRAINERS FOR ERASMUS+: YOUTH IN ACTION PROJECTS 2017-2018 - SEMINAR III - 23-30 JUNE 2018, BONN, GERMANY

	Sunday, 24	Monday, 25	Tuesday, 26	Wednesday, 27	Thursday, 28	Friday, 29
09.30 - 12.30	<p>RECONNECTING THE GROUP AS A WHOLE</p>	<p><b>LEARNING FROM THE TPP EXPERIENCES:</b></p> <p><b>PART 2: LEARNING FROM CHALLENGES FACED- CASE CLINICS</b></p>	<p>HARVESTING THE LEARNING FROM MY ToT EXPERIENCE</p>	<p>ERASMUS+: YOUTH IN ACTION – NEEDS, TRENDS AND OPPORTUNITIES</p> <p><b>MY VISION ON THE FUTURE:</b></p> <p>WHERE DO I WANT TO HAVE AN IMPACT IN THE NEAR FUTURE</p>	<p><b>TOT-ATHON – 20 HOURS OF LEARNING SPARKLES</b></p> <p>THE GROUP AS A RESOURCE: LEARN AND CONTRIBUTE</p> <p>CLOSING ToT-ATHON: LEARNING IN AND FROM ToT-ATHON</p>	<p><b>FUTURE STEPS:</b></p> <p>WHERE DO I GO FROM HERE? WHICH CHOICES DO I NEED TO MAKE, WHICH PATH DO I NEED / WANT TO TAKE</p> <p>PERSONAL AND COMMON ACTIONS PLANS</p>
15.00 – 19.00	<p>INTRO TO THE PROGRAMME OF SEMINAR 3</p> <p><b>LEARNING FROM THE TPP EXPERIENCES:</b></p> <p><b>PART 1: LOOKING FROM A POSITIVE ANGLE</b></p> <p>REFLECTION GROUP</p>	<p><b>LEARNING FROM THE TPP EXPERIENCES:</b></p> <p>SHORT INTRO TO FEEDBACK</p> <p><b>PART 3: FEEDBACK IN PROJECT TEAMS</b></p> <p>CLOSING TPP</p> <p>INDIVIDUAL REFLECTION OF MY LEARNING</p> <p>REFLECTION GROUP</p>	<p>FREE AFTERNOON</p> <p>DINNER OUT</p>	<p><b>TOT-ATHON – 20 HOURS OF LEARNING SPARKLES</b></p> <p>THE GROUP AS A RESOURCE: LEARN AND CONTRIBUTE</p> <p>LEARNING NEEDS I STILL WANT TO RESPOND TO WITHIN ToT</p>	<p><b>DOCUMENTING MY LEARNING:</b></p> <p>SELF-ASSESSMENT AND YOUTHPASS PROCESS</p> <p>REFLECTION GROUP</p>	<p><b>EVALUATION:</b></p> <p>EVALUATION OF SEMINAR 3</p> <p>EVALUATION OF THE COURSE AS A WHOLE</p> <p>CLOSING</p>
20.30	<p>CELEBRATING TPP'S: PRESENTATIONS OF ALL TPP'S</p>	<p>FREE EVENING</p>	<p>FREE EVENING</p>	<p><b>TOT-ATHON</b></p>	<p>NETWORKING WITHIN THE GROUP - FUTURE COOPERATION</p>	<p>YOUTHPASS AWARD CEREMONY</p> <p>SEE YOU SOMETIME 'PARTY</p>



## 6. TEAM COMMENTS

The preparation with the SALTO T&C RC worked well and the venue had all the necessary conditions to run this Seminar. In this last seminar, the group came closer and created a supportive, reflective and safe learning climate together.

In general, the programme worked out very well, we only made some small comments for the next edition. The visit of Gisèle Evrard Markovich and Udo Teichmann from SALTO Training and Cooperation RC was very much appreciated by participants and gave an extra dimension to the seminar.

## 7. PARTICIPANTS EVALUATION OF SEMINAR III.

At the end of seminar III participants evaluated the whole ToT-course by an evaluation questionnaire. As seminar III is the closing part of the whole ToT-course, this written participant evaluation includes also conclusions of this seminar III. In addition to this whole course evaluation, seminar III has been evaluated separately by a silent evaluation floor.

In this silent floor participants were invited to evaluate seminar III concerning: Program; Learning Environment; Participation & Group Dynamics; and General Comments:

### PROGRAM:

Participants stated that they appreciated mostly the Totathon (a 20-hour free self-directed sharing space to discuss or work on relevant trainers' topics), the feedback session with their TPP teams and the chance to get background information's about the international training field. Participants also argue that there could be more dynamic sessions and that reflection time could be reduced or structured differently. Moreover, participants suggest to have the free afternoon after Totathon, since is such an intense experience.

### LEARNING ENVIRONMENT:

The group expressed a lot of appreciation for the venue (good working conditions, helpful staff and single rooms) and its closeness both to nature and to the city. As improvement for next time, participants suggest to use the space more creatively inside and outside.

### PARTICIPATION & GROUP DYNAMICS:

Many participants felt they were actively working on their learning needs and appreciated the group support in that process (e.g.: working in pairs during reflection). They mention the importance of having three seminars in terms of group dynamics. Concerning their own participation, seven participants mention that they could have participated more and 6 mention they would have liked more active/creative dynamics.

### GENERAL COMMENTS:

As general comment participants mentioned that they felt seminar III not as a closing seminar but more of a beginning of something else. Some participants mention missing more energetic activities (e.g.: energizers).



## PART 2: THE WHOLE ToT-COURSE, EDITION 17

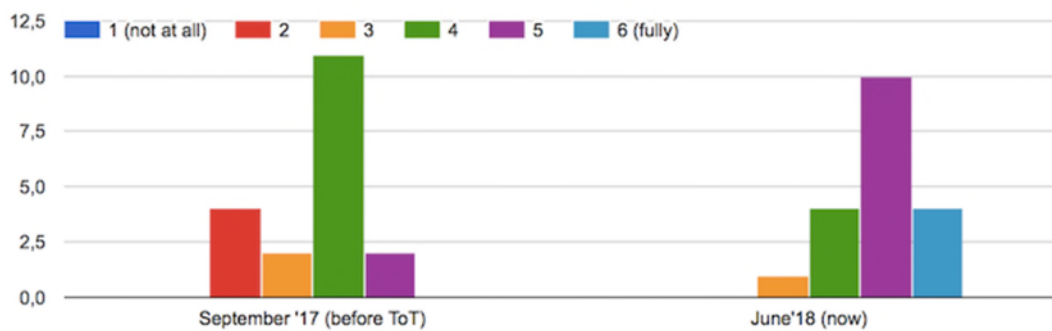
### 8. PARTICIPANTS EVALUATION OF THE WHOLE ToT-COURSE EDITION 17

The evaluation below refers to the entire ToT17 course and it's based on an extensive online questionnaire given to participants after the seminar III. Out of 20 participants, 19 have filled in the questionnaire.

#### 8.1 QUANTITATIVE EVALUATION OF THE TRAINING OBJECTIVES

The following graphics represent participants' assessment concerning their own competence development. This assessment is shown on a scale from one to six, being that 1 means not developed and 6 means fully developed.

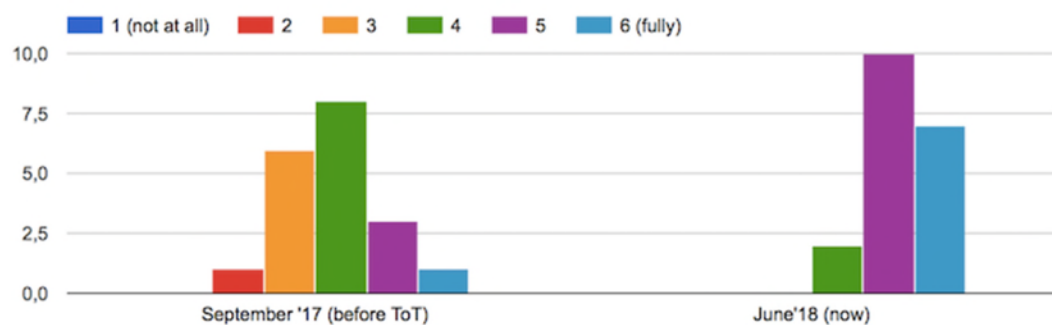
#### Understanding and facilitating individual and group learning processes



AVERAGE: SEPTEMBER '17: **3,9**

JUNE '18: **5,4**

#### Learning to Learn



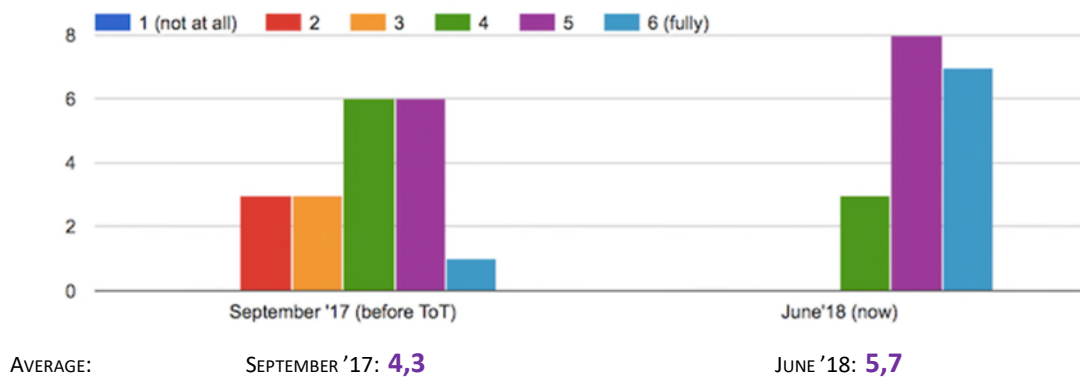
AVERAGE: SEPTEMBER '17: **4,0**

JUNE '18: **5,7**

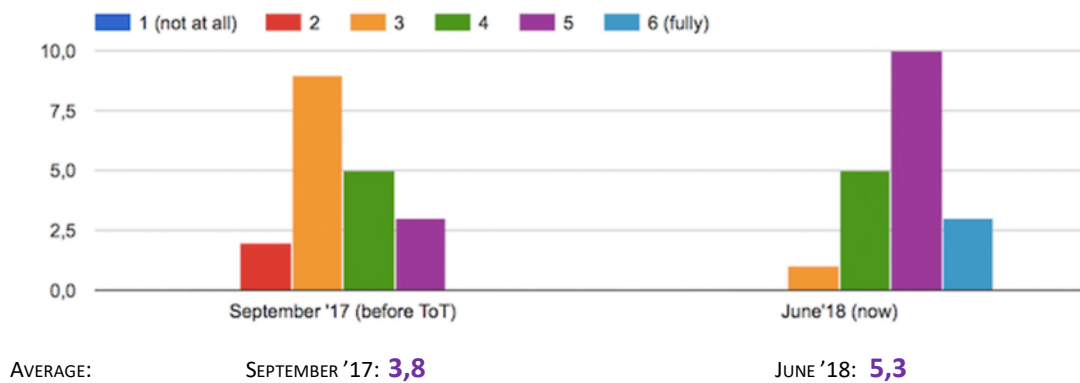




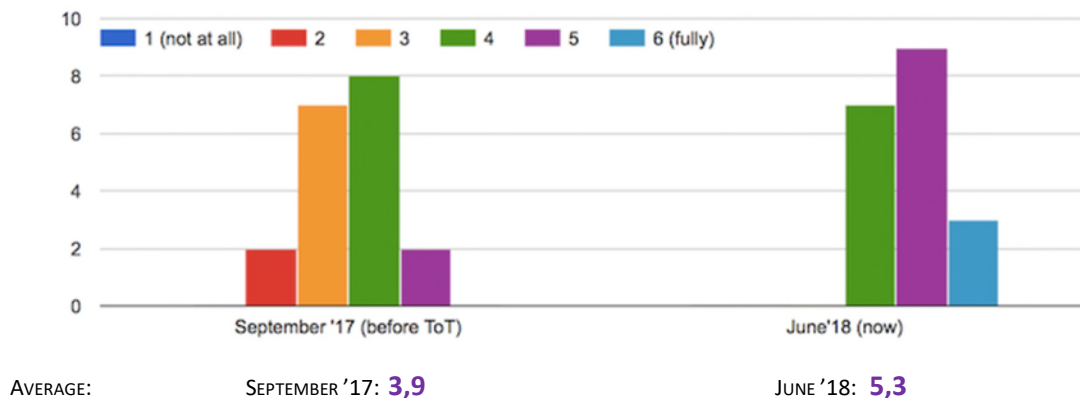
### Designing educational programmes



### Cooperating successfully in teams.

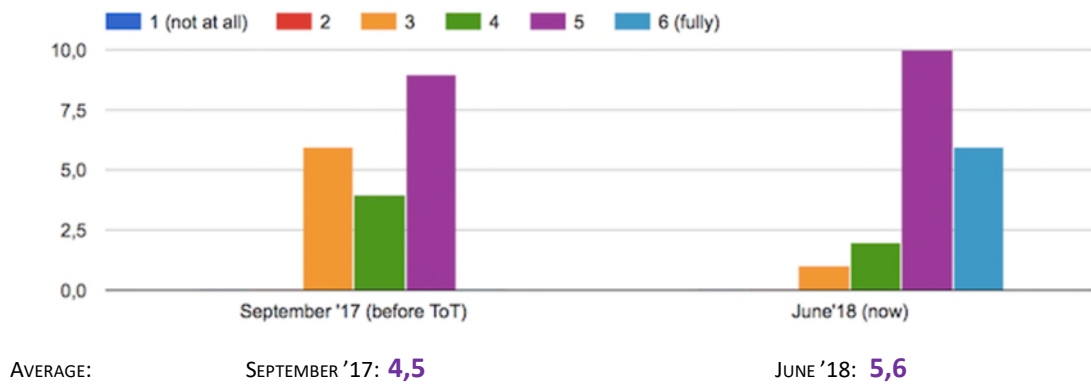


### Communicating meaningfully with others

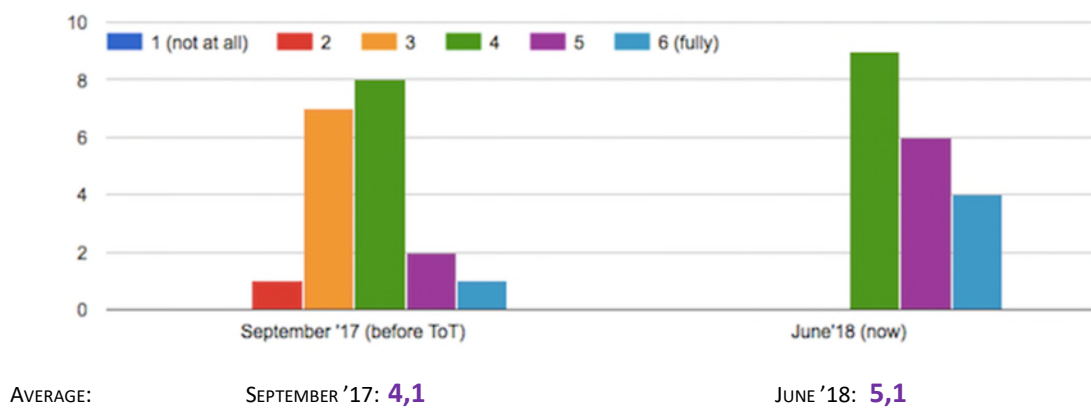




## Intercultural competence



## Being civically engaged (this used to be the political dimension)



### COMMENTS TO THE RATINGS:

Someone wrote that main development where the attitudes and behaviour related to the competences. Some other elements were awareness and ability to express needs, beliefs, values and feelings. One participant wrote that the framework helped to develop the competence he/she wanted to focus on. One participant missed a specific link between the Competence Model and 'defining yourself as a trainer'.



## 8.2 QUALITATIVE EVALUATION OF THE TRAINING PROCESS AND METHODOLOGY

### AIMS & OBJECTIVES:

#### HOW SUPPORTIVE WAS THE 7 COMPETENCE AREAS OF THE COMPETENCE MODEL FOR TRAINERS IN HELPING YOU PLAN AND ASSESS YOUR PERSONAL AND PROFESSIONAL DEVELOPMENT AS A TRAINER?

All participants were positive about the use of the Competence Model for Trainers and classified it as very useful and supportive. It gave a structure and solid foundation to their professional trainer development. Some explained that the (sub)division helped to structure their professional development, to choose focus and to assess themselves. It helped them to set clear goals, have reference parameters to evaluate and keep track of their development.

A few participants said, that in the beginning it was hard to see its value, but during the course they discovered how to make it useful for themselves. Three people would have liked to go deeper into the competences and understand more dimension of the Model.

#### REFLECTING BACK TO THE NEEDS AND EXPECTATIONS YOU HAD WHEN STARTING THIS TOT COURSE, WHICH OF THESE NEEDS AND EXPECTATIONS WERE FULFILLED AND WHICH WERE NOT?

Participants had quite broad understanding of fulfilment of expectations. Four participants had some different expectations, and therefore their needs and expectations were partly fulfilled, but most of them felt the course fulfilled all their expectations, and beyond.

Participants found the ToT an engaging and empowering experience and needs and expectations that have been fulfilled were: networking with other trainers, the L2L competence area (including the self-directed learning, being a learner and attention for reflection), getting practical feedback, development of trainer competences, the practical work in international teams and building self-confidence as a trainer in the international youth field. Most participants describe in detail specific trainer competences that they developed during this course. Significant was the number of participants who specifically mentioned the TPP practice projects (and all its dimensions) as an important element of ToT course.

Four participants had expected this course to contain more technical elements of trainer development, like how to stand in front of a group, specific training methods and tools. Some participants mentioned as disappointing: the (lack of) trainer experience and learning attitude of other participants, the amount of inputs and theories and too much focus on oneself.

*Quote: "I have changed my expectations during the first seminar. I expected compensating my theoretical basis, which I was learning myself, to have them certified somehow. I understood this is not ToT, and that I actually don't need that. Instead I went to dive into the topics of competences, learning in general, approaches, meaning of youth work and all super broad things - that was more helpful at the end I think. I can continue learning :)"*



## METHODOLOGY AND STRUCTURE

### THE RESIDENTIAL SEMINARS HOW DO YOU EVALUATE THE SEMINARS IN RELATION TO YOUR OWN LEARNING PROCESS AND THE OBJECTIVES OF THE COURSE?

#### SEMINAR 1:

The majority of the participants is very satisfied with the first seminar and expresses that the objectives are met. The group-building and the safety felt in the group are mentioned several times. However, three people mention that they would have liked more group-building exercises to make stronger connections between participants.

Half of the group mentions the 'self-directed learning' as an important and partly new element for them. Some of them felt immediately at ease with that, some found it challenging and some had to struggle. In general, in the end of the seminar people evaluate the self-directed learning as very positive but it took some efforts to get there.

The team-forming for the Training Project Teams is mentioned a few times and seen as 'interesting process' and as well as 'very challenging/too much stress'.

#### SEMINAR 2:

Almost everyone mentions the Backpackers Hostel as an important part of seminar 2 in which they learnt a lot from observing peers doing sessions, doing sessions themselves and receiving and giving feedback. 'Learning from each other' is an expression used many times. Quote: *"Seminar 2 was the most precious to me as I highly appreciated the opportunity to design and deliver a session with another trainer."*

The other element coming back in the evaluation of seminar 2 is the work they did in their project teams. After having worked till then mostly online they really appreciated having time to sit together and to work on their project. This was not always easy and many challenges appeared but most of them came out positive and felt it brought them a lot of learning.

#### SEMINAR 3:

The majority of the participants appreciated seminar 3 for having the opportunity to 'round up', to reflect on a year of learning and having the chance to look into the future and to network. Quote: *'It gave us space to reflect on all the elements of the ToT but also focused on the learning goals we set for ourselves.'*

However, three participants are quite critical and question the balance between individual reflection and working together as a group. They had the feeling there was too much focus on the individual learning.



#### HOW DO YOU EVALUATE LEARNING TO LEARN/ SELF-DIRECTED LEARNING IN RELATION TO YOUR OWN LEARNING PROCESS AND THE OBJECTIVES OF THE COURSE?

Only few of the participants already had experience with self-directed learning. For most people, it was something new and something challenging in the beginning. But in the end, all are very enthusiastic about the concept and felt that it contributed to their learning. The tools offered during the course for self-assessment and reflection are very much appreciated.

#### HOW DO YOU EVALUATE THE ONLINE LEARNING IN RELATION TO YOUR OWN LEARNING PROCESS AND THE OBJECTIVES OF THE COURSE?

Only two of the participants didn't appreciate the online part of the course and found it time-consuming and weak. The others mention that it was an important part of their learning journey for reconnecting, getting to know digital tools, diving into certain topics. The online library is mentioned several times as an important resource for information and inspiration. Still many people express that finding the time to keep following what is going on while a busy life is there, is sometimes challenging.

#### HOW DO YOU EVALUATE THE TRAINING PRACTICE PROJECT (TPP) IN RELATION TO YOUR OWN LEARNING PROCESS AND THE OBJECTIVES OF THE COURSE?

Apart from one all participants see the Training Practice Project as an essential part of ToT. Quotes: *"The part that has helped me most"* and *"The TPP is the best of the whole ToT"*. Participants express their learning in 'team-work', 'training-design' and 'self-development'. Some describe the Training Practice Project as the moment where all trainers' competences come together.

#### SUPPORT FOR THE LEARNING PROCESS OF PARTICIPANTS

##### HOW DO YOU EVALUATE PEER LEARNING IN TERMS OF SUPPORTING YOUR LEARNING PROCESS THROUGHOUT THE COURSE?

Most participants value highly the peer learning that took place during ToT. Participants mention that it helped them to voice their challenges and concerns, to feel connected to others, to realise that their challenges were not exceptional and that others went through similar experiences. Additionally, they mention that peer learning motivated them to keep learning and that it revealed the big diversity within the group which, in turn, gave them more resources to learn from.

Five participants mentioned that for them this dimension could have been more developed: either by promoting it more in Seminar I or by creating systems that allowed participants to clearly identify who needs a peer to talk to/learn from/reflect with, especially since the ToT self-directed learning approach might create moments where participants quickly isolate themselves for reflection leaving participants that need support with the feeling that they might interrupt or hinder the other's process if they ask for support.



Nevertheless, participants recognise their responsibility in asking the support they needed to fulfil their learning needs and refer the backpackers hostel and the TPP as important peer learning moments.

Quote: *“Very useful. I truly appreciated learning from others. I also understand the point of self-directed learning so I'm aware that I was responsible for reaching out for my needs.”*

#### HOW DO YOU EVALUATE REFLECTION GROUPS IN TERMS OF SUPPORTING YOUR LEARNING PROCESS THROUGHOUT THE COURSE?

Participants expressed clearly that the reflection groups were a needed safe space to share thoughts about the day and to hear the others' perspective. This helped many participants to put words to their own learning and to their fears or concerns. Participants also mention that they felt comfortable and trusted their reflection group and that the fact that it's the same group throughout the year contributed to the trust building.

Concerning the fact that the reflection groups take place at the end of each day some participants mention that it was a useful timing as it helped them to steam-off after intense days and that they felt “lighter” after it. Others mention that sometimes it was a bit tiring having the reflection group on this moment.

#### HOW DO YOU EVALUATE MENTORING IN TERMS OF SUPPORTING YOUR LEARNING PROCESS THROUGHOUT THE COURSE?

Mentoring is mentioned by participants as a very important pillar of their learning path in ToT. Participants recognise the privilege and relevance to have individual dedicated mentor sessions throughout the process, where they can share their doubts and achievements not only about ToT activities but also about other developing aspects of their lives as trainers at that moment.

Some participants mention that in the beginning it was sometimes unclear what to expect or what to prepare for the mentoring sessions, but with time that became clearer and pressure free. Participants show a lot of appreciation for their own mentor and for his/her availability to pose relevant questions and share their experience with them.

Quote: *“For me it was super useful in a way that the mentor could mirror and help me put things a bit in perspective.”*

#### HOW DO YOU EVALUATE THE ToT TRAINERS TEAM IN TERMS OF SUPPORTING YOUR LEARNING PROCESS THROUGHOUT THE COURSE?

Participants define the ToT trainers' team mostly as diverse and complementary. The different training styles of each trainer is mentioned several times as an important asset, allowing participants to relate to one or another team member according to their own style or specific need in any given moment. In the whole, these different styles and personalities in the team are described as highly complementary and relevant to the ToT process.



Moreover, participants describe the team members as approachable, available and very supportive. The fact that the team shared the team scripts of each seminar and welcomed feedback was also appreciated.

Quote: *“Each of them with their different working styles, approaches and personalities, consciously or not, added unique supportive pieces in my learning process!”*

#### PUTTING LEARNING GAINED THROUGHOUT THE COURSE INTO PRACTICE

CONCRETE ACTIONS WITHIN THE NEXT MONTHS AS A RESULT OF THIS COURSE? (WITH COLLEAGUES FROM THIS COURSE, WITHIN YOUR ORGANISATION, AS A FREE-LANCE TRAINER, ETC.).

A broad range of concrete steps and implementing the experience has been mentioned:

- make concrete steps for repeating TPP's: *Drop in* in Latvia and Bulgaria, *The HUBsters* in Spain and *VulnerABILITY- prevention of radicalization* not defined yet (3 TPP teams)
- design new trainings and workshop implementing the ToT experience. Many participants mention next steps in raising the quality of their work: TC on Larping against radicalization, digital themes/ games, digital literacy, (8 people)
- Develop new project within Erasmus+: KA2 about NFE in schools, study visit in Molenbeek, Eurodesk project in Poland, (6 people)
- Further develop as a trainer and use Competence Model for Trainers (4 people)
- Set up an own organization or business (5 people)
- Becoming freelance trainer and starting to make this visible (Toy profile), strengthen my network and get calls for trainers (4 people)
- Contact their NA to start working as trainer or talk about further cooperation (4 people)
- Implement SDL in training (2 people),
- Implement the learned in youth work and youth projects. (2 people)
- Design a seminar for ToTties17 to meet, share and learn together. (3 people)

#### HOW DO YOU SEE YOUR FURTHER PROFESSIONAL DEVELOPMENT AND HOW DO YOU WANT TO WORK ON YOUR TRAINER COMPETENCES AND CONTINUING YOUR LEARNING?

Many participants will keep on developing themselves, develop further their trainer competences and attend more training courses, conferences and seminars (especially mentioned Comets and Bridges) to continue their valuable learning path. Some mentioned that during ToT they have identified some learning goals and needs, that they will use as guidelines for their professional learning. Participants seem quite process oriented in their answers, although also results are mentioned. Most of them describe the learning process as something that needs time and they want to dedicate that time to learn and reflect.



Four people mention that the first step is to focus on getting more (international) training experience and creating opportunities to get involved in the international training field. Some will focus more on TCA, others will develop courses within their organisations. Some specifically mention working with youth workers and young people's needs.

Some write about specific topics they want to work on: radicalization, group dynamics, gamification, civic engagement, competences,

*Quote: "During this ToT I've diagnosed my learning needs for the further months. I plan to apply to the trainings and workshops which support the development of trainer competences. I will also continue with my self-directed learning and tools which I appreciated over the ToT"*

#### ADDITIONAL COMMENTS:

Participants spend many words to describe their gratitude for the wonderful experience, a fantastic process and they feel empowered. They thank everyone for the support of this unique learning journey.

*Quote: "My objective now is to be one of those ex-ToTies that 'are still in the field' after many years :) So see you around!"*

## CLOSING

### 9. CLOSING WORDS BY THE TEAM:

The team looks back at a successful and fruitful edition of ToT. Together with participants, NA's and SALTO T&C RC, we have been able to create a meaningful learning process for a group of motivated European trainers in order to improve the quality of Erasmus+ trainings and as a result, for the youth field.

We, the trainer team, also representing the participants, would like to share our appreciation for the 3 NA's from Netherlands, Poland and Germany for their willingness and contribution to host the residential seminars of this 17<sup>th</sup> edition of ToT. We would also like to thank all the NA's that invested their time and energy to host one of the TPP projects of this ToT17: NA of Belgium FL, Belgium FR, Cyprus, Latvia and Poland. It has been a very smooth process this year and it contributed to the learning of all participants.

We would like to give a special thank for Udo Teichmann and Gisèle Evrard Markovic for their contributions and inputs in all three residential seminars and their overall support to make this ToT course a success.