Bridges for Trainers 2014

**Bonn, Germany
8-10 December
2014**

Event summary

→ **Title**   **Bridges for Trainers 2014**

Bridges for Trainers 2014 - Report

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1. Framework of the Bridges for Trainers

The conference Bridges for Trainers 2014, organised from 8-10 December 2014 in Bonn, has offered the platform to debate trends and core issues related to training in the youth field – both national and international.

Trainers and training course organisers with existing training strategy for their trainers at national or international level were invited to contribute to and discuss these trends and issues and their impact on the work of both - trainers and providers of train-the-trainers offers.

The trends and issues discussed at Bridges for Trainers 2014 have been largely focused on the "ETS Competence Model for trainers in the youth field to work at international level" developed in 2013 under the European Training Strategy (ETS) of the Youth in Action Programme: www.salto-youth.net/trainercompetences Criteria and indicators were added in 2014 to the "ETS Competence Model for trainers in the youth field to work at international level" and a group of experts is developing a guide to apply the model for trainers to be able to use it individually as trainer, for teams of trainers and for training providers for assessment processes, recruitment, individual and team development, etc.

Besides the focus on "ETS Competence Model for trainers in the youth field to work at international level", the conference has also offered a space to reflect on general changes & impact of the past 2-3 years towards competence frameworks for assessment, recruiting, designing training courses and other competence development measures for youth workers and their trainers.

And Bridges for Trainers should also serve as a platform to explore next steps to be undertaken in this context and to reflect on what role Erasmus+: Youth in Action could play in this.

Bridges for Trainers is meant to become a new bi-annual conference concept bringing together experienced trainers, train the trainers training providers and Erasmus+: Youth in Action NA/SALTO RC staff working with trainers / trainer pools to reflect on trends and core issues in the youth field and effects on the work of trainers. The following Bridges for Trainers should take place again in autumn/winter 2016, 2018 and 2020 and is an activity linked to the context of the European Training Strategy of Erasmus+: Youth in Action. More information on additional planned offers for trainers of youth workers and -leaders can be found at www.salto-youth.net/HUG , presenting the long term cooperation project of 8 NAs and with the SALTO T&C RC.

Bridges for Trainers 2014 was organised and financed by the Erasmus+: Youth in Action NAs of Austria, Germany, Ireland, Poland, UK and the SALTO Training and Cooperation Resource Centre and was moderated by Darko Markovic (RS) and Jonathan Bowyer (UK).

2. Aims and objectives

The overall aim of the Bridges for Trainers was:

To create a platform for all the key actors in the field of training (trainers, Erasmus+: Youth in Action National Agencies, SALTO Resource Centres, European Commission, etc.) to reflect on trends and core issues related to training in the youth field.
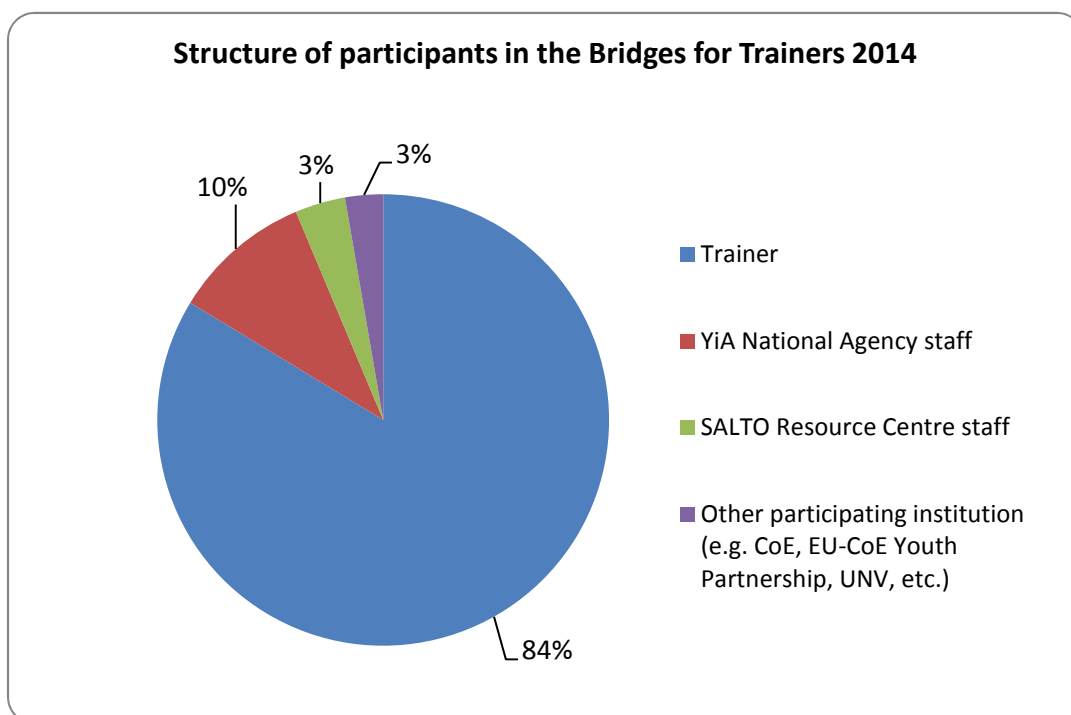
The objectives of the Bridges for Trainers 2014 are as follows:

- **Disseminate** the competence model, criteria and indicators as well as related tools developed for under European Training Strategy for Youth in Action till December 2014
- **Reflect** with experienced trainers and youth workers on impact of "sea change" towards competence-based approach to quality in the training courses and other measures
- **Critically explore** next steps to be undertaken in this context during coming years Erasmus+: Youth in Action at individual, national and European level

3. Target groups

Bridges for Trainers 2014 has gathered 140 participants with the following profiles:

- Trainers experienced in youth worker and youth leader training
  (national and international level – attention: no trainers training only young people!)

- Training course organisers with existing training strategy for their trainers
  (organisations/institutions), and

- Erasmus+: Youth in Action National Agencies/SALTO RC staff cooperating with trainers and trainer pools.
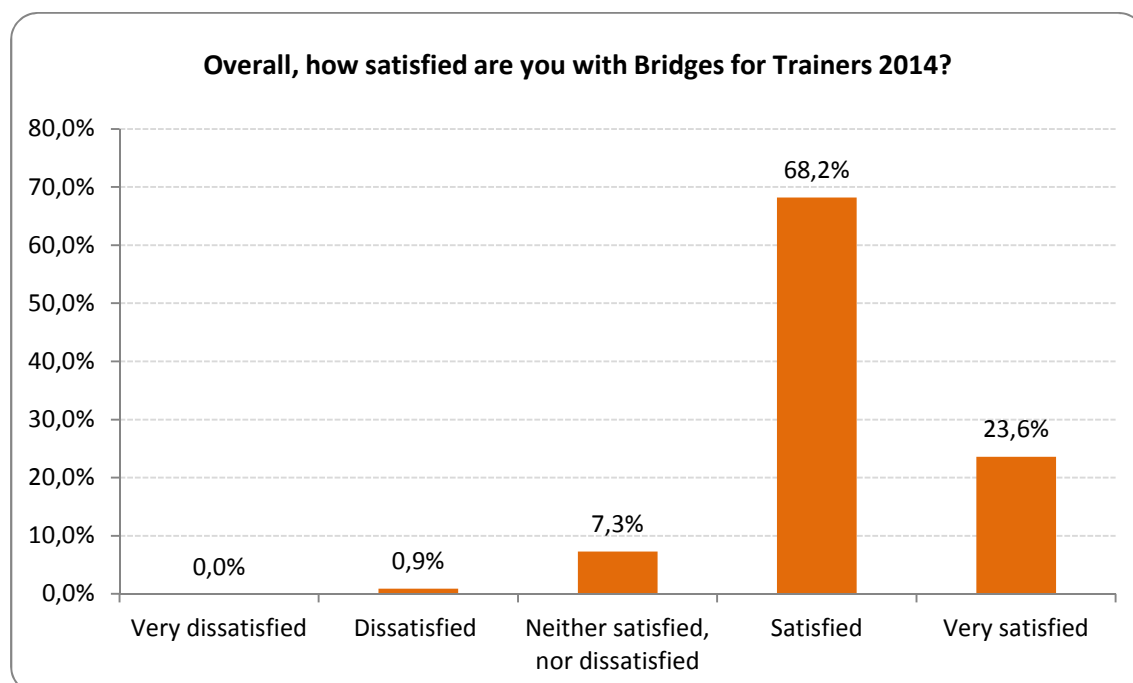

Structure of participants in the Bridges for Trainers 2014

- Trainer
- YiA National Agency staff
- SALTO Resource Centre staff
- Other participating institution (e.g. CoE, EU-CoE Youth Partnership, UNV, etc.)

4. Conclusions and main outcomes of the Bridges for Trainers 2014

"Outcomes for me include a good sense of the feelings among the trainers in the field as well as the institutions with regard to the Competences. I am excited about the challenge of integrating the competence framework into my world as a trainer while maintaining the balance with my own unique magic that I bring to trainings. I recognise with positivity and appreciation the work and effort of institutions and individuals throughout the journey from the Youth Work Training oblivion to the place where we currently sit within the Youth Work landscape. I am also confident that their and our work is not done yet but they we are still together as we strive for quality and recognition."

(a participant in the Bridges for Trainers 2014)

In the end of the conference the participants have been answered an online evaluation survey. Based on the results of the survey, as the graph below shows, *91.8% of participants were satisfied or very satisfied with the event.*

Furthermore, based on the participants' responses, it was possible to collect the individual outcomes of the conference (presented in the word cloud below) that have been clustered in **7 main outcomes of the conference** and one additional cluster for all "other" outcomes.

A unique opportunity for networking and regaining a sense of community

It is clear that one of the main outcomes and qualities of the conference was *"the opportunity to have so many trainers and stakeholders in one place at one time".* Indeed, a large number of participants pointed out the particular value of Bridges for "networking" and regaining the sense of community of practice within the European training field. As one of the participants stated, it was an opportunity to see that *"almost all of us are in the same boat"*. This networking space has not created just an emotional effect of "unity", but also has led to a numerous inspiring new ideas for practice and future projects. To quote another participant: *"I feel the main outcome for me was meeting other trainers and connecting and reconnecting with them, sharing professional excitements and challenges, as well as establishing personal links. It was also meaningful to reflect on where we are as a community (and whether we are a community at all) and have a sneak peek into the future."*

Learning about ETS competence model for trainers

Since one of the main objectives of the conference was to disseminate the ETS competence model for trainers, it is no surprise that learning about it was stated as one of the key outcomes for most of the participants. It seems Bridges for Trainers have managed to help grow understanding of its purpose(s), content and the future use. The conference has offered a space for deeper reflections about the competence model that has contributed to a growing sense of ownership both by trainers and the National Agencies. Finally, it has initiated further reflections about the possible implementation of the ETS competence model both in the trainers practice and the practice of working with pools of trainers.

Updates on current trends and developments in the field of training

Bridges for Trainers was also an opportunity for gaining the up-to-date information about the current trends and developments in the field of training at European level. It has contributed to an increased understanding of the development within the renewed European Training Strategy of the Youth in Action Programme, as well as the developments led by other stakeholders (e.g. Council of Europe, UNV, etc.). It is fair to say that the conference helped participants get a *"clear perspective about where institutions are heading and also how the youth field will be developing in the near future"*.

Exchange of good practice in working with trainers

Especially for the representatives of National Agencies present in the Bridges for Trainers, the conference has provided a moment to reflect and exchange about the practices of working with trainers and/or managing the pools of trainers in their own countries. It opened up several doors for future application of the competence model in the work with trainers at national level. As one of the participants shared *"Lots of questions raised by colleagues have also given me much to think about - mostly based on support given to trainers connected to specific pools and the needs of support - both for personal and professional development - things which I need to challenge myself on."* Another NA colleague has point out that "The competence model has a big potential as a tool/ reference framework; for the creation and development of a NA Pool of Trainers, which is also one of my intentions".

Inspiration for future training practices and projects

Although the conference did not aim at development of concrete partnerships and new projects, the positive environment created in the event has enabled a considerable amount of inspiration and emerging ideas for new actions. Just to mention a few of participants' comments:

– *Beautiful ideas (even some plans) about the further personal and professional development of trainers in our field*

– *Designing and delivering competence-based trainings for youth workers and trainers became an agenda for me too.*

– *Some concrete ideas coming from one workshop I gave for training the trainers; Concrete plans for training courses.*

– *Potential cooperation in the field of arts and creativity*

– *An idea for developing a further training and developing format for trainers embedded in the own practice with elements of self-assessment, peer feedback and external assessment.*

– *Feedback on how to integrate TOY & the ETS trainer competences;*

– *Training for Institutions is needed on how to handle the Competence model when working with trainers/pools.*

– *New contacts, new "material" to work with, new ideas to develop, lot of new questions!*

A moment for self-reflection and regaining motivation

Even though the conference settings normally does not provide enough attention and space for individual development, it seems that for a considerable number of participants the Bridges for Trainers has been also about *"taking a moment to reflect on my own personal and professional path"*. The conference has enhanced the awareness of the importance self-assessment and possibilities to use the ETS competence model for that further personal and professional development. Finally, for many participants the conference has been a motivational boost and opportunity to get the "new energy to move forward!".

Growing awareness of the need for better recognition of trainers in Europe

As pointed out during the conference, a considerable amount of efforts has been made towards recognition of youth work and youth workers in Europe in last year. Although there is still a lot to be done towards reaching the moment of "youth work" being recognised, it seems that the trainer's role has been somehow neglected in most of the political documents. Therefore, it is not a surprise that the conference has been seen as "building a momentum for the recognition" of trainers' work using the ETS Competence model as a tool for professionalization and gaining political recognition. As one of the participants said *"trainers are supporters of quality youth work"* and *" we as trainers and NA's should recognise better our work as a first step to get political recognition".* The conference has offered an inspiration for exploring the possible roads and actions towards the greater recognition of trainers in European youth work. It is a common feeling that this topic will be taken forward in the next Bridges for Trainers in 2016.

Other ouctomes

In addition to these main outcomes, the conference has provided a space for other relevant issues and initiatives, such as:

- Forming and promotion of the International Youth Work Trainers Guild,

- Reflection on the value-base of trainers' work and its link to human rights,

- Raising awareness of possible loss of the "political dimension" in the purpose of training in European youth work.

- Finally, it was an opportunity to promote a newly formed trainer's ukulele orchestra.

Conference programme and outcomes

1. Introducing a competence-based approach to training

Opening video of the conference: http://youtu.be/7HllHn0kf0s

After the inspiring opening video, in his welcome speech Hans-Georg Wicke, Head of German Erasmus+: Youth in Action National Agency, has stressed the importance of keeping the focus on quality in youth work and youth training and the increasing demands for guarantee of competence of trainers working in the field. He has called trainers to get involved and embrace the process of competence-based approach. The participants have been also welcomed by Mara Georgescu, educational advisor in the Council of Europe's Youth department and Daniela Bosioc, Field Unit Capacity Development Specialist from United Nations Volunteers. Both of them have expressed their interest in following closely the development process of ETS set of competence for trainers and the related competence-development activities. After some activities for participants to get acquainted or reacquainted (including some conversation about personal competences) the content of the event was introduced through some different perspectives: Udo Teichmann gave an overview of "milestones, flagship activities and lighthouse initiatives" and relating to trainer competences in the European youth field over the last years. These included the European Youth Work Conventions, the development of the European Training Strategy and various significant Training the Trainers events. In the end of his presentation, Udo has left the following questions for further reflection: "What are **missing European initiatives** needed to further support the capacity building of trainers in the youth field?" and "Should the **trainer role/work be better recognized** at policy level?". (The detail of his presentation, including web links is found in annex 3)

Rita Bergstein has underlined the link between the competence-based approach to training and the recognition of non-formal learning and youth work in Europe. She has pointed out some recent developments related to Youthpass and the wider recognition policy developments at European level (e.g. Key competences for lifelong learning, European Qualification Framework, Quality assurance, etc.) and pointed out some possible direction and open questions for the "trainer's community": professionalization in the training field, creating an occupational profile for youth trainers working at international level, training quality standards, etc. In the end of her presentation she has contributed with another two questions for reflection: "What do you understand by professionalization in relation to your work?" and "How could/should recognition of your work look like? Which dimensions do you want to be tackled: individual, social, formal political?" (The detail of her presentation, including web links is found in annex 4)

Paul Kloosterman gave an entertaining perspective on trainer competences by describing the challenge of explaining what it is that youth trainers do in Europe to someone outside of the field. "My Mother still does not understand what I do for the living! The competence-based approach gives some structure and acts as a tool for this – even if Paul's mother might not fully understand all the terminology! Paul has pointed out that in the current framework he misses more attention to personal development of trainers, as well as a political dimension of training in the youth field. He has left two additions to questions: "Should political component of our work be recognised in the competence framework?" and "Should quality be paid or are we just happy volunteers?".

Following the inputs, participants were asked to respond to some key questions in buzz groups and to post their responses on a "wall of reflections". The questions encouraged participants to reflect on things that are needed to support capacity building of trainers in the youth field, links to policymaking and recognition of the contribution trainers make. All of the comments from the wall are included in annex 5. The key themes from these discussions included the desire for greater recognition of trainers at the policy level; the fact the term "trainer" means many different things to different people; the challenges of professionalization; and some quite strong/common comments about the financial remuneration of trainers in the European Youth Field.

2. ETS Competence Model for trainers in the youth field to work at international level

At the start of the second day, in a "talk show" style format, Rita Bergstein, Gisele Evrard Markovic and Arturas Deltuva have been interviewed about the development process and the content of the ETS competence model for trainers that have been developed from 2012-2014. This competence model for trainers in international youth work was drawn up as part of the European Training Strategy (ETS) for the Youth in Action Programme. (For more information, go to https://www.salto-youth.net/trainercompetences). In the most recent stage of the development, the competence model was amended with a number of criteria and indicators for each competence area. Amongst other issues, the "guests" in the talk show presented the main reasons for the development of the ETS Competence model, how the consultation process went and how the trainer community was involved. They have also addressed the reasons for the decisions of having 6 competence areas and addressing the intercultural competence in relation to applying human rights principles.

During the "talk show" the participants of the conference had a chance to voice their concerns (see the video) about the competence model and get the immediate response from the "guests". In addition to that Rita, Gisele and Arturas has pointed out that the manual and tools on how to work with the competence model is under development and could be expected to be out during 2015.

Concerns of trainers with regards to ETS competence model: http://youtu.be/WalRzwQ1Bi0

3. Sea change reflections – what does it mean from different perspectives?

Participants were invited to attend working groups to discuss the sea change towards a competence-based approach from different perspectives. The perspectives were…

WG1: Me as a trainer applying competence profiles in training

WG2: My approach to train trainers

WG3: Working with a pool of trainers

WG4: Working in a team of trainers

WG5: Possible recognition of trainer competences

WG6: Development of my competences

WG7: Structure of the framework itself, value-base

WG8: Working across sectors

(A further topic; Influencing national level competence framework developments, was also offered but no one attended)

Each group was given initial questions to address, for example…

- How might I use this competence-based approach when working as a trainer/developing a trainer pool etc.?

- What are the benefits?

- What are the challenges or risks?

- Which additional measure or other ways of representation would help me using it?

Reports from the 8 working groups are included in annex 6.

4. Tools and practices workshops

Participants were given the choice to attend one of 9 workshops, which introduced different ways of using the competence framework. The different approaches are listed below and the details of each workshop are provided in annex 7.

Workshop title	Facilitator
WS1: Self-assessment and feedback based on the ETS competence model for trainers	Jonathan Bowyer
WS2: Using the ETS competence model in the context of the LTTC "Training of Trainers for European Erasmus+: Youth in Action projects"	Paul Kloosterman

WS3: Using competence model to assess the learning needs and plan further training opportunities for trainers	Dermot O'Brien
WS4: External assessment and competence model for trainers	Peter Hofmann
WS5: Strength-based assessment using the ETS competence model for trainers	Arturas Deltuva
WS6: Applying the ETs competence model within a trainer team	Gisele Evrard Markovic
WS7: Creating your own portfolio of trainer competences	Darko Markovic
WS8: Applying the ETS competence model to EuroMed context	Juan Ratto-Nielsen

5. Open Agenda

Participants were given the opportunity to offer Open Agenda discussions. In total 20 different offers were made and the reports of these discussions are included in annex 8.

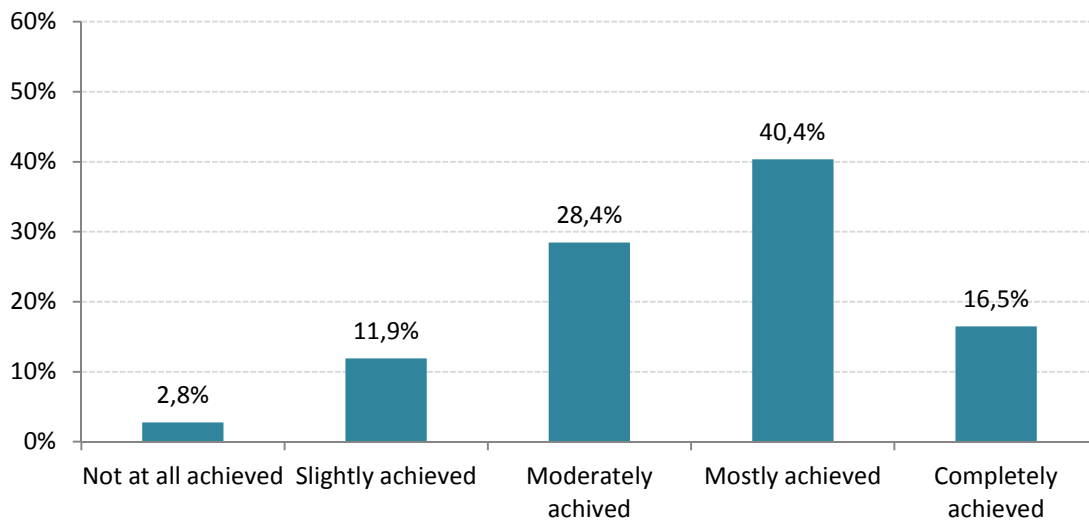| TOPIC	PROPOSER
1. Humour in training: Competence or distraction?	Fergal Barr
2. TOY & competences	Tony Geudens
3. Education through sport – an approach/methodology to achieve the same goal	Sorin Buruiana
4. Beyond paper tools: online reviews and digital badge systems	Nerijus Kriauciunas
5. "Council"-circle visions for our future paths	Tomek Lubotzki
6. Political recognition for training in the youth field – how to get there?	Ingrid Mueller
7. The missing competence (political, civic, "philosophical") How to phrase it?	Rui Montez
8. Peer assessment. Pool & no pool	Peter Pieters
9. The magic competence	Nik Paddison
10. Addiction of being trainer and youth work (How I started)	Mehmet Çetinkaya

11. International Youth Work Trainers (IYWT) guild	IYWT Team
12. Trainings in Eastern Europe / Caucasus (Neighbouring countries) Trends and needs	Stefan Ruegsegger
13. Beyond competences: Discoveries emerging from unexpected places!	Nuno Da Silva
14. "Further" measures needed to support trainers in working the competence model	Gulesin Nemutlu
15. Invitation for SALTO's and NA's: If and how they intend to use ETS competence model for trainers Self development	Peter Hofmann
16. Arts/creativity as tools for international youth work! Pilot project (e.g. KAZ / Research / Lobby / Relationships with NAs, etc)	Emmanuele Nargi
17. "Human rights principles". What can this mean for trainer competences?	Paola Bortini

6. From the conference evaluation

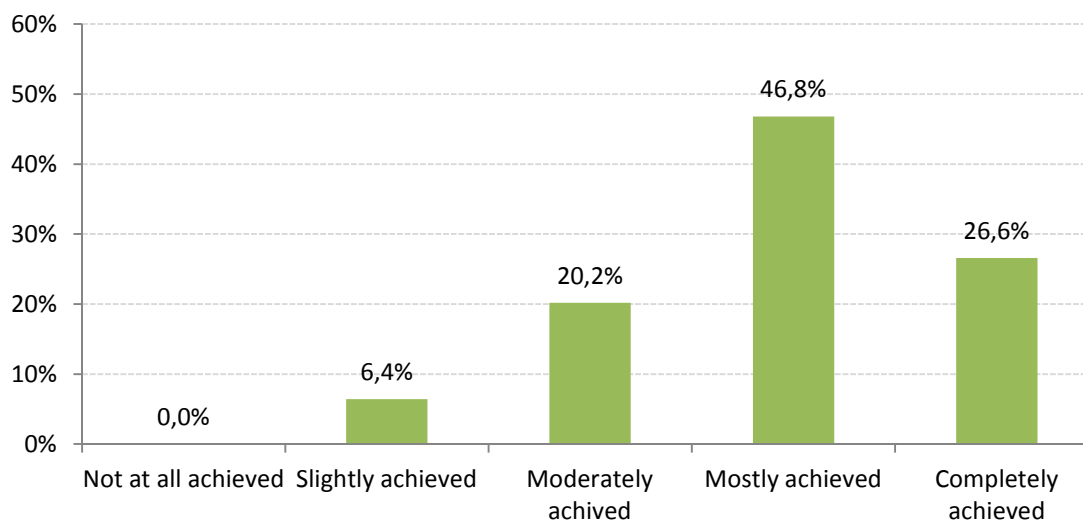*Q: To what extent have the overall aim and objectives of the conference have been achieved?*

With regards to the level of achievement of the conference aim, the evaluation results show that participants believe that *the main aim of the conference was "mostly achieved" (with average rating of 3.56).* Indeed, a majority of participants would agree that the Bridges for Trainers 2014 were the first step in setting up a regular platform for trainers and other relevant actors to share and discuss the key issues related to training in the youth field. Taking into account that this was the lager aim for a series of Bridges for Trainers events to follow, it is fair that say that the first Bridges for Trainers conference has managed to lay down the foundation for such a platform on a long run.

AIM: To create a platform for trainers and other key actors in the field of training to reflect on trends and core issues related to training in the youth field.

Chart showing percentage responses:
- Not at all achieved: 2,8%
- Slightly achieved: 11,9%
- Moderately achived: 28,4%
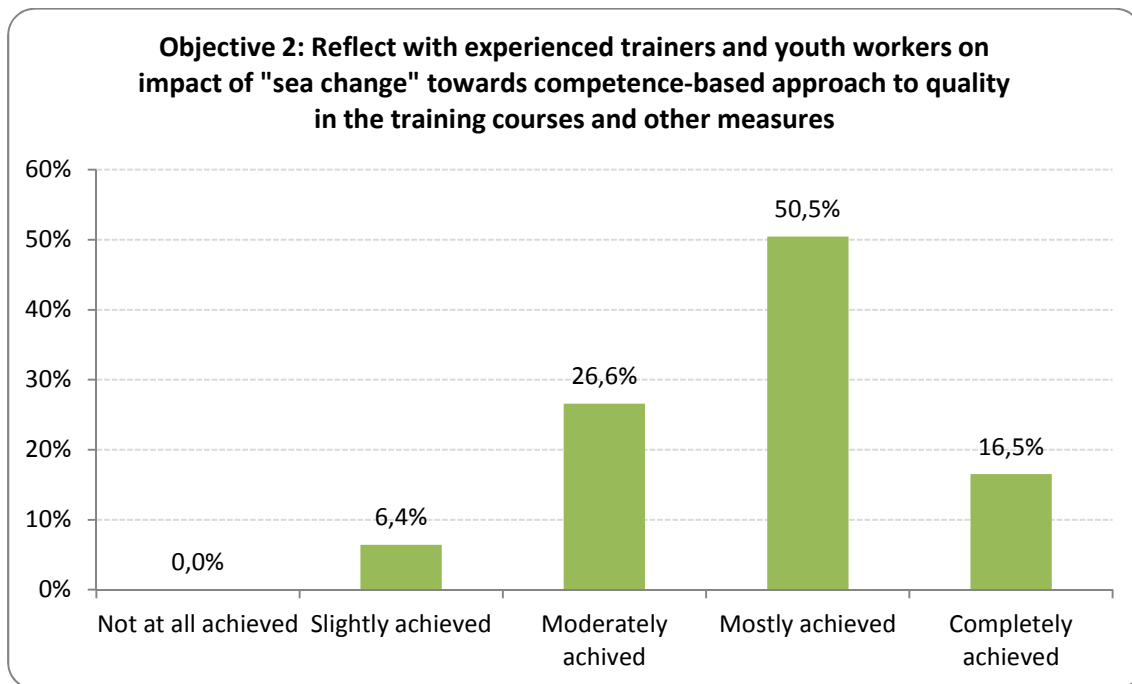- Mostly achieved: 40,4%
- Completely achieved: 16,5%

In terms of the achievements of the three objectives set for the conference, as the graphs below present, the most positively evaluated was the objective #1 (average rating 3.94)– showing that the conference has given a special focus to dissemination of the ETS competence model for trainers and the related tools to be developed.
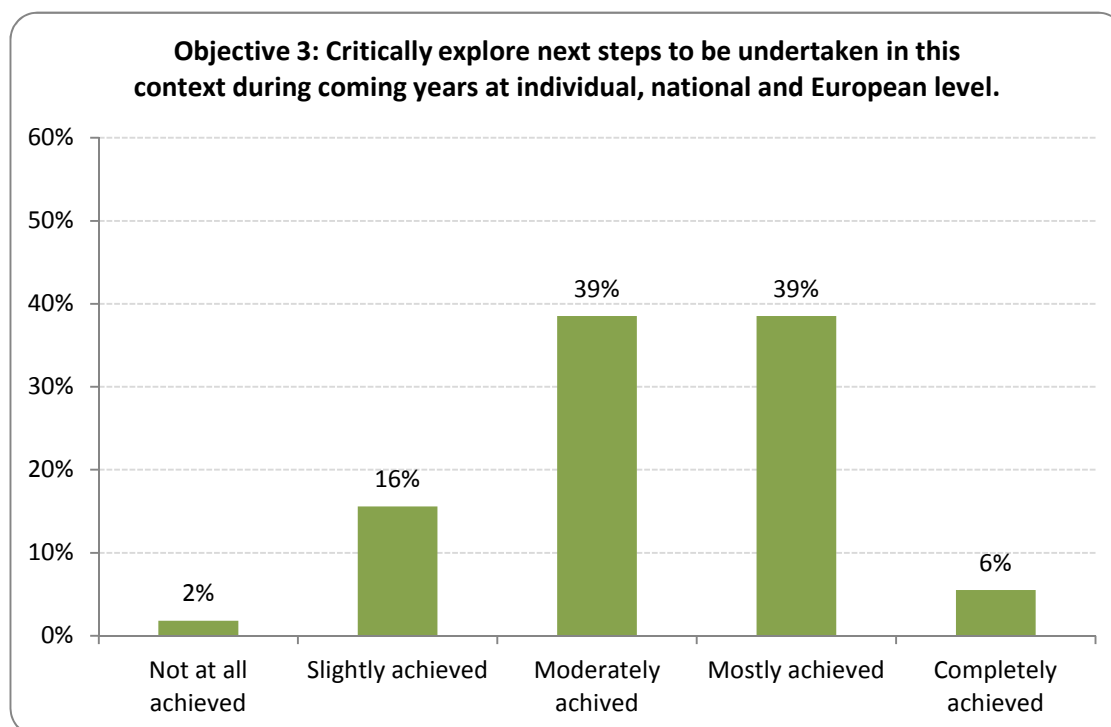
Objective 1: Disseminate set of competences, criteria and indicators as well as related tools developed for under the European Training Strategy for Youth in Action

Chart showing percentage responses:
- Not at all achieved: 0,0%
- Slightly achieved: 6,4%
- Moderately achived: 20,2%
- Mostly achieved: 46,8%
- Completely achieved: 26,6%

The participants have also evaluated the objective #2 as "mostly achieved" (average rating 3.77) expressing the that the Bridges for Trainers has offered a space for deepening the reflections about the shift towards a more competence-based approach to quality in training within the European Training Strategy.

Objective 2: Reflect with experienced trainers and youth workers on impact of "sea change" towards competence-based approach to quality in the training courses and other measures

Category	Percentage
Not at all achieved	0,0%
Slightly achieved	6,4%
Moderately achived	26,6%
Mostly achieved	50,5%
Completely achieved	16,5%

Finally, the objective #3 was evaluated as "moderately achieved" (average rating 3.30) clearly showing that there was a need for further reflections on the follow-up steps at individual, national and European levels in terms of the implementation of the ETS competence model for trainers and related processes in terms of professional development and quality assurance in training.

Objective 3: Critically explore next steps to be undertaken in this context during coming years at individual, national and European level.

Category	Percentage
Not at all achieved	2%
Slightly achieved	16%
Moderately achived	39%
Mostly achieved	39%
Completely achieved	6%

Selected comments for participants' evaluation of achievement of aim and objectives:

"I didn't rate any question with 'completely achieved' because I got the feeling that there's still a lot of work to do."

"I think the conference was a great first step towards increasing cooperation/communication between different stakeholders involved. And I think it's realistic to be very proud of achieving so much in such a relatively short time. There was sufficient opportunity for people to get a grasp on the major lines of the revised framework and it was good to see that there was a real progression from the first version. And I found there were the beginnings of people starting to gain a vision of the possible consequences of its operationalisation: pedagogically; in terms of recognition; and some of the structural changes. That was clear in some of the open space-ish discussions. Another day could have been really useful to make those discussions turn into outcomes. A couple of factors, maybe to be born in mind for future Bridges, meant that the ""political"" or policy dimension was largely missing. The absence of some key actors (most obviously the Commission); the ""non-role"" of the Partnership (as Udo's input highlighted - with ATTE, TALE, Pathways 2.0 etc it has contributed massively to developments in training at European level in the past - so what should be its role now?), all that showed we need to consider more closely the different roles of the ""key actors"" in the development of recognition for trainers and training in our field. Again, my feeling is that there is quite some responsibility falling on the shoulders of the ""trainers community"", which needs to organise itself better. In other words, there needs to be a platform OF trainers in order to contribute fully to a platform FOR trainers!"

"I would have liked to see and experiment more tools developed from the competence model. I understand that you are still working on the tools and I would like to see them when they are ready :)"

Q: What would be needed to further / better use the ETS set of trainer competences by you?

About information and communication

Several persons mentioned the need to have a clear/better communication and dissemination with the field of youth work and training. Amongst the proposals shared, a newsletter 'every few months' sharing updates about further developments, consultations, and open door for more peripheral competences could be considered. That newsletter could also summarise information (and links) about what has been done about the Set, what tools have been developed, how they can be used, what conclusions on policy or professional level were reached in different meetings, conferences, etc.

Although a concrete existing tool, TOY was mentioned as one of the space to raise awareness about the Set of Competence, including updated experiences and self-reflective tools and an update of the TOY profile based on the Set. Calls of SALTO RCs and NAs could therefore more often relate to the competences, thus supporting mainstreaming certain wording and terminology. A careful approach would nevertheless be needed when it comes to how to use the Set (and not misuse) it for recruitment of trainers.

Information targeting NAs (what is it about and how to work with it) would also be desirable (one specific comment questioned how/why this is different from Self Perception Inventory used in the LTTC Training of Trainers).

Other remarks focused on the need to have translated into different languages and to produce visual information tools (e.g. a video) to present the Set.

Last but not least, feedback also tackled the importance to ensure a transparent communication between all present stakeholders (trainers, NAs, Pools, SALTO RCs, and CoE) about their commitment and steps to take in order to further this agenda in the European field.

About support tools (manual, mentoring, coaching, etc.)

Numerous comments pointed out the need for 'concrete tools' or 'the promised tools' though not being very specific about what would this mean. However, most of the feedback received nevertheless allowed identifying some key 'clusters' or types of support needed, such as:

- Mentoring: need to try it out and to reflect upon ongoing development possibilities, with the support of a mentor and/or coach;

- Material: a manual, a handbook or instruction about how to use the Set, including when working with pools/teams of trainers or as a way for personal development of trainers (or pool development). Material can also be about a description/analysis of how the Set is connected to the Key Competences for Lifelong Learning, linked to the impact on future development of Youthpass for trainers, and on recognition of the value of the Set from other educational sectors;

- Self-assessment: a manual or part of it focusing on self-assessment (to be performed personally, during training courses, with or without feedback of the team, etc.) and supporting trainers working outside TOT (e.g. about using the Set with colleagues, with methods and practical tips to include the competence model in my everyday work). This could also lead to developing a self-assessment form or a 'TfT curriculum model' taking into account the six competence areas;

- Information about good examples of practices (what is possible, what did/does not work, showing the benefits of using the Set in different contexts and for different purposes);

- Making it user-friendly: develop a simple user-friendly version of relatively abstract competences and make sure that the intellectual conceptual brain-twisters are complemented by some straightforward no-nonsense operational user-friendly tools;

- Guidelines: about how to use it for the development of trainers and for NAs;

- Technological support: develop a platform to share reflections on the use of the Set and have a series of technological tools which could enable self-assessment result to be accumulated in long-term perspective and shared online next to the trainers profile. This could also include a set of tools that people can 'start start playing with', preferably schematic and double preferably, online (other comments mentioned the need to have a variety of instruments such as cards, e-version, etc.).

About supporting training / events / spaces / cooperation

More than the need or tools, this part of the feedback rather tackles the need for spaces, events, training and even cooperation between stakeholder to support knowing, experimenting, reflecting upon and further developing the Set of Competence.

Several persons highlighted the importance to guarantee spaces where peers/the community of trainers (perhaps together with institutional representatives) can gather, exchange and reflect upon the use of the Set, such as Bridges for Trainers or similar. Moreover and in addition to 'days to share', it may be relevant to also have more specific workshops consequently and therefore more specific opportunities to listen to other positions and experiences, or workshops on competence based approach in training.

According to some, also having seminars (in smaller settings) where trainers will use or work around the Set or research the needs of the trainers all over Europe could also backing up further development and adjustment of the Set and support including it in learning and training programmes.

One feedback underlined the added value to have bigger open spaces to facilitate ownership and to support trainers in getting involved in creating tools and implementing them based on the Set.

Last but not least, having a pool of trainers to use (explore/experiment/adjust) the Set might be a plus.

About the political context / framework

The report of Bridges for Trainers could perhaps support working towards the introduction of a specific competence highlighting the political dimension of the work of trainers with regard to that dimension. Fading out the political dimension of European youth work and training is dangerous and regular meetings on the Set to monitor developments and share visions, ideas, tools, etc., would need to be guaranteed (and carefully planned).
There is also a need to support and make possible an active involvement of the different stakeholders (trainers, NAs, policy makers, SALTO RCs, etc.) to define the competences, scope and purpose [of the Set]. This would also support a clear[er] political dimension of the Set (as quoted 'we are part of civic education in Europe!').

About the competence model as such

With regard to criteria and indicators, one specific comment pointed out the fact that the part of indicators could be better developed, though not going further into 'how' and 'why'. Another person indicated that even though the work done is really good, the Set is not only as a reference framework for trainers and NAs (and other contractors), but also an important step in the process of 'professionalization'. As such, the Set has therefore a big defect invalidating the tool itself for its criteria can be exactly similar to its indicators. This may be due to having criteria insufficiently defined, thus having an indicator that doesn't support crosschecking it.

With regard to the design of specific methods where competences can be used and implemented in the trainers' team, a more structured and visual approach might be needed (besides a proper description and explanation.

About risks or what is missing

The Set as such is a 'nice theoretical concept that can help in some areas of our work with trainers' and might not require further development as such. However, the comment also includes a plea to 'not do the same mistake as with Youthpass, where the guide of 120 pages produced for it is so discouraging!'.

One comment questioned the 'obsession for constant personal and professional growth in the current European context'. To clearly express that there is a range of other competences that are not stated/listed in the Set and that some might even not be possible to 'put in words and be measured like the art of being in the "flow" and perform on a high level' is totally acceptable, so is the fact that one does not have some of these competences and be constantly under pressure to keep growing.

One request addressed the need to develop a 'TrainersPass tool'.

Other comments

Several random comments tackled the issue of how can the Set (and its criteria) be valorised, e.g. in terms of attractive contracts, or/and lead to fair payment of trainers and possibilities to work?

Others questioned how to reach the balance between the need for the Set and how trainers will still be enabled still to have flexibility or feel free not to use it. This also links to the question of 'where to start in this little box/'', meaning that the Set cannot be applied if seen as something standard/ a norm. It has to reflect the dynamic and complexity when referring to a person.

It might also be important to be careful about the 'hierarchy' of the competences (referring to the discussion about the 'last competence'; they are all equally important.

Q: What trends of youth work that are relevant for trainers would you like to suggest for the next Bridges for Trainers conference in 2016?

Note: this part highlights the different 'clusters' or categories of the ideas and suggestions made by the participants. However and as it is relatively challenging to develop a narrative summary out of these list of sub-points, each cluster will compile the proposals in a listing format.

Youth work

- The political dimension of the work of trainers/youth workers (is youth work is civic education?);
- Empowering young people. Identity is crucial; let young people being aware of themselves and let them use their own identity for their personal future and the cohesion in the society;
- Benchmarks in international youth work;
- Common ground, quality (in a more holistic way) and integrity (faithfulness to the field);
- Trainers' political competence: what do they give to society?
- Innovation in youth work and a science-based approach to youth work;
- More attention to issues related with resilience ⏤ youth work contributing to developing communities and individuals who are able to cope with stress, overcome adversity and adapt to change creatively and positively. Considering the need to address climate change and resource scarcity, look more into detail for competences for this century such as: understanding the context and what are the challenges and the first steps to develop our resilience to cope; use systems thinking to deal with complexity and find systemic solutions; nurture self-transcending values rather than self-enhancing ones, meaning cultivate values such as relationship, empathy, community and things bigger than yourself, rather than fame, power, status and wealth; build community and collaborate to develop networks and contribute to local collective initiatives and cooperative ways of organising society.
- The response of youth work to inter-culture/diversity;
- Unlocking creativity in young people.

Youth work as a profession / professionalization of youth work

- How and if the warrant of a youth worker from universities come into play?
- Vocational training at college level;
- Professionalization of youth work: potential and risks, in addition to the need for trainers associating internationally as a next step on recognising the value of our work.

The situation and role of trainers in the youth field

- The competence model for youth workers ⬚ most of the trainings implemented by trainers target youth workers;
- How to coordinate efforts of trainers in the youth work field in Europe? Most of them do short-term training and have no or little influence on the learning and development of their participants afterward. It would be interesting to reflect on whether it would be possible to have a more significant impact by somehow coordinating trainers' work;
- The intercultural dimension of the work of trainers;
- Sustainability and change; role of youth trainers (a lot of people have difficulty with defining themselves as trainers);
- Development of the IYWT trainers guild;
- Developments and challenges trainers face at political, policy and financial levels and proposals to overcome these collectively;
- The precarious situation of many trainers;
- Having flat tariffs for trainer services;
- Transparency by institutions when selecting trainers.

Recognition (validation, certification…)

- Recognition of trainers as an occupation;
- The validation of learning outcomes of the participants in training courses, EQF, NQF ⬚ how do training activities and trainers reflect on new trends in youth work/E+?
- Political and institutional recognition of trainers in the youth field;
- Recognition of the trainer in the Erasmus+;
- Support for trainers ⬚ platforms for sharing good examples of practice and developments;
- Validation systems and connection between formal and non-formal education/learning;
- Youthpass for trainers ⬚ recognition AND validation of trainer skills;
- Certification of trainers and quality standards;
- [Political] and cross-sectoral recognition: how could students, teachers, and policy makers benefit from the expertise of NFE trainers?
- Recognition of the role of a trainer in the youth field;
- Looking at statistics of youth work and training activities and apply some analyses to back up our arguments of recognition (e.g. demand for non-formal education and training does not match the funding available etc.).

Learning + cooperation between formal and non-formal learning/education

- How to plan and implement learning paths for trainers; how to use the competences for quality in training?
- The results of 2nd European youth work convention and the links to formal education system;
- Learning to learn (as the future competence that will be more and more influential in space); how to facilitate that?

- Ensure a stronger learning process by extending the duration of the event (one extra day);
- The connection to formal education;
- Complementarity with and combination of non-formal learning with formal learning under the 'lifelong learning' umbrella;
- New forms of education.

About the link with employability

- How to get closer the labour market: discover the real need/purpose/mutual projects of a relationship between youth, youth workers, trainers and companies;
- Quoting one of the challenges of the 2nd EYW Convention: to respond on the trend of focusing on youth work as an 'instrument' for labour market oriented learning and the recognition of individually gained competences in relation with the value of youth work for personal development, friendship and emancipation, citizenship, education/learning, cultural expression, the right to play, etc.;
- Un-employability: you've got no job, you've got no hope to get a job, there are no jobs - so what do you do in order to spend your time meaningfully?

Online-related tools and developments

- Training and ICT: integration of online phases in trainings and visibility on the Internet;
- Computer skills, use of social media.

Erasmus+

- E+ - are we set yet? Practical issues, finances, cooperation with NAs, support to programme's users, TCA/TCP ⬚ is it inclusive as it is now in E+?
- The lack of importance and support to inclusion in E+ (compared to YiA): know if and how the European programme(s) should be applied in the same way in the different countries (e.g. minimum of common 'rules' for NAs).
- Assessment of the new impacts on the actions within the frame of Erasmus+;
- 2016 we will slowly start the process of (mid-term) evaluating the Programme: trainers became aware that they also should have a say in the political processes surrounding training issues and the Programme at large.

The competence model

- Follow-up on what 2014 started + the revision and adaptability of the model. Experiences and achievements in using it. Breaking bubbles, going across sectors.
- 'By 2016 the competence model has been integrated in various processes' ⬚ reflect about its implementation. This could also tackle its revision if needed. What will be the implications of ETS for the trainers' community?

Approaches and contents /topics of training courses

- Youth Dialogue through Sports;
- Active training methods in relation to learning styles and working with energy;
- Politics/citizenship;
- European youth work towards social change ⬚ a critical reflection on political agenda setting by the Programme and needs of local realities: identifying matches and miss matches. Developing concrete recommendations for the further development of the political/civic dimension of European youth policy;
- Trainers as professionals informing practice and policy;
- Inclusion: how to work with young people with fewer opportunities and/or in situation of disability (including mental disabilities)?
- More laboratory/practice-oriented workshops where exchanges of experiences lead to increasing quality of the trainings;
- Arts-Creativity as tool for International Youth Work;
- Topics that are included in trainings (why those and not others?) and what is the trainers' level of knowledge and experience in deliver trainings on these topics (what level is needed and associated values to the topics?);
- The importance of (fun and) humour in youth work practice;
- How do we affect and are affected by socio-political and economical construction (or destruction) of Europe?
- Something connected with anti-discrimination education of young people.

Youth policy

- The link with the policy field; tackling political awareness.

Online/ virtual spaces and tools

- Online area, online tools, virtual trainings;
- Online platform for feeding each others as trainers;
- Youth work in digital/virtual spaces.

BfT – a space to share

- Promoting sharing and exchange of different trends between all interested parties and not only on promoting 1 single document;
- Maintain the space for the open agenda (as on the last day of the 2014 edition);
- Exchange of experiences, methods. Experience with the competence model;
- Development of themes of Network trainings closer to updated needs;
- More space to interact with NAs, SALTO RCs, and other stakeholders.

Other proposals

- Working across sectors with participants from different sectors, that might bring fresh ideas and open the door to more opportunities (and challenges);
- Peer support, peer-vision (intervision) and supervision of trainers;
- Life style of trainers: what does the trainer profession entail? Developing training strategies for certain topics (rather than course formats) i.e. how can we consistently skill up a number of trainers in priority areas such as inclusion, diversity, and participation, without relying on 'some trainers that happen to be good at it'? How can we improve competences more widely in the trainer community about these priorities?
- Training of experienced trainers – Networking;
- How more trainers from 'cultural' minorities can be invited and make the conference more diverse and reflect more our 'migration/migrating societies'?
- Professional development: possibilities, practices, challenges; community of practice at international level;
- Cross sectorial activities (by organisations and by NAs in TCA);
- Political education; Intercultural education; Trade union of trainers; Spaces for other institutions to share.

Annexes

Annex 1. Programme Outline

Bridges for Trainers 2014: Competence-based approach to quality development in training
Bonn, 8-10.December 2014

	8th December		9th December	10th December
	Arrivals and registration before 14:00	09:00 – 10:30	Presentation of the competence model, criteria and indicators for trainers working at European level	Looking forward: actions needed, recommendations & proposals for follow up Open Agenda opportunity
		Break	*Break*	*Break*
		11:00 – 13:00	What does the change mean for you and me? Working groups for different perspectives	Further steps Evaluation & Closing
13:30-15:00	*Lunch*	13:00-14:30	*Lunch*	*Lunch*
15:00 – 16:30	'A competent opening' Who's here? Introduction to the conference	14:30 – 16:00	Workshops: tools and practices in working with competence-based approach for trainers	Departures
Break	*Break*	*Break*	*Break*	
17:00-19:00	Sea change: why competence-based approach and quality development in training	16:30-18:00	Continued	
Dinner	*Dinner*		*Dinner*	
	Free time opportunities		Free time opportunities	

Annex 2. Participants List

Trainers / Country	First name	Last name
Albania	Rifat	Demalija
Armenia	Anna	Yeghoyan
Austria	MarCus	Vrecer
Austria	Paola	Bortini
Austria	Peter	Hofmann
Azerbaijan	Khayala	Mammadova
Belarus	Olga	Poddubnaya
Belarus	Elena	Kasko
Belgium - FL	Dominique	Verschuren
Belgium-FR	Bernard	Moreau
Croatia	Suncana	Kusturin
Croatia	MARTINA	HEĆIMOVIĆ
Cyprus	Panayiotis	Theodorou
Cyprus	Michalis	Drakomathioulakis
Cyprus	Inga	Protuc
Cyprus	Anna	Dalosi
Czech Republic	Lucie	Frisova
Denmark	Sorin	Buruiana
Estonia	Margus-Tarmo	Pihlakas
Estonia	Elizabeth	Kasa
Finland	Antti	Korhonen
France	Julie	Monnet
France	Mark E.	Taylor
France	Nunzio	Soricaro
France	Estelle	Crochu
France	Hazel	Low
Germany	Rui	Montez
Germany	Markus	Krajc
Germany	Markus	Rebitschek
Germany	Eike	Totter
Germany	Svenja	Rickert
Germany	Sabrina	Apitz
Germany	Evelina	Taunytė

Germany	Andreas	Karsten
Germany	Kerstin	Giebel
Greece	Athanassios	GALLIS, Dr.
Greece	Athanasios (Sakis)	Krezios
Greece	Evi	Koutsospyrou
Hungary	KATALIN	PREM-BIRO
Hungary	Zsiday	Kriszta
Ireland	Dermot	OBrien
Ireland	Alan	Hayes
Ireland	Viv	Sadd
Ireland	Janice	Mc Garry
Ireland	Deirdre	Quinlan
Ireland	Mieke	Neven McMahon
Italy	Lucia	Barbieri
Italy	Tommaso	Pescetto Cosentino
Italy	Salvi	Greco
Italy	Silvia	Crocitta
Italy	Simona	Molari
Italy	Laura	Pierfelici
Italy	Paul	Kloosterman
Italy	Luisa	Pagano
Kosovo	Ismail	Cakolli
Latvia	Ieva	Grundsteine
Lithuania	Arturas	Deltuva
Lithuania	Laimonas	Ragauskas
Lithuania	Nerijus	Kriauciunas
Luxembourg	Georges	Wagner
Malta	Duncan	Muscat
Malta	Margaret	White
Moldova	Vitalie	Cirhana
Montenegro	Nik	Paddison
Netherlands	Kathy	Schroeder
Netherlands	Yrsa	Wagemaker
Netherlands	Gabi	Steinprinz
Norway	Linn	Landmark

Poland	Igor	Lisin
Poland	Agnieszka	Leśny
Poland	Marta	Brzezińska-Hubert
Poland	Elzbieta	Kielak
Poland	AGNIESZKA	JANIK
Poland	Tomasz	Lubotzki
Portugal	Rodrigo	Vilarinho
Portugal	Rita	Sales
Portugal	Anita	Silva
Portugal	Nuno	Da Silva
Romania	Preda	Oana
Romania	Constantin	Dedu
Romania	Sorin-Victor	Roman
Romania	Irina	Buruiana
Romania	Andreea-Loredana	Tudorache
Serbia	Vojislava	Tomic Radivojsa
Serbia	Dusan	Milojevic
Serbia	Snezana	Baclija Knoch
Serbia	Vojislav	Vujic
Serbia	Gisele	Evrard Markovic
Slovak Republic	Dean	Res
Slovak Republic	Terezia	Brüggemann
Slovenia	Tadej	Pugelj
Spain	Juan	Ratto-Nielsen
Spain	Xavier	Baró Urbea
Spain	Marta	Piszczek
Switzerland	Stefan	Rüegsegger
Switzerland	Arne	Reis
Switzerland	Oliver	Schneitter
Tunisia	MOHAMED	KAMOUN
Turkey	Berat	EZEL
Turkey	Genar	Ersoy
Turkey	Gulesin	Nemutlu
Turkey	Mehmet	Çetinkaya
Turkey	Onur	Metin

United Kingdom	Ayodeji	Olofintila
United Kingdom	Emanuele	Nargi
United Kingdom	Fergal	Barr
United Kingdom	Buzz (Paul)	Bury

NAs / Country	First name	Last name
NA Austria	Marco	Frimberger
NA Estonia	Siim	Värv
NA Finland	Paavo	Pyykkönen
NA France	Gilles	Baccala
NA Germany	Ingrid	Müller
NA Greece	Maria	Kolokytha
NA Ireland	Emma	Grainger
NA Netherlands	Peter	Pieters
NA Poland	Magdalena	Malinowska
NA Romania	Cornel	Stinga
NA Slovak Republic	Alena	Tomanova
NA Slovenia	Tinkara	Bizjak Zupanc
NA Switzerland	Hafid	Derbal
NA United Kingdom	Khalid	Miah

SALTOs	First name	Last name
SALTO EECA	Tomasz	Szopa
SALTO Inclusion	Tony	Geudens
SALTO SEE	Maija	Lehto
SALTO T&C	Udo	Teichmann
SALTO T&C	Kristiina	Pernits
SALTO T&C	Rita	Bergstein
SALTO T&C	Elsa	González de Schröer

Others	First name	Last name
Council of Europe	Mara	Georgescu
EC and CoE Partnership	Hanjo	Schild
United Nations Volunteers	Daniela	Bosioc
Moderator	Jonathan	Bowyer
Moderator	Darko	Markovic

Annex 3. Milestones, Flagships and Lighthouses in Trainer development Udo Teichmann - European support for capacity building of trainers

European policy support
- **1st European Youth Work Convention – Declaration (April 10)**
- **European Council Resolution on youth work (Nov 10)**
- **European Training Strategy for Youth in Action Programme (11-13)**
- **Pathways 2.0 recognition of NFL/E and of youth work in Europe (Jan 11)**
- **European Council Conclusion on quality youth work (May 13)**
- **European Training Strategy (15-20)**
- **2nd European Youth Work Convention (April 15)**

1st European Youth Work Convention Declaration (2010)
- Need for a **competence-building framework** based on approaches to learning.
- Develop European level setting of **quality standards** and the identification of **generic competencies** being applied through national structures.
- Develop routes to individual validation through the **accreditation of prior learning**.
- Next steps: "The **new training strategy** on youth work in Europe within the Youth in Action Programme"

European Council Resolution on youth work (Nov 2010)
- Develop **user-friendly European tools** (e.g. Youthpass) for both independent assessment and self-assessment, as well as instruments to recognise and evaluate the quality of youth work.
- Provide sufficient and appropriate **European platforms** for the continuous exchange on innovative research, policies, approaches, practices and methods.
- Develop **systematic assessment of competences** required for any form of training aiming at acquiring knowledge and upgraded skills.

Pathways 2.0 towards recognition of NFL/E and of youth work in Europe (Jan 2011)
_ **Assure quality and training** in non-formal education/learning
_Establish **appropriate training opportunities** at different levels
_ **European Training Strategy** of the Youth in Action Programme plays a key role

Pathways 2.0 towards recognition of NFL/E and of youth work in Europe (Jan 2011)
_ **Assure quality and training** in non-formal education/learning
_Establish **appropriate training opportunities** at different levels
_ **European Training Strategy** of the Youth in Action Programme plays a key role

European Training Strategy for YiA (2011-2013)
_ Define **European Generic Competences for trainers** and youth workers.
_ Train individuals on the competences needed for European youth projects, support **accredited Trainings for Trainers.**

European Council Conclusion on quality youth work (2013)
Emphasis on quality and the attainment of **youth work outcomes**.
Determine the **impact of quality youth work** … by facilitating and improving the recognition and validation of non-formal and informal learning at national and EU levels.
Encourage … the European and international **exchange of good practices, training, skills acquisition and peer-learning** in relation to quality focused youth work.

European Training Strategy 2015-2020
A chapter dedicated to trainers capacity building to support quality youth work
2nd European Youth Work Convention (April 2015)
How to get "Trainers" better recognised by the political agenda?

European LTTCs for trainers

• **T**raining **o**f **T**rainers for European YiA Projects, since 1999, by SALTO T&C RC

• **A**dvanced **T**raining for **T**rainers in **E**urope, 2001-2003,
by EU-CoE youth partnership

• **T**raining **A**ctive **T**rainers in **E**uro**M**ed Youth Work, 2004-2006, by EU-CoE youth partnership & SALTO EuroMed RC

• **T**raining **o**f **T**rainers in **E**uro**M**ed, 2005-2006 & 2011-2012,
by SALTO EuroMed RC

• **T**rainers for **A**ctive **L**earning in **E**urope, 2008-2010,
by EU-CoE youth partnership & SALTO T&C RC

European trainer pools

• Trainers Pool of the **Youth Department of the CoE**

• Trainers Pool of the **European Youth Forum**

• Trainer Pools of the E+: **YiA National Agencies**

• Trainer Pools of the **SALTO RC** of E+: YiA

• Trainers Online for Youth – **TOY**

is not a SALTO trainer pool but a database to find trainers / offer service!

European events & studies

1. Quality in European youth work conference (Bonn, CJD, July 06)

• To include a **chapter on quality** in the YiA PG from 2007

• Provide a **space for an organised debate between trainers** to discuss and contribute to the development of quality

2. ToT Stakeholder Meeting (Budapest, EYCB, 07)

• Develop a European concept/curriculum for trainer: **TALE**

• Consolidate methodologies: **Forming or Performing**, 2008

• Modular Train the Trainer system: **Helsinki Umbrella Group**

European events & studies

5. ETS competence model for trainers working at international level (2011-2013)

6. Helsinki Umbrella Group – HUG, Bonn, CJD, Nov 2013

7. Bridges for Trainers, Bonn, CJD, Dec 2014

Annex 4. The link to the developments in Recognition of non-formal *learning* and youth work in Europe by Rita Bergstein, SALTO T&C RC

Slide 1 (title slide):

Youthpass

The link to the developments in **Recognition of non-formal learning and youth work in Europe**

Bridges for trainers
December 2014

salto|youth

Erasmus+

Slide 2 – Influence & Impact

- EU Key competences for Lifelong Learning
- Awareness raising of competences and learning process

Youthpass

- Youthpass for trainers?
- Recognition of non-formal learning and youth work

Slide 3 – Recognition of non-formal learning & youth work

Recognition = certification
Recognition = validation
Recognition = ...

Distinction between different forms of recognition, depending on who recognises learning and for what purpose: four dimensions!!!

(Circle diagram: Individual | Social / Political | Formal)

Slide 4 – Formal context

- European Qualifications Framework (2008) + National Qualifications Frameworks
  - Competence = Knowledge, skills and attitude
  - Competences described related to learning outcomes
  - EU competences for lifelong learning

  » From system to individual

(Circle diagram: Individual | Social / Political | Formal)

Slide 5 – Professionalisation

- „Professionalisation", „professionalism" – what do you want?
- Formalisation
  - Quality standards in training (CoE), quality charta (www.salto-youth.net)
  - Accreditation of training providers
  - Competence profiles

  » Standards to be fullfilled?

(Circle diagram: Individual | Social / Political | Formal)

Slide 6 – Occupational profile?

What is a „youth trainer working at international level"?

- No occupational profile exists
- Occupational framework for „trainer" at national level: what exists and what is on the way? (Estonia, Slovakia)
- Experience with ToT, TALE...
- Expectations grew during the last years

  - Contribution to describe a trainer's profile and better recognise it

(Circle diagram: Individual | Social / Political | Formal)

Slide 7:

What do you understand by professionalisation in relation to your work?

How could/should recognition of your work look like? Which dimensions do you want to be tackled: individual, social, formal political?

Annex 5. Reflections on the sea change towards a competence approach

QUALITY:
Lack of planning meetings (money available for it)
Linking salaries & GDP
Levels of inconsistency among trainers
Maybe we can advocate a policy change re. fees
Issue of costs differential between countries
How to measure quality / demonstrate impact

Q2. Recognition at policy level should be bottom up as well

Do we have political representation at European level? Do we need it?

Is the term trainer everywhere the same? Is it 'enough'? Educator? Capacity builder? Teacher? Is it distinctive enough?

Secure quality by providing space for development

Recognition – formal political budgetary

Awareness of European politics, competence of discussing political ambiqity and skills to encourage critical thinking should be there

To have "TRAINER" – description of a role in the Erasmus+: Youth in Action User Guide. As an important element for the implementation of the program.

Q3. Can trainings be monitors like couch surfing system?

We are asked to be a voice, but are our voices equal?

Trainers (in YW / NFL) need to be connected with the youth field

One click away / one flight away   Co-facilitated.   Creating knowledge

Platforms for co-creating/expanding knowledge

Breaking successful routines ▢ Struggling for development

It is important to recognise facilitation competences but also the knowledge or "expertise" we bring

Who should assess the quality of our work? The practice….(or?...)

Quality in training is the product of time, investment, experience, etc and payment should reflect this

Youth policy makers should clearly mention Trainers as Key Actors….

Is it firstly about passion?

▢ Policy aspects on trainers
▢ Needs in the society for non-formal education
▢ Partner organisations

Why the label "Youth trainer at international level"? – better would be: "Facilitator of Learning (in the international YW context)"

Making sure that youth is not "hurt" by trainers – competences and realistic view

Define minimum quality standards for trainers

PROFESSIONALISATION:
Indicators for competences?
Quality standards?
Team composition?
Fitting institutions' criteria?
Structure
Trainers
Institutions
We discuss prof. in relation to these aspects

Peer trainer evaluating system to check quality of work by trainers

ERASMUS+ can open other fields of training

There is a risk that when trainers reach a certain level if quality they leave the youth field because payment doesn't reflect quality

What about initiatives coming from us, as trainers? Who owns our profession?

Youth work needs to be recognised before youth work trainers can be recognised

Recognition = understanding

We need a suitable tool to recognise the work

Trainer competences will lead to recognition on political level

In the training field there should be a wide spectrum of training – ranging from amateurism to professionalism ⮕ BUT there should be a way how professional / experimental the course will be – transparent rating

Is quality of training measured by money? The trainer fee seems to indicate the quality of trainer wanted (who can afford if the this amount)…. But this should not be the case

Need for more social recognition= people that know what we are doing and pay for it
Beginning trainers could then use help with their individual recognition
Do we need a structure/organisation to support/promote trainers/lobby/advocacy/minimum-wage/like for "interpreters"/ a sort of union?
Recognition of competences
Logistics and network
Doing it a s a profession
Being professional!

Trainers need competence criteria but (why) do trainings (really) need trainers

IYNGOs are not in the picture (at least in this room) where are they? T

Training is a fancy hobby now!? T

What the planet would be without trainers? Maybe a planet of apes? T

Who owns the 'competence' document…and transfers it to budget? T

Who is recognising is very important! ⬚ big letters: TRAINER T

A basic part of our work: democracy education

The political component should be included in <u>all</u> educational projects

Our aim: educate young people to become responsible citizens

QUALITY BE PAID:
Same fee for trainers from different countries? Equal work = equal pay
Should it matter?
How is daily fee calculated?
Different fee based on diverse experience?

A free drink seems a fair recognition, isn't it? T

Where is the "unified voice" of <u>trainers</u>? Re: Quality & Payment

Fair payment as part of recognition

Where is economical dimension of recognition? T

How can our profession be recognised appropriately through the salary we receive?

Trainers deserve money*: £ $ € ¥
*to live ⬚ for food, rent, electricity, gas, phone, internet, etc

Professionalisation needs more discussion. It's a very complicated thing (competence assessment, national realities, and social security.

Annex 6. Reports from the working groups; reflections on different perspectives on the sea change

Workshop title	Facilitator	Reporter
WG1 Me as a trainer applying competence profiles in training	Tadej Pugelj	Antti Korhonen
WG2 My approach to train trainers	Paul Kloosterman	Salvi Greco
WG3 Working with a pool of trainers	Marco Frimberger	Nuno da Silva
WG4 Working in a team of trainers	Paola Bortini	Luisa Pagano
WG5 Possible recognition of trainer competences	Mark Taylor	Khalid Miah
WG6 Development of my competences	Gabi Steinprinz	Elena Kasko
WG7 Structure of the framework itself, value-base	Nerijus Kriauciunas	Elizabeth Kasa
WG8 Working across sectors	Alan Hayes	Magdalena Malinowska

Workshop Title
WG1: How can we use the set of competencies in training work?

Number of Participants
9

Summary of responses to the starter questions
The group saw, that the SoC can be best used in training work as a tool for self/peer reflection, and as a tool for collecting evidence and data for individual trainers - in order to support their competence development. Through this it can act as strong "confidence booster" too, if it approach through a "strength based approach" (appreciative approach). We also found that even though it can create certain "cages and labels" for what trainers are, it's all in all (in our opinion) a positive tool to be explored and played around with, that can also help individual trainers to organize their selves, objectives for learning and seeing blind spots. It also acts (in this time and age) as a good reminder for the need of the ongoing quality development of individual trainers - yet also asks for more social and economical support to practice it.
We also concluded, that through the competence model it can be easier for individual trainers to communicate their selves, professionalism, agendas and objectives better to different levels and stakeholders. It was also discussed, that in many cases even when a trainer would possess a high level of certain competence, the lack of resources, time and pressure to fit in multiple objectives in training work can block that professionalism to be tapped in to. (in example running QUALITY group-learning process only in 2 given days can be an impossibility). Also, as the focus of our reflections was on the topic of "tool for self reflection", we also talked that even when we now have the "generic set" of the competences, it could be worth while also to bring forward the ones that were discussed and excluded in the consultation phases as well as that this "databank" of people could be harvested from a common platform. i.e. that together with the generic being used for self development, there would also be a growing list of "other" specified competences that could be used in the same way. In this light, for self-reflection the content plays a smaller role, the process of using the competence model is the key.
We also want to notice that even though the SoC is "a tool" for self-development, we still question if it should be "THE tool" (i.e. trainer pool and Europe wide). There's a lot of ways to develop… Yet we hope that individual trainers would take the initiative now to take the SoC further so the VALUABLE AND APPRECIATED process of it would get wings in the practice too! As it was mentioned, it is now up to us…
Finally, we also talked about the different already existing practices it's been used:
- Irish pool of trainers implementing it in their self/peer development practices
- Arturas describing that there's already attempts for "collecting data and evidence based on the competence model (for recognition)
- Sending the SoC to other educational discussions for promotion and recognition

Other themes addressed
Many of us have faced a question (from participants, young people etc.) asking "how to become a trainer?" - Directing them to the SoC can be a good start.

Any conclusions or new questions arising from the discussion
- TRAINERS!! USE IT! EXPLORE IT! TRY IT! PLAY WITH IT!!!
- RELEASE THE DRAFT VERSIONS, COMPETENCES DROPPED OUT AND SUGGESTED IN THE CONSULTATION PHASE ETC. as it can also be good ground for self-development.
- Perhaps there's a link to TOY! Generic competence model + a "crowd sourced list of extra competences and indicators (linking to different contexts, value base and more.)
- get everyone an ukulele asap.

Name of the reporter
Antti Korhonen - Finland

Workshop Title WG 2: My approach to training trainers	

Number of Participants
20 (incl. facilitator and rapporteur)

Summary of responses to the starter questions
How might we use the competence framework to design training of trainers?
In various ways and moments:

- for self-assessment
  - with participants (to understand what they need to learn and learned)
  - helps trainers to bring more structure in their development (starting point for thinking about myself as a trainer, where do I need to improve)
- as inspiration or even as guideline to set up a training
- for showing results of the trainings to institutions, funders, stakeholders
- incorporate them in what we use already
- balance them with the (training funder's) institutional priorities, standards

What are the benefits?

- Competences offer a starting point in negotiating with the institutions for whom we design and deliver trainings
- It benefits the training providers, the trainers, the whole society by raising standards of the work we do and its visibility and recognition

What are the challenges or risks?
- what is the frame (where we use them, when, with whom, for whom)
- the fear of being excluded – do I have those competences myself? All of them? Some of them?
- what about feed-back to self-assessment based on these competences
- how to balance the competences, which are concerning the individual, and the group processes (learning, growth)
- there isn't enough emphasis on the **knowledge** needed when training on a certain topic

Other aspects addressed
Participants: - shared what was used "b.c." (Before The Competences)
- expressed the need to work further for clarifying where do these competences sit know, in the wider context

Any conclusions or new questions arising from the discussion
- what are the trainer's competences to train trainers?

Name of the reporter Elizabeth KASA-MÄLKSOO

Workshop Title
WG3: Working with a pool of trainers

Number of Participants
20 pax

Summary of responses to the starter questions

Where do you see the **added value** of the competence model when working with a Pool of Trainers?
The SoC provides an opportunity not only to support the NAs in selecting trainers but also in developing the pools, identifying trainers competences needs and their development.
It can also bring added value to trainers in the sense that the SoC can be used to get trainers together and do assessment of their individual and group competences. So it can be used as a tool to identify existing competences in Pools of Trainers.
 	
It was clear to the group that the value is clearer on the side of NAs.
It was also expressed that the document is quite concrete and ready made for use.
On the trainers side the document opens the space for discussion and reflection about competences needed to be a trainer, existing competences and potential for development.
 	
What are the **challenges** when using the SOC in a POT?
In some countries the use of the SOC could be a cultural "revolution" (for example France) because there are already quite institutionalized certification and recognition processes on the national level in the youth educational field and in most cases organizations are hired and they are the ones who decide who will be the trainers.
On the trainer's side, the challenge can be that people try to define themselves in terms of the competence model and not consider other aspects related with being a "good" trainer, out of this model. On the side of NAs, there can be the challenge to effectively select trainers since applicants might tend to conform to the expected competence model and justify their aptitudes to perform under the competence model defined making it difficult to distinguish the level of trainers exclusively from the applications point of view.
 	
There is a degree of ambiguity in the SoC so there is always the risk to misuse it from the side of trainers and institutions, such as:
   - Organizations running PoTs using the SOC as a checklist;
   - This is looked as the Model and not one model;
On the other way, PoTs need a coordinator with competences and the resources to properly manage the trainers to perform in the best of their potential.
 	
There is a challenge to sometimes challenge each other – both trainers and institutions (NAs and others).

Other themes addressed

Any conclusions or new questions arising from the discussion

There is an added value for both trainers and institutions.
New questions arising are:
   - How to prevent misuse of the SOC from both trainers and institutions?
   - How can we deal with the lack of competences openly in a very competitive environment such as the trainers working on international or national level?

Name of the reporter
Nuno Da Silva

Workshop Title

WG4: Working in a team of trainers

Number of Participants: 6

Summary of responses to the starter questions

We started the discussion asking the question "Why are we interested in the topic?". The reasons for participating in the WG are: to better understand how to work in a team of trainers using the competence model; to better understand how to set up the ideal trainers team; to discuss how the competence model can be divided among the team members and how the different approaches are valued for a successful training; to reflect on how to give feedback to colleagues and how to find the right space and time in training for assessing the competences.

Self-assessment in our opinion shall be done among peers based on feedback, but feedback can be given if a trustful relation is established, and often this is not possible when the trainers do not know themselves in advance or if they work together for a short period of time, or the team composition change constantly.

Time limitation and pressure during the delivering of the training course are additional constraints that prevent the self-assessment during the training course. It will be helpful if self-assessment based on feedback could become an essential element of the course.

It is very important that the team clarifies the modality of giving feedback (on sessions, on personal performance). We suggest that the competence model can be discussed and tried out in pool of trainers both at national and international level, as in general the members they know each other already and a trust feeling is built.

Self-assessment based on the competence model is a process that can support the trainer in understanding who you are, which are your values, your abilities. On the other hand the competence model can limit the diversity and put trainers in boxes.

Other themes addressed

Any conclusions or new questions arising from the discussion

The competence model is a tool that can support the process of understanding ourselves as a trainer and as a person;

How self-assessment can become an habit embedded in the training activities such as the evaluation, and included in the contractual agreement?

How can we overcome the fear of being judged and excluded from future work opportunities?

Name of the reporter: Maria Luisa Pagano

Workshop title:
WG5: Recognition of Competences

Number of Participants
16

Summary of Responses

Recognition

Can it be used as a basis of recognition for Youth Work? What type of recognition would this be? Who would give legitimacy to this recognition? Is recognition suited to the Youth field? Should this recognition come from comparison e.g. teachers?

Recognition lends quality and credence to Youth Work as a profession

Self-Assessment

Can we realistically expect trainers to self-assess independently? Would this meet the quality and standards required? Self-assessment should be a two way process. The competency framework is a good tool for trainers to understand themselves.

Competency framework as a tool for selection

Should NAs use the framework to select participants? Should this selection be supplemented with an interview? Selection is often based on gut feelings and will always remain a part of the recruitment process. The framework should not be restricted to Youth Work but should be also be used for the greater labour market.

Community based approach

Trainer pools should not be made to compete with each but should support each other's promotion and development, and this support could be way of mutual understanding of the competency framework.

Other themes addressed

Follow-up

The conference should not be to discuss the wording. Trainers should take an active role in this early stage of development and should be at the center of the process and be invited to review and continually develop the competency framework.

Quality

Recognition of a competence framework gives credence to Youth Work as a profession and allows trainers to communicate their qualification and competence to others. It creates a benchmark of quality.

Vagueness

The terms 'Youth Worker' and 'Trainer' are vague and should be defined further

Name of Reporter:
Khalid Miah   41

Workshop Title: WG6: Development of my competences

Number of Participants - 14 persons

Summary of responses to the starter questions

Starter questions for the workshop were:

How could I use this competence model and/or the competence-based approach to improve my competences as a trainer?

What are the benefits?

What are the challenges or risks?

Which additional measure or other ways of representation would help using it?

Generally the competence model were seen as a positive development by the group. The use of the set was seen as beneficial for trainers. The participants of the workshop expressed that they can be used as follows:

- As a self-assessment/feedback tool
- To understand where my starting point is
- To consider it as the strategy for my development
- As an orientation/guidelines for self-reflection
- As affirmation of weaknesses and strengths
- As a checklist for development
- As a new reference for us to discuss
- As an articulation of the requirements
- To name things which are implicit
- To use in teams
- As an attempts to ensure the quality in international youth work
- To proactively tackle weaknesses

The following risks and challenges were identified by the group:

- The risk of misuse of the competences
- Creation of the paranoia
- Efficiency of resources used and the impact of the competence model were questioned. The risk that nothing will happens.
- How will the set be used/misused by other stakeholders
- Lose diversity
- Will it be pieces of puzzle or will it manage to present our integrity as trainers
- There is still no common agreement and understanding on how to use the competence model

Other themes addressed

The need of the "trainers` audit" occasionally or on regular basis for the trainers being in "business" which will consist of peer assessment, internal and external assessment. Public money use requires the quality insurance of the sector.

How to work with "softer competences" like "inner readiness".

Which additional measures or other ways of representation would help using the competence model.

Any conclusions or new questions arising from the discussion

The conclusion of the workshop is generally positive. The set of the competences is seen as having a great potential for personal development of trainers, as well as ensuring the quality of the sector.

However, quite a number of challenges and risks are still to be addressed and further discussed.

Name of the reporter - Elena Kasko

Workshop title:	43
WG7: Structure of the framework itself, value-base.	

Number of Participants
4: Deirdre, Tommaso Pescetto, Laura Pierfelici, Sackis.

Summary of responses to the starter questions:

Trying to improve things we often end up with some list, and in a list there is always something missing…so ready we are to criticize.

We don't really think there are pros&cons at this stage. This set of competencies is a tool and until when you don't start using it, test it you cannot really know how it is…

The "SoC" could have had a more holistic approach, a bit more of the philosophy behind the "SoC" might be needed, philosophy referring to democratic values, to human rights for example, showing a bit better the links between the competences, overlaps, how they refer to each other.

Another point referring to the etic of the SoC: are these competencies describing us also as persons in our real life? This is not just a profession…is a lifestyle, a lifestyle full of values…for which we want to be paid.

Human rights should have a bigger relevance, maybe should be mentioned as competence. Maybe should be one of the fundamental of the background for trainers working in our field. We should refer more also to values and principles stated by the European Union and other international organizations. We see also that some reference to European Identity, which was a big topic with the previous program, is missing.

One thing about the "indicators". They say a lot about "show knowledge", but it doesn't refer to the transformative power of education, how this is constructing learning. Sometimes actually "we don't" know as trainers, facilitators, we rather look and explore for answers together with participants. Is "not knowing" a valuable elements in our educational field? Would somebody pay for a trainer who doesn't know but wants to find answers with the group of trainees?

Name of Reporter: ??

Workshop Title

WG8: Working across sectors (Formal education, vocational education, the world of work). Moderator: Alan Hayes

Number of Participants

Summary of responses to the starter questions

The starting point of the discussion was that in the new programme everybody is encouraged to cooperate across sectors. How useful is the competence framework for working across sectors? What are the benefits? What are the challenges or risks?

- The competence model is more for our internal use, individual self-assessment. Using it cross-sectoraly is difficult because it is generic but only for youth field. There is a need to adjust it to other contexts. Besides when we are looking for someone competent in something we don't ask for the competence model but rather check the opinions of people who have already cooperated with that person, we check the results and "rating".
- The competence model can help us to explain what is the trainer's job about. We can use the framework to explain our work to others with clarity and in the understandable short way. It would be good to "translate" our language into language used outside the youth field.
- Benefits: many NGOs or training providers have their own competence framework. It is good to have our own. It gives common ground that can be filled by individual competences of specific person. It is pushing the individual development of the trainer.
- Challenges/risks:
  - the set is a bit too long
  - there is a risk that the emancipatory attitude will be forgotten and that other sectors will misuse the framework and say that they meet the criteria
  - we use the specific words and we are stuck to them. It would be good to be more open and to change our way of presenting ourselves
  - as we engage in cooperation with other sectors we should try to think how could we be beneficial to them, how can we help them fulfill their goals – the change of perspective.

Any conclusions or new questions arising from the discussion

- Regarding criteria and the indicators there is missing logic. Sometimes the indicators and criteria are the same.
- Is the competence model meant to be an international occupational standard for trainers' work?
- Sometimes all sectors do the same thing (they work simultaneously on the same topic) but the connection is missing.
- It may seem strange to other sectors that we self-assess our won competences without the external assessor.

Name of the reporter: Magdalena Malinowska

Annex 7. Reports from Tools and Practices workshops

Workshop title	Facilitator
WS1: Self-assessment and feedback based on the ETS competence model for trainers	Jonathan Bowyer
WS2: Using the ETS competence model in the context of the LTTC "Training of Trainers for European Erasmus+:Youth in Action projects"	Paul Kloosterman
WS3: Using the competence model to assess the learning needs and plan further training opportunities for trainers	Dermot O'Brien
WS4: External assessment and the competence model for trainers	Peter Hofmann
WS5: Strength-based assessment using the ETS competence model for trainers	Arturas Deltuva
WS6: Applying the ETS competence model within a trainer team	Gisele Evrard Markovic
WS7: Creating your own portfolio of trainer competences	Darko Markovic
WS8: Applying the ETS competence model to the Euromed context	Juan Ratto-Nielsen

WS1   Self-assessment and feedback based on the ETS competence model for trainers

2/ Why it has been developed? What is the background/context/t arget group of the tool/practice?	If self-awareness is a basis for personal and professional development, then anything which aids trainers to become more self-aware is likely to be useful.
3/ What are the main aims of the practice/tool?	To develop self awareness in a structured way so that further development can be identified and planned
4/ Description of the practice/tool	There are various ways of developing self-awareness – most notably critical reflection, coaching and 360 degree feedback. The workshop will explore these and others
5/ How is it linked (or could be linked) to the competence model for trainers?	The competence model can be used to provide a structure or framework against which feedback is given and personal performance is reviewed or assessed
6/ What are the main outcomes and personal experiences with the tool/practice so far?	These practices are used widely in a range of sectors and situations. The workshop will explore participants' experience and refer to the use of 360 feedback survey with Youth trainers in Euromed
7/ Any further information or references available online for further reading about the tool/practice	See sample self reflection questions below See www.reviewing.co.uk
8/ Contact information of the workshop facilitator	Jonathan Bowyer (UK) jfb@viewfromhere.co.uk +44 15394 41986

9/ Main outcomes of the workshop	**What is the purpose? / What are the "other" benefits?** Personal & professional development Preparation for the next step Assurance for the individual and the interested parties **Where, when and how am I supporting self- assessment?** In our training activities (embedded procedures) and beyond Emphasising positive achievement During reflection groups and reflection time in general When we ask for fb for our work When we give fb to others. When we present Youthpass and when we encourage the trainees to fill- in the YP When I read publications about competences and I contemplate on them When I see a call for trainers or vacancy and I want to apply When people endorse me for specific skills in LinkedIn **What are the tools and processes we use to support self-awareness and feedback?** **One on one** Coaching Learning partner/ buddy Tools (Questionnaire, graphs, drawings, questions) Feedback from mentor to mentoree Learning questionnaire (see: "Youthpass Unfolded" publication) Learning cards Peer feedback **In a group** Diaries Learning log/ blog Guiding questions Preparation activities (content discussion/ simulation) Fish bowl Space Mandala Secret friend Time for reflection (reflection groups set in advance) Culture of asking and listening **With a community** **(I.e. a pool of trainers, an organization, the group of people we have delivered training courses to in the last 6 months)** 4 Fs or 6 Fs (Facts, Feelings, *Foundations, Formulas,* Findings, Futures) 360 degrees in small communities Talking through/ sharing Reviews (quarterly) about the organisation Visioning sessions- meetings where the organisation is reviewing the mission Professional supervision of individuals or peer supervision Open badges: visual representations of a person's skills and achievements (see: openbadges.org and mozilla open badges) When someone wants to connect with you in SALTO's TOY, you feel that you are getting some positive feedback **Alone** Checklist Recorded material (Video, Photos, Journals) Describing/ presenting oneself Typological tools and frames

Sample self-reflection questions:

Self-reflection with Trainer Competences.

Please give a score for yourself for each question.
10 = very effective, 1 = not effective at all

Understanding and facilitating individual and group learning processes
How effectively do I…
1. Create an inspiring learning environment?
2. Choose appropriate training methods?
3. Support learners to identify and pursue their learning needs?
4. Support learners to overcome barriers in their learning process?
5. Manage the group dynamic in order to facilitate different ways of learning?
6. Motivate learners to participate?
7. Empower learners to participate?

Designing educational programmes
How effectively do I…
1. Develop an educational approach based on the principles of non-formal learning
2. Explain the rationale for each learning method or methodology?
3. Review or debrief activities to ensure maximum learning?
4. Integrate ICT, e-learning and related tools into the learning experience?
5. Design the evaluation process based on the objectives and needs of the stakeholders?
6. Make use of the collected evaluation data to draw accurate and useful conclusions?

Cooperating in teams
How effectively do I…
1. Contribute to the tasks of the trainer team?
2. Demonstrate willingness to take on responsibility?
3. Involve and encourage other team members?
4. Learn from and with other team members?
5. Deal constructively with disagreements?

What are my strengths as a trainer?

WS2: Self Perception Inventory

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	Has been developed within the Training of Trainers(ToT) to provide participants with a framework for their own personal journey through ToT, visiting each of the principle competence areas, and deciding on which of those they most want to use this course to work on.
3/ What are the main aims of the practice/tool?	To give participants a tool to reflect on and evaluate their competences as a trainer.
4/ Description of the practice/tool	Under each competence descriptions of 'tasks' are described related to that competence and participants can rate themselves (from 1-4) and in the next column note "evidence" or examples they can already give of "acting out" that competence, the third column is to note a particular question or issue that arises for you from that or the next steps you are planning for developing this competence; or anything else you have discovered while reflecting on this specific competence.
5/ How is it linked (or could be linked) to the competence model **for trainers?**	Since this year it is the competence model that are used in the Self Perception Inventory
6/ What are the main outcomes and personal experiences with the tool/practice so far?	Because of being THE trainers competences and in that way being the frame-work of the one year long training course the SPI has an important place in ToT. Participants use the tool in very different ways. Some of them just only as something that informs them about the competences and the different aspects while others use it frequently to look at their developments and to see how their self-perception is changing over the years. Next to that we see more and more that it is not only used as an individual tool but as well as a tool for peer-support where 2 or 3 participants work together on their SPI supporting each other and giving and receiving feedback
7/ Any further information or references available online for further reading about the tool/practice	Tool is available here: https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/tot/tot-backgound-docs/
8/ Contact information of the workshop facilitator	paul@pameambro.org 00393491295701

WS3   Using the competence model to assess the learning needs and plan further training opportunities for trainers

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	I will reference a practice used with Irish Youth Workers to assess training needs and interests
3/ What are the main aims of the practice/tool?	To support the growth and development of a Youth Worker through a process that identifies of areas of training that will consolidate and enhance their capacities as a Youth Leader.
4/ Description of the practice/tool	A process of one to one assessment with the Coordinator and then a group meeting where a sharing happens to explore possibilities in terms of identifying training courses, 'in house' learning or bringing in a training.
5/ How is it linked (or could be linked) to the competence model for trainers?	There is something valuable about having a framework that illustrates areas of competence and proposes criteria and indicators. Supporting the growth and development of people within a certain field of work and using some agreed criteria and indicators can give a sense of purpose to a needs based assessment for further learning.
6/ What are the main outcomes and personal experiences with the tool/practice so far?	It gives individuals and groups a framework for development and can inspire people to identify where they have already developed and where they want to improve.
7/ Any further information or references available online for further reading about the tool/practice	
8/ Contact information of the workshop facilitator	Dermot daizobrien@gmail.com

WS4 "Weiterbildungsakademie"

A system of validation of prior work experiences in the field of adult education in Austria

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	I have made my state diploma in adult education in Austria within one year on the basis of this validation system.
3/ What are the main aims of the practice/tool?	To offer practitioners in the field of adult education a system to recognize and validate their prior working and training experience.
4/ Description of the practice/tool	See the website listed below.
5/ How is it linked (or could be linked) to the competence model for trainers?	The validation system is based on the competence model
6/ What are the main outcomes and personal experiences with the tool/practice so far?	For me it is an excellent example of combining formal and non-formal learning outcomes as well as work experiences from various backgrounds.
7/ Any further information or references available online for further reading about the tool/practice	http://wba.or.at/english/about_us.php
8/ Contact information of the workshop facilitator	Peter.hofmann@limina.at
9/ Main outcomes of the workshop	There was an interesting discussion about how this model could be adapted to serve the European youth training field. The discussion continued in the Open Space (see report of the session of Peter Hofmann).

WS5   "Strength-based assessment using the competence model for trainers"

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	In order to see how we can use our strength for further development of our competences, not the weaknesses only as it often happens
3/ What are the main aims of the practice/tool?	Encouraging the appreciative way of thinking in development of competences.
4/ Description of the practice/tool	We will see a couple of practical tools to assess the trainers competence and will add the appetitive inquiry as an approach to competence assessment
5/ How is it linked (or could be linked) to the competence model for trainers?	Directly
6/ What are the main outcomes and personal experiences with the tool/practice so far?	People become more energetic and positive towards themselves and their future
7/ Any further information or references available online for further reading about the tool/practice	no
8/ Contact information of the workshop facilitator	arturas@kitokieprojektai.net
9/ Main outcomes of the workshop	The appreciative inquiry questioner was practiced in connection with the competence model. People felt involved and optimistic about development of their competences in the future.

WS6: Applying the ETs competence model within a trainers team – focus on the Core Qualities of a team

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	This is not about a single tool only but the approach we will focus on - using Core Quadrant (work on Core Qualities) in teams - has been developed to form part of the exercises that will be proposed in the Manual accompanying the ETS Competence Model for trainers. It is initially addressed to team of trainers who know each other well – and will therefore be adjusted to the participants of this workshop.
3/ What are the main aims of the practice/tool?	The aim of the tools developed for teams of trainers is generally to use the richness of the reflexion, dialogue and exchange on competences to support not only a smooth, enjoyable and beneficial cooperation amongst the members of the team but also to favour a better awareness and understanding of the profiles of the different persons forming it. In the case of Core Qualities, the aim is also to use the richness the process offers, as well as to raise awareness of commonalities and differences in the team to encourage being attentive to them while working together.
4/ Description of the practice/tool	The workshop might present different tools developed for teams of trainers, though it will propose to explore one approach a bit more in details: collective analysis of/reflection on qualities (attitudes) for team development purposes, using the theory of the 'Core Quadrant'. The Core Quadrant Theory has been developed by Daniel Ofman in mid nineties. According to him, each person possesses positive qualities and being aware of them and strengthening them will undoubtedly contribute to that person's empowerment. Ofman's theory on core quadrants offers a method for identifying and reinforcing each individual's positive characteristics. Ofman's core quadrant framework includes four concepts: Core Quality, Pitfalls, Challenge and Allergy.

5/ How is it linked (or could be linked) to the competence model for trainers?	All exercises focusing on team work and the development of teams have been developed to form part of the Manual that will accompany the ETS Competence Mode for trainers. The exercise using 'Core Quadrant' is one of them.
6/ What are the main outcomes and personal experiences with the tool/practice so far?	The tool is just being tested. Hence, it is too early to draw any conclusion or define any particular outcomes. But the first ones who tested it so far said (quoting one extract of the feedback received): "[…] It helped a lot! We realised how we avoid what we avoid and how we can deal with it if we deal with it. […]"
7/ Any further information or references available online for further reading about the tool/practice	- Daniel Ofman, Fancy Meeting Me here! Ed. Servire, 2007. - Daniel Ofman, Core Qualities – A Gateway to Human Resources. Ed Scriptum, 2001. - Daniel Ofman & Rita van der Weck, The Core Qualities of the Enneagram. Ed Scriptum, 2004.
8/ Contact information of the workshop facilitator	Gisele Evrard Markovic, gisele@purple8.com, +381 69 688 078

WS7:   Creating your own portfolio of trainer competences

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	The tool has been practiced and developed within the Swiss certification scheme for validation of trainer qualifications called SVEB.
3/ What are the main aims of the practice/tool?	The main aim of the trainer portfolio in this context is to prove and document the existing trainer competences and trainer work experience, so the qualification for trainer can be validated by the assessors of the SVEB certification scheme.
4/ Description of the practice/tool	Working on the portfolio has included: writing critical reflective essays (with the aim to prove how the required competences from the SVEB framework have been acquired), collecting recommendation letters from previous clients/employers, providing other kinds of proofs for the trainer experience, contracts, samples of training materials, etc.
5/ How is it linked (or could be linked) to the competence model for trainers?	Based on this experience, I would like to initiate the reflection on how similar (or different) portfolio system could be used to prove the acquired ETS trainer competences, and more practically, what kind of proofs could be used to document them.
6/ What are the main outcomes and personal experiences with the tool/practice so far?	Working on building my own trainer was quite exhausting, but also a rewarding experience that opened up many questions in relation how can we prove that we really have the competences we are claiming. I found also very beneficial to take stock of my trainer experience so far and reflect where I would like to go next. Finally, it opened up quite some technical questions in terms of keeping the track and documented proofs of what I have been doing as a trainer.
7/ Any further information or references available online for further reading about the tool/practice	About SVEB system of trainer certification: http://www.alice.ch/en/ada/certificate-sveb/

8/ Contact information of the workshop facilitator	Darko Markovic darko@innside.co.rs
9/ Main outcomes of the workshop	The workshop has sparkled the reflection about a possibility to use the portfolio method for recognition of trainer competences based on the ETS model of competences for trainers. Possible PURPOSE could be: -mainly individual reflection - basis for other types of recognition - tool for certification - portfolio for getting a formal degree - integrate trainer competences into the TOY - could have multiple purposes: self-assessment, outside assessment and promotion, and adapted accordingly Possible CONTENT of such portfolio could be: - Good to have proof of own competences - Rather open questions for reflection - 6+1 (other competences) - Content may depend on the purpose What kind of PROOFS would be needed to validate competences for trainers: - Developed within a process of support/supervision/mentoring Open QUESTIONS left: - Certification vs. Inclusion? - What about passion and belief?

WS8:   Find your Power-ups! - The Game of Trainers' Competences

2/ Why it has been developed? What is the background/context/target group of the tool/practice?	It was developed in the context of the publication "Trainers' Competences within EuroMediterranean Youth Work" SALTO EuroMed RC, 2014. This tool is for trainers within EuroMediterranean youth work and other trainers interested in mapping their competences for their development.
3/ What are the main aims of the practice/tool?	- To support self-reflection on trainer's competences - To identify competences to be improved - To introduce trainers' competences by means of a group activity - To identify indicators for trainers' competences within youth work (EuroMediterranean and Erasmus+:Youth in Action)
4/ Description of the practice/tool as presented in the workshop	A practical peer-learning approach to identifying, mapping and improving trainer's competences in EuroMed youth work and Erasmus+: Youth in Action.
5/ How is it linked (or could be linked) to the competence model for trainers?	It is based on the ETS competence model for trainers within the context of EuroMed youth work
6/ What are the main outcomes and personal experiences with the tool/practice so far?	The tool has been successfully tested at the Euromed Trainers' Forum D.O.C – T.E.A.M - Venice, Italy - 4-8 October 2014 with 60 participants. Developed as a game for groups from the original 'C-Power Cards' (intended for trainer's individual reflection and development)- Both the research and the tool practice have helped to adapt the ETS competences and identify indicators within the context of EuroMediterranean youth work and proved useful to Erasmus+:Youth in Action trainers, as well.
7/ Any further information or references available online for further reading about the tool/practice	SALTO Toolbox Link http://toolbox.salto-youth.net/1588 Publication: Trainer's competences within EuroMediterranean Youth Work: A quality approach https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/trainerscompetencies/
8/ Contact information of the workshop facilitator	Juan Ratto-Nielsen rattonielsen@gmail.com TOY profile: http://trainers.salto-youth.net/JuanRattoNielsen/
9/ Main outcomes of the workshop	The workshop was cancelled due to insufficient number of participants.

Annex 8. Open Agenda Reports

TOPIC	PROPOSER
1. Humour in training: Competence or distraction?	Fergal Barr
2. TOY & competences	Tony Geudens
3. Education through sport – an approach/methodology to achieve the same goal	Sorin Buruiana
4. Beyond paper tools: online reviews and digital badge systems	Nerijus Kriauciunas
5. "Council"-circle visions for our future paths	Tomek Lubotzki
6. Political recognition for training in the youth field – how to get there?	Ingrid Mueller
7. The missing competence (political, civic, "philosophical") How to phrase it?	Rui Montez
8. Peer assessment. Pool & no pool	Peter Pieters
9. The magic competence	Nik Paddison
10. Addiction of being trainer and youth work (How I started)	Mehmet Çetinkaya
11. International Youth Work Trainers (IYWT) guild	IYWT Team
12. Trainings in Eastern Europe / Caucasus (Neighbouring countries) Trends and needs	Stefan Ruegsegger
13. Beyond competences: Discoveries emerging from unexpected places!	Nuno Da Silva
14. "Further" measures needed to support trainers in working the competence model	Gulesin Nemutlu
15. Invitation for SALTO's and NA's: If and how they intend to use ETS competence model for trainers Self development	Peter Hofmann
16. Arts/creativity as tools for international youth work! Pilot project	Emmanuele Nargi
17. "Human rights principles". What can this mean for trainer competences?	Paola Bortini

1. Session title or theme: Humour in Training Programmes – Competence or distraction?
Participants: Markus Krajc, Julie Monnet, Duncan Muscat, Arne Reis, Simona Molari, Khalid Miah, Inga Protuce
Key points from the discussion: • Humour is contextualised • Can you actually develop the skills to deliver humour or do you have to have a sense of humour? • It's important to at least have fun within your (training) team • It's important to get the balance right with participants – not being funny all the time • Important not to use humour as a 'power tool' with participants • How to respond to someone on a training programme who does not respond to humour? Know your limitations and boundaries – not your job to make people laugh • An history and overview of the 'Humour is Serious Business' Training Programme was provided • The group did a short group exercise in two small groups to illustrate one of the activities we use
Decisions and/or Commitments made: N/A
Name of the reporter: Fergal Barr

2 Session title or theme:

Making the link between TOY & the competence areas

Participants:

Many (I forgot to write all):
Janice (EI), Alan (EI), Laimonas (LT), Nerijus (LT), Lucia (IT), Silvia (IT), Siim (EE)…
Sorry to the others I cannot remember.

Key points from the discussion:

How can we link TOY to the set of trainer competences – how to improve TOY

- Add the competences set to TOY – an opportunity for self-assessment - trainers can optionally do this (no additional hurdle for their profile) – they can also decide to do & hide their competence profile – or send a link to certain users also.
- Promote TOY more to be part of the application process (e.g. by NA) so that trainers don't have to repeat the same info.
- Between linked trainers (who have worked together), they can vouch for certain competences = make it more evidence based
- Link TOY profile to the training calendar – link to the training courses a trainer worked on.
- Add a few questions to the 'validation' of reference activities that fit to the competence framework (a set of indicators, one for each competence area).
- Create a rating (in the competences areas) – a link that can be sent to participants to assess trainers (so take the trainer assessment out of the evaluation forms) – and to co-trainers, to organisers. Keep a different rating based on the profile of the rater – and an aggregated one (like on agoda.com) – rate is only shown if a minimum threshold of rating has been reached. Review score – maybe also review comments.
- Link this rating to the 6 competence areas – find some questions that are relatively indicative of the competence area.
- Connect the references to the different skills – interlink skills rating with a reference. E.g. when I rate myself as 'proficient' in project management, it should be able to link with a specific reference activity where the trainer demonstrated/used this skill
- Reduce obstacles for being in TOY – have an easier way in, but give the opportunity to add quality elements bit by bit.

Thanks for the great ideas!

Decisions and/or Commitments made:

- SALTO to integrate the competence areas in a clever way into TOY
- Analyse the possibilities and secure resources for it.
- Add some of these developments to the ongoing works on the SALTO website

Name of the reporter:

Tony Geudens – SALTO Inclusion – TOY manager (toy@salto-youth.net)

3 Session title or theme:

Education Through sport – another approach for delivering for the same objectives

Participants:

Aga Lesny, Ieva Grundsteine, Inga Protuc, Rifat Demalija, Antti Korhonen, Michalis Drakomathioulakis, Yrsa Wagemaker (co-facilitator)

Key points from the discussion:

3 questions to complete when entering the room:
Did you use sport, physical activity or outdoor education as a training method?
Yes/No - How
From the answers: team building, energizers, building trust, low ropes, trust building, senses exercises, calming down, reflection, manager 2 TC in 1 year on Healthy Lifestyles
Why should a trainer use sport, physical activity or outdoor education?
Answers: it's powerful, it can refresh your methods, because several topics could be trained better using sports, it brings balance, young people like sport and outdoor activities, it is healthy and easy to make friends, working in a different environment
Could you think of ways to make "Bridges for Trainers: more energetic?
Some sessions could be outdoor in a different season, use the outdoor, attention to acoustics, encourage more movement

Key points
- sport, physical activity and outdoor education could be used to complete the toolbox of every trainer, which means that the learning needs and styles could be addressed through a more diverse set of methods
- any topic could be approached
- the focus is on education, not on sport
- special attention should be paid to health and safety
- the facilitator should make sure that the sporty part is supporting the learning, and it's not becoming a barrier
- there is a manual for facilitators on Education Through Sport called Move and Learn – www.moveandlearn.org and a platform for trainers www.facebook.com/etsmoveandlearn

Decisions and/or Commitments made:

Some participants are interested in continuing the dialogue and engaging into common projects, to inspire each other. Some have a keen interest in using it for different target groups.
The 2 facilitators (Sorin and Yrsa) will send more information about resources to the group.

Name of the reporter:

Sorin Buruiana

4 Session title or theme:

Online review systems and Open Badges for trainers

Participants:

Suncana Kusturin, Kristiina Pernits**,** Tadej pugelj**,** Aga Lesny**,** Sabrina Apitz**,** Lucie Frisova, Xier Baro, Nerijus Kriauciunas, Laimonas Ragauskas

Key points from the discussion:

- Watched video explaining Open Badges: http://youtu.be/HgLLq7ybDtc
- Shared examples of how online review systems work in collaborative economy sites (e.g. Airbnb, Coachsurfing, Blabla car, etc.)
- Got familiar with the Trustribe review system which is based on appreciative enquiry and enables users to transfer their reputations across platforms: http://www.trustribe.com
- Discussed how such an approach possibly be applied to review trainer competences. 360° feedback system could become sustainable and enable trainers to collect evidence of their competences taking into account the long-term perspective (e.g. associated with TOY profile and Training Calendar)
- Explained how Open Badges can enable trainers to collect evidence of their competences, use Open Badges to reflect achievements and progress, implement (self)assessment inline with criteria identified in the competence model.
- Shared examples of how Badgecraft (http://www.badgecraft.eu) used Open Badges in international youth work (e.g. Youth worker mobility badges, Badges for EVS, badges during Youth Encounter 'Young Europe. Rethinking Democracy' (http://www.youngeurope2014.eu/badges/)

Decisions and/or Commitments made:

- Benefits of such systems that they can reduce barriers for entry to the international field of trainings for trainers active on national/local levels. According contributors of the competence model, only the intercultural competence distinguish 'European' trainer from one working on national/local levels. This means that online review system would enable trainers to bring and show their competence from national/local levels.
- Another point was raised that such online systems would enable to back up reflections and self-assessment with evidences.

Name of the reporter:

Nerijus Kriauciunas: nerijus@badgecraft.eu

5 Session title or theme:

Council Meeting – Visions for Future Path(es)

Participants:

12 pax plus Tomek Lubotzki (host)

Key points from the discussion:

Because one rules of council is that whatever is said in the circle remains in the circle, I can't share too much the outcomes.

Here a short info on what is council:

Council is a relational arts practice that encourages deep and honest communication. (...) Based on indigenous, worldwide "cultural dialogical" practices, including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, council is a formal, structured process that includes sitting in a circle and passing a "talking piece" (an object used to identify the speaker) in response to a prompt from the facilitator. (...)
the "four intentions" of council, as developed by students and facilitators associated with The Ojai Foundation:
- **To listen from the heart:** practicing the "art of receptivity:" suspending judgement, reaction, and opinion
- **To speak from the heart and with heart:** learning to "speak into the listening"
- **To speak spontaneously** without planning and only when holding a "talking piece"
- **To "keep it lean"** or get to the "heart of the matter" so everyone has time with the talking piece

Source: http://cis.ojaifoundation.org/about-cis/what-council

Decisions and/or Commitments made:

In general the participants appreciated the possibility to speak and listen from the heart, to change the focus of communication from the mind to the heart. The sharing was very emotional and created a common feeling of belonging to a community who shares some common values and awareness about the emotional dimension of our work. Some ideas for future directions where shared and a common feeling for a sensibility about our role as trainers raised.

Name of the reporter:

Tomek Lubotzki

6 Session title or theme:

Political recognition for training in the youth field – how to get there?

Participants:

Mehmet cetinkaya, Alena Tomnova, Gabi Steinprinz, Salvi Greco, Elisabneth Kasa, Markus Rebitschek, Mieke Neven McMahon, Gilles Baccala, Hafid Derbal, Sabrina Apitz, Kristiina Pernits, Dominique Verschuren, Svenja Rickert, Maria Kolokytha, Khalid Miah, Tereza Brüggemann, Ingrid Müller

Key points from the discussion:

The main key / leading question of the discussion: what about the „political recognition of training in the youth field"? During the conference, looking at the SOC (even we mentioned the issue) it got somehow lost. But we are facing a big event coming soon (2nd EYWC) and the issue might come up and we are eventually can bring it on the agenda.

The first discussion round was a general question „why are we struggling with/for recognition and where does it come from? Why is it triggering us? What is the moment, what are the reasons? Why it has to be recognized and what is the role of competences in there since it is not really visible there?

The feeling of missing the recognition of training and trainers started e.g. with the new forms within the new programme. One participant was asking „Where are „we" in the application form – since it is not only a form „we fill in", but as well a tool to describe the work and therefore a „feeling being invisible".

This feeling is also related to other observations as: one thing to speak about is „our bubble" (s.a.) but the other level is the community/regional/national and even European level: most of the persons on decision making level have no experience and don't know about the work we are doing. Means we have to bring them into the projects (one of the key to achieve PR, let them see the need, key are the trainers).

So,
- how can we translate it to a political level?
- how are effects working in the „outside world" (not short term, long term)?
- what are the effects of our work?
- what really comes out of it, especially in times of crisis? so
- what is the impact of trainings, especially in the framework of TCA?
-

This is linked to the recognition of NFE and non-formal learning: there is a lot of recognition of European Training Strategy, but what is missing is the recognition of notion of training / trainers (might be also task for the trainers guild?) and the political dimension of recognition. What do people achieve (in our projects), describing competences is fine, but it is not enough, it leaves a lot of space.

Decisions and/or Commitments made:

Therefore core of the debate must be: „we want social change" - this we have to call out, especially when we want political recognition. We have to tackle it from all directions, how can we disseminating our work (not distributing), has to go from very various directions (local, national etc.) and we have to put it on the agenda of the convention!

Name of the reporter: Markus Rebitschek

7 Session title or theme:
The missing competence (political, civic, philosophical,...) - how to phrase it?

Participants:
Rui Montez, Rita Sales, Dominique Verschuren, Svenja Rickert, Salvi Greco, Mara Georgescu, Markus Rebitschek, Georges Wagner, Gabi Steinprinz, Paul Kloosterman, Onur Metin

Key points from the discussion:
Examples of keywords that popped out over and over from several people were: "political dimension of our work", "political education", "political work", "civic education".

Everyone present agreed that a trainer working in international youth cooperation should be aware of current social issues and should also be able to integrate them into activities and projects. This is a competence.
It was further stated that our work should be towards "questioning the system" and that "working in this field is a political act" because it strives for social change. Thus it is political.

There was also space for a broader critique on the programme "development" and how it impacts the content of current training offers: there seems to be less political/social topics offered and a bigger focus on self-development training courses. Although we agreed individual development and happiness are important issues, it was underlined that this focus on the "self" distracts from or neglects the social dimension.

It was added that in the documents of the European Training Strategy dealing with the competence model there was no reference to the political/civic dimension of our work. An example was the lack of reference to "gender competence". But to this many others could be added, like "being aware of European issues". It just illustrates how the political dimension seems to be absent from the framework.

It was advanced that in former working documents on the competence model there was actually already at least one competence dealing directly with the political dimension of the trainers work, but that it "got forgotten". No one knew why it got "forgotten" but we agreed that it is a sign of the depolitization process the programme and European youth policy is going through.

Finally the work of Otten on this sphere was referred was an example of where to build on / be integrated into the competence model

Decisions and/or Commitments made:
Towards the end we had the question if the political dimension should be present in the contextualization of the document, or if we think there should be one specific competence added that underlines the political dimension of the trainers work in the European context.
It was unanimous in the group that:
1) contextualizing the "political dimension" of our work in some future document is welcome, but it is not enough (because the focus is on the list of competences);
2) we want a competence added to competence model that directly refers to the political component of this work.
   It should empathise that we work towards "social change/social transformation" (because that is a specificity of our work) in the European context (avoiding this "European" to become a tool of separation between "them" and "us").

We are aware there is work done that could be easily integrated into the competence model.
We are hopping this report is read and forwarded to those working on its further development.

Name of the reporter: Rui Montez

8 Session title or theme:

Peer Assessment

Participants:
Magda, Ysra, Dusan, Nick, Luisa, Peter (Facilitator: Kathy Schroeder)

Key points from the discussion:

How can we promote more peer assessment? There are two levels to consider: one level for those trainers who are part a trainer pool or a long-established team and a second level for those trainers who are not part of a pool and who regular work with new (unknown) co-trainers.

Two examples were given of how peer assessment is done within national trainer pools:
- NA Poland: "Peervision" system
- NA Netherlands: Use an external coach; self-monitoring; guidelines for both participants and colleague trainers

In any system of peer assessment, there is a need for fairness and honesty. There is always a risk involved in "telling the truth".
For trainers who work regularly with "new" (unknown) co-trainers, peer assessment can be much more difficult. There is very little shared common history; the individuals do not yet know each other. It is difficult to imagine initiating a peer assessment in such cases. As well, it might take a high degree of professional maturity to assess/be assessed properly in such situations.

Kathy proposed a "crazy idea" for those trainers who are not in any kind of pool: consider making use of your own perso network (or of the NA's trainer pool) and ask a fellow trainer to attend a half-day or full day of your event where they ca observe your practice. Ask them to focus on one or two specific competences and discuss them at the conclusion of the day. Many trainers might be willing to do this in the interest of improving quality. They may even do it free of charge as long as other costs (like local travel, lunch, etc.) are covered and they are not asked too often (because then it becomes a consultancy task). Each trainer could, for instance, carry out one such peer assessment per year for a fellow trainer as a k of yearly contribution to quality in our field.
If it is not possible to organise something like the "crazy idea", another alternative would be to meet with a trainer/friend you know well after the event has ended and have them help you to self-evaluate (reflect on what happened in a particul event, discuss one or two specific competence areas, etc.)

Decisions and/or Commitments made:

Peer assessment:
- Is important
- Should be done professionally
- Should be structured
- Is a process

If you "share" something as a trainer (whether it be a peer assessment or knowledge about your tools, methods, etc) you will get it back somehow.
If a trainer is not currently in some kind of "peer group", these can be organised on national or international level. Make use of your personal network and try to link in with others when possible.

Unresolved question: how can we deal with the costs, which may be involved with peer assessment? (E.g. travel costs, consultancy costs, etc.)

Name of the reporter:

Peter Pieters – NA Netherlands

9 Session title or theme:

The Magic Competence!?

Participants:

About 10 people (forgot to take a note)

Key points from the discussion:

From discussions and points raised in the plenary there was raised an issue about a kind of competence that is not so easily measurable and less tangible, the key words used were: integrity, intuition, authenticity and 'magic'. This open agenda session was based on this.

Session opened with a series of statements about 'the magic' by each individual in the group:
- What is the gluing element, how do we describe it?
- What is the connectivity?
- Where is this magic and how do we make the competences magic?
- Creating a space for magic
- How do you bring people to enlightenment or emancipation to questioning?
- This was the least pragmatic option
- How do we embrace the magic?
- I am afraid of the lack of magic – in the process and in the quality of a project
- How do you deal with the moment of experiencing magic? – how can you spread it?
- Finding your element – moment – how can we identify it?
- It is rewarding when it happens – there are some answers
- There are more than just six competences
- Want to find something solid

One comment was that the participants are a key ingredient in the magic, however this was countered by another comment that satisfying participants is easy. This was said in the context that while participants participation and enthusiasm are a key ingredient in finding that 'magic' as a trainer, it is also recognised that it is easy to entertain participants and have magic moments with them but in fact these are not actually 'the magic'.

What word describes this thing?
Magic
Intuition
Orgasmic moment
Charisma
Personal interaction
(zen master)
Challenge
Links
Connectivity
Integrity
Change
Liberation effect
Synergy
Authenticity

What are the conditions that create this thing and this moment?
You need a series of conditions;
Inner readiness

Total trust in the team
Trust of the participants
Trust in the process
Performance ability

The 'magic' is not tangible!

What do we need to do for the moment/thing to happen?
The essence of the magic is about providing the space for the participants to act out their needs for learning!
Intuition
Opening up opportunities for openness/process
Lose control of the group
Unleash the group
Going to the edge but not over it
Accompanying the process

To be aware of:
Danger of getting trapped in enterTRAINment

Examples:
Many examples were shared where individuals felt that the 'magic' had happened and what had been the cause of that thing/moment to happen. Some focused on when strong emotions were being expressed by many in a group and the role of the trainer either in creating that emotion (in a constructive way) or dealing with the situation. Other examples focused on when something was going wrong and the trainer team's harmonious reaction.

After the fact:
With a little distance since the discussions, I personally wonder whether we got too focused on the part emotions play or are needed for this thing/moment. The points raised were so varied and all over the place it was difficult to get an all-round and more focused picture or we followed one path and got a bit single minded like with the emotions aspect!

Decisions and/or Commitments made:

There were no decisions or commitments from the open session, only more questions, confusion and less certainty about what it is we were actually talking about – all in all a very satisfying discussion.

Name of the reporter:

Nik Paddison

10 Session title or theme:

How, why and when do I start to Youth Work?

Participants:

Mehmet ÇETİNKAYA
Athanasios (Sakis) Krezios

Key points from the discussion:

Each participant of the session told the story of how and why and when they started to youth work.

Sakis started youth work with an inspiration on a TV show when he was 14 years old.

Mehmet started youth work after meeting a taekwondoo sportsman when he was 14 years old.

Decisions and/or Commitments made:

- Motivation refreshed ☺

Name of the reporter:

Mehmet ÇETİNKAYA

11 Session title or theme:
International Youth Work Trainers (IYWT) guild

Participants:
Vitalie Cirhana, Bernary Morean, Evi Koutsospirou, Mark Taylor, Nik Paddison, Janice McGarry, Kathy Schroeder, MarCus Vrecer, Marco Frimberger, Evelina Taunyte, Dusan Milojevic, Irina Buruiana, Marta Piszczek, Elizabeth Kasa-Malksoo, Nerijus Kriauciunas, Nunzio Soricaro, Margus-T. Pihlakas, Silvia Crocitta, Dean Res, Dermot O'Brien, Oliver Schneitter, Igor Lisin, Simona Molaru, Luisa Pagano, Tereza Bruggenann, Laura Pierfelici, Rodrigo Vilarinho, Emanuele Nargi, Markus Krajc, Lucie Frisova, Ieva Grundsteine, Ramon Martinez, Margaret White

Key points from the discussion:
Question: what have people heard already about IYWT?
   - It appeared on fb
   - Some of my colleagues are in it
   - Some people refer to it as a union
   - There have already been two physical meetings
Intro by Buzz:
   - Meeting "Working with trainers"
   - Consultation with NAs
   - Meetings in Ireland and Hungary
   - Process is open for people to "drive the bus"
   - Idea is to unite, to have a united voice
   - Idea is also to have a shared space for development and well-being
   - IYWT.org
Feedback from plenary:
   - I want a spirit of collaboration in such a network
   - Is it a guild or a trade union or?
   - V.A.T. = very authentic trainer
   - Will you represent the sector as such, or only the members of IYWT?

Working groups on "why do we need a guild?":
WG 1:
   - I needed a guild in 2007, when I became a mother and lost many jobs/contracts because of this
   - VAT issues
   - Great initiative
   - To ensure quality
   - When you have 100 boats going in the same direction, better make a ship
   - Outside perspective on trainers: your salary and working conditions depend on negotiations between you and employer. This is not right, there should be standards. You might want to put pressure on certain NAs.
   - A voice towards other sectors, e.g. formal education
   - Strengthening and supporting pathways of becoming a trainer
   - In order to be consulted, you need a representation
   - Now we are in pools "under" CoE/EYF, NAs etc, would be good to have a structure "above"
   - Influence ETC
   - Legal, structural, educational and emotional support

WG2:
   - Connection to NA's/ SALTO. Independence seems to be crucial!
   - Current status of the work needs to be transparent and communicated
   - Feed the FB group (big!! and small)
   - Membership concept to be spread
   - Regular news about the state of the work

- We (small group ;-) want the guild to be:
- A powerful representation
- A reference
- Independent

WG3:
Majority of the people felt that there is a strong need for the Guild. Most of the responses were going in line with the need for professional voice and mainly connected to ensuring quality and lobbying for money issues (overall budget allocated for trainers, standard trainer's fees etc.) Some of the things mentioned were:
- There is a need for minimum working conditions (defining minimum guaranteed fees for example).
- Connected to the working conditions, there is a need for the voice to stand against the practice of "cutting and reducing" (for example, cutting days for trainings, reducing number people in the team etc., while still expecting the same results). This was named "taking responsibility for our own practice".
- Another need is to ensure quality when it comes to trainings in general and trainers' performance in particular.
- There is also a need for solidarity – sharing concerns with the others and asking for support.

There were also other contributions to the discussion:
- When it comes to ways to organise the Guild, Nerius proposed so called "Constellation model" from Canada, which is also used in "Badges Alliance".
- One of the concerns was that, if the Guild aims to have a political influence, ones that are not part of the Guild are excluded from these processes.

WG4:
Why do we need a guild?   What function should it have?
Lack of a voice on a political level
- Represent the members or the trainers
- Recognition of trainers in E+
- Lobbying
- Stronger involvement in long-term and mid-term evaluation

There are common problems for trainers
- Practical arrangements (like VAT, salary benchmark)
- Support
- Rights of trainers (payment etc.)
- Protection of what we do

- **Trainers should not be competitive**   Wellbeing space
- Space, platforms and/or strategies for sharing of expertise of tools, games etc.
- Keeping an eye on new material, tools etc.

Monitoring and supporting training quality
Shake the world a bit: The institutions and certain trainers (which are often just thinking in "surviving" themselves) have to deal with that.
- More transparency how the system works
- Negotiate with the NA, why certain TCs appears and others not.

- **Missing recognition in society**   Promotion

Decisions and/or Commitments made:
This session was mainly about discussion and information; no decisions have been made other than staying in touch about the issue, mainly via the work of the IYWT coordination group.

Name of the reporter: Eike Totter, Sabrina Apitz, Snezana Baclija Knoch, Marcus Vrecer

12 Session title or theme:

Trends and needs for trainings in Eastern Partnership Countries (ARM, AZE, BLR, GEO, MDA, UKR)

Participants:

1: Martina HECIMOVIC (HRV)

Key points from the discussion:

Discussion about organizing projects with participants from Ukraine:
- In general: Young people from the eastern partnership states are very motivated to cooperate with EU- and Swiss groups;
- Involving participants from Ukraine does not cause any particular problems;
- Be aware that it might take more time, if the Ukrainian government is involved;
- Participants form Ukraine can enter the Schengen area without visa.

Decisions and/or Commitments made:

Exchange of contacts in order to obtain information from each other

Name of the reporter:

Stefan RÜEGSEGGER (CHE)

13 Session Title or theme:

Beyond Competences: Discoveries emerging in unexpected places

Participants:

Nuno, Mara, Arturas, Andrea, Dermot, Tomek Sl, Alan, Lucie, and others (around 15 people)

Key points from the discussion:

This informal space invited participants to embark on an adventure to explore other possibilities related with excellence in training in the youth field around Europe.

Some of the buzzwords coming out of the dialogue were: art, intuition, authenticity, heart, emotions, vulnerability, flow, presence…

Questions that drove the reflection:
1. What is the "glue" that connects the bricks (competences)?
2. Why is there a fear in mentioning words like heart and emotions in sets of competences?

Outcomes of the conversations:
a. Aspects that could be part of the glue:
The art of being ourselves. Not thinking about competences but being yourself in the moment.
Being in tune with one's self and be synchronized.
It's a quality of presence.
Talking from the heart.
Guiding different training choices/decisions on intuition.
The Art of Being "Present" in relation with moments when everything "falls into place".
The art of being unnoticed during the trainings.
Being in the "flow".
Combine openness and structure – moving in between.

Some challenges:
The Sets of Competences are the science and it's the "Art" (Soul, spirit…) that is exciting.
Science is describing and it's easier to focus on the obvious, measurable aspects. However, not everything is/can be measurable! The quality of presence is a feeling difficult to describe in words. The art is not the preparation but the moment itself when everything fits together.
There is a lot of ambiguity while working with institutions. Many times institutions look to people as functions.
There is the danger of the single narrative/story about what is takes to be a trainer in the youth field around Europe. Organizations might be tempted to look to trainers through the scope of the competence model only and the same from the trainers side, trying to fit the list and feeling the lacks instead of focusing on the haves and the strengths already existing in us.

Decisions and/or commitments made:

Name of the reporter:

Nuno Da Silva

14 Session title or theme:

"Further" Measures Needed for Trainers' Community in Using Competence Framework

Participants:

Vojislava (RS), Tadej (SI), Genar (TR), Berat (TR), Tomek (PL), Gulesin (TR)

Key points from the discussion

The trainers' community need a 'space' to develop shared understanding, growing culture, practical tools and also to develop the community itself.
- The work done so far about competence framework is highly appreciated.
- Reorganising Bridges once in 2 years can provide this needed 'space'.
- This 'space' (next Bridges for instance) can be designed more as a space where trainers' practice developing (understanding, culture, tools etc.) together than a place where trainers receive update and digest it.
- The openness of institutions in sharing the ownership of the Competence Framework is participatory and appreciated.
- Yet, the trainers need more investment in feeling as a community (of common practice) and then it can be possible (easier) to have/share the ownership of any developed material.
- Trainers' need to 'play' with the Framework. Developing tools together on competences can be a way to play with it. Trainers are (mostly) creative and critical enough to be able to 'play' with the Framework.
- Future meetings should have less structure and more space. This does not mean there will not be a focus.

The relationship between the Competence Framework and values underlying, needs work to become more explicit. Trainers do have a political contribution to a democratic society and at the moment we stop 'talking' (underlying/focusing) on our social-political contribution, we start to lose the impact / effect that we have.

Decisions and/or Commitments made:

Reminding trainerplatform.ning.com as a potential digital community space at the plenary - Tomek

Name of the reporter:

Gulesin

15 Session title or theme:

"On your way" – a process-oriented training offer for trainers

Participants:

Hazel Low, Deirdre Quinlan, Gisele Evrard, Michalis Drakomathioulakis, Zsiday Kriszta, Marta Brzezińska-Hubert, Sorin-Victor Roman, Onur Mentin

Key points from the discussion:

Combining self-assessment, peer-supervision and external assessment in a process for professional competence-based development of trainers.

External assessment can also be seen as one valuable view on "performed competences" of trainers, especially when done with the attitude of supporting the professional development of the assessed trainer; and if the trainer can choose when and on what precisely to be assessed.

Many experienced trainers in the field are looking for further training within the field but cannot or do not want to participate in a training of/for trainers course (there is also not enough places for the demand). One option could be to develop a program aiming at the further professional training of trainers which is embedded into their practice; trainers could choose to embark on a training journey focusing on one or two specific competences they would like and have a need to develop further; it would be a process of up to one year in which the trainer in his/her own speed has to fulfill certain elements: 3 documented self-assessments, 2 documented peer-supervisions from two different trainer colleagues, 2 documented external assessments (trainer could chose the assessor from a pool of experienced colleagues appointed by the network of NAs/SALTO), one essay on a chosen theme/question relevant to the competences at stake, etc. All this would be supported by a mentor and a peer group going through a similar process at the same time. At the end the trainer would receive a Youthpass for trainers.

Decisions and/or Commitments made:

Since there was agreement in the group that this idea is worth developing further Peter committed to prepare a draft concept paper until the beginning of next year.

Name of the reporter:

Peter HOFMANN

16 Session title or theme:

ARTS+CREATIVITY IN INTERNATIONAL YOUTH WORK

Participants:

Rodrigo Vilarinho (Pt), Emanuele Nargi (UK), Tommas Pescetto (It), Nunzio Soricaro (Fr), Hafid Derbal (Swiss NA), Marta Brezinska-Hubert (Poland), Marcus Vrecer (Austria), Sorin Buruiana (Denmark), Irina Buruiana (Romania), Silvia Crocitta (It), Tomek Lubotzk (Poland), Deirdre Quinlan (Ireland), Rita Sales (Pt), Bernand Moreau (Belgium), Rui Montez (Germany), Kriszta Zsiday (Hungary)

LIST OF POTENTIAL PARTNERS' ORGANISATIONS (Not complete)

- INCA - www.incanetwork.eu
- http://www.moveandlearn.org/
- http://www.mehrcoaching.de/
- http://fundacjaarteego.wix.com/pl,
- www.pka.net.pl
- www.urbantribes.pl
- www.jaspis.net
- http://www.youtube.com/watch?v=xdZ3StaQAHY
- http://www.youtube.com/watch?v=TQmz6Rbpnu0
- http://mixconnect.com/user/jahnosik/mixtapes
- **newfamilyway.blogspot.de**
- http://teatrodoelefante.net

Key points from the discussion:

- Presentations of the participants related to arts in the youth field (interests, expectations etc.)
- What is Creativity for us?
- How do we use arts and what is our role in International Youth Work
- How can arts-creativity become more present within Youth Sector, Salto and NAs' activities
- Why there is a disconnection between the grassroots' need/impact and the space given to arts at institutional level of the youth work?
- We agreed that Lobbying with Youth sector, Decision-makers, Institutions, universities etc. is important to develop a shared space to give arts the right place within the International Youth Work
- It is important advocating with grassroots organisations

Decisions and/or Commitments made:

- A list of Contacts has been sent to the group including web sites and online references of the members' work.
- The group decided that is important to consider the possibility to develop a long-term project that can tackle different aspects of working using arts in the youth field (e.g. research, analysis of needs, impact etc.)
- To implement a Contact Making Seminar / PBA to start a process and clarify the direction of the group
- We discussed that a KA2 could define and increase quality of work including impact measures and to make our activities more accessible

Next steps:

- To create a Trainers Platform Link as an independent Collaboration Platform
- To send the contact list
- To Send report of the meeting
- To send the report of the Polish NA of the 2013 meeting
- To implement a PBA

WE HAVE START AN ONLINE PLATFORM OF TRAINERS:
trainerplatform.ning.com

BIBLIOGRAPHY, REFERENCES AND INSPIRATIONAL INFORMATION (Not complete)

- http://inca-kit.blogspot.com/
- http://static.squarespace.com/static/52822dbfe4b0eb00f5280b41/t/528c868ee4b04fc30830db37/1384941198311/Move&Learn.pdf
- **www.reactactions.com**
- http://otkaza.wordpress.com

Name of the reporters:

Rodrigo Vilarinho (Rodrigo.vilarinho@gmail.com) and Emanuele Nargi (emmesabba@hotmail.com)

17 Session title or theme:

"Human rights principles": what can this mean for trainers' competences?

Participants:

Hosted by Mara Georgescu
Deidre, Paola, Irina, Kathy, Udo, Mark, Elena, Sakis, George, Simona, Tommaso, and other 7

Key points from the discussion:

On HRs as part of the competence model
Acknowledgement of the fact that HRs are mentioned as part of the Intercultural competence
It is explicit, still so compact that we feel the need of further explanation and explicitation
Wondering if IC belongs to HR or vice-versa
Is HR part of the philosophy informing the competence model or it is part of the Competences?

On the contents' formulation
How do we ensure that the HRs are embedded in the other competences and in our practices?
As it is currently formulated, it gives the impressions that it is a theoretical reference to HRs
It needs to be reinforced

How do we gain this competence?
Suggestions for an introductory training course on embedding HRs in the training practices
To link the methods used in the training to HRs' principles

On ICL
How to integrate the different approaches currently used into what is part of the intercultural competence as a way to value the different work done in our field?

On the way to present the SET
It would be more appealing to visually represent the competence model in a visual way that will not instill a sense of priority and importance, but that will make them on the same level of importance. It will provide a more organic way to present the model and to show the interconnection.

On how to continue
SALTO will be offering a training on ICL as a way to deepen the understanding of the competence model

Decisions and/or Commitments made:

To work on a formulation for an introductory course on how to embed HRs principles in training

To further partner with the Council of Europe in order to benefit from its experience and expertise in the field of Human Rights Education

Name of the reporter:

Paola Bortini