



SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



Education and Culture

Mapping study of European-level training of trainers

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For the first stakeholders meeting on European-level training for trainers
(Budapest on 19th - 21st June, 2007)

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TABLE OF CONTENTS

Introduction.....	3
Background Objectives and expected outcome Scope of courses under study	
Executive summary.....	6
Comparative analysis.....	14
A.- Background motivations of organisers Findings and recommendations	
B.- Aims and objectives Findings and recommendations	
C.- Expected outcomes and level of commitment Findings and recommendations	
D.- Structure and duration Findings and recommendations	
E.- Methodology Findings and recommendations	
F.- Main focus and contents/curriculum Findings and recommendations	
G.- Profile of participants Findings and recommendations	
H.- Profile of training team Findings and recommendations	
I.- Trainer/participant ratio Findings and recommendations	
J.- Evaluation process Findings and recommendations	
K.- Assessment and validation of learning Findings and recommendations	
L.- Working languages Findings and recommendations	
Final recommendation.....	54
A common ToT strategy?	
Annex 1: Possible further developments.....	55

Introduction

Background

Training of Trainers (ToT) has a long tradition in Youth Work. Many different NGOs, Institutions and training centres have organised ToT courses.

The growing challenges in terms of quality and recognition together with the thematic priority on European Citizenship were the motivations of the Curriculum and Quality Development Group -under the frame of the Partnership- for trying to give a “new impulse” to ToT at European level. A lot of discussions took place and the “pioneer” ATTE (Advanced Training of Trainers in Europe) course was launched in 2001.

Many stakeholders involved in youth worker training have launched and implemented over the past few years, ToT courses at an advanced European level: the national agencies, the SALTO centres -i.e. EuroMed, Cultural Diversity-, the Directorate of Youth and Sport of the Council of Europe...

Training of Trainers has become a key working area for those stakeholders; a considerable number of different ToT courses have been implemented in the last years. There are synergies between the different courses: features adapted from one course to another, trainers working in different ones, sharing of tools, common challenges... The development and “expansion” to other working areas of the Partnership has contributed to multiply those synergies.

With those precedents, in June 2007, the various stakeholders (Council of Europe, European Commission, SALTOS, European Youth Forum) organising trainings of/for trainers at European level meet together for the first time with some experts, researchers and practitioners involved in previous training courses for trainers, in order to:

- Better identify the past as well as current offers for trainings for trainers in Europe
- Exchange their motivations and strategies to train trainers;
- Check the stakeholders’ interest in developing a coherent strategy to train trainers at European level.

The meeting is organised by the Partnership and the SALTO TC RC and within it, this study should serve as a starting point for the exchanges and discussion.

Objectives and expected outcome

The main objective of this study corresponds to the first objective of the meeting:

- to better identify the past as well as current offers for trainings for trainers in Europe

Additionally this study aims to:

- Identify the specificities and value of each training course,
- Point out any gaps or redundancies between the various training courses,
- Formulate some recommendations aiming to develop a coherent offer of training of/for trainers in Europe.

The detailed study is presented in the following pages, preceded by an executive summary. It contains some specific information per course, as well as general findings and conclusions across all courses

The main findings and conclusions of the study are summed up in a PowerPoint presentation.

Information about the Study

Scope: training courses taken into consideration in the study

1. - Advanced training for trainers in Europe (ATTE)
November 2001 - October 2003
Organised by the CoE EC Partnership for Training and Youth
2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)
2nd -11th November 2004
Organised by the Youth and Sport Directorate of the Council of Europe
3. - Advanced Compass Training in Human Rights Education (ACT-HRE)
December 2005 - November 2007
Organised by the Youth and Sport Directorate of the Council of Europe.
4. - Training of Trainers for European Youth in Action Projects (ToT YiA)
November 2005 - September 2006
Organised by Interkulturelles Zentrum and SALTO Training and Cooperation
5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)
8th -16th May 2004
Organised by SALTO Cultural Diversity
6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)
25th -31st August, 11th - 17th November 2006
Organised by SALTO-YOUTH Eastern Europe and Caucasus in cooperation with Partnership
7. -Training of Trainers in EuroMed: Tot in EuroMed (TOTEM)
March 2005 - May 2006
Organised by SALTO Youth Euro-Med
8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)
November 2004 - November 2006
Organised by the CoE - European Commission Partnership on EuroMed Youth
9. - Nordic 3D Training of Trainers (Nordic 3D ToT)
February 2006 - December 2006
Organised by the National Agencies of the Youth in Action Programme of Iceland, Norway, Sweden and Denmark.

Focus, sources, collection and analysis of the information

The study makes an analysis of the different courses as “educational proposals” taking as starting point the course presentations. All the presentations of the courses have been carefully analysed and compared following the structure of the Study.

When differences between the course presentation and the implementation were detected, descriptive reports and evaluation reports have been consulted (i.e. for certain phases or features not initially foreseen, for the periods between seminars...).

Additionally for clarification and further details, trainers involved in different courses have been asked to provide extra information.

The information has been collected from the web - sites of the organisers (all the course presentations, some descriptive and evaluation reports) and asking and interviewing the some trainers involved.

All together I would say that the information analysed is quite complete but very diverse and heterogeneous. The documentation available is very different. Most courses have already finished but ACT-HRE is being implemented now. Some of them have been run several times with small variations and others were "unique"...

This diversity in the nature and amount of information analysed is a richness and at the same time a limitation when doing a comparative analysis. That is the reason why, when it was relevant, I have distinguished between intentions and practices. This was not done with the intention of "evaluating" certain aspect of the courses but simply of extracting lessons for the future.

Limits

This study is not a research and is "limited" by many factors: time, documentation available, sources consulted, budget, length...

The study is based on documentation and facts, it has been elaborated following the guidelines proposed by the Partnership and it has been improved after receiving diverse feedback. But it is still a quite "personal" work particularly regarding the findings and recommendations.

I hope that despite its limits it can help to launch the discussion on Training Trainers in the Youth Field at European Level.

Enjoy the reading!!!

Miguel

Important note:

The participants of the first stakeholders meeting on European-level training for trainers, after the presentation of this study, did proposals for its improvement and came out with ideas for further developments. The concrete proposals for improvement are incorporated in this version Nr 8 and the ideas for further developments are compiled in the Annex 1 (Page 55).

Thanks a lot for your contributions

Miguel

Executive summary

Frame

Various stakeholders (Council of Europe, European Commission, SALTOs, European Youth Forum) organising trainings of/for trainers at European level meet together for the first time with some experts, researchers and practitioners involved in previous training courses for trainers, in order to:

- Better identify the past as well as current offers for trainings for trainers in Europe
- Exchange their motivations and strategies to train trainers;
- Check the stakeholders' interest in developing a coherent strategy to train trainers at European level.

In the frame this meeting, this study should serve as a starting point for the exchanges and discussion.

Characteristics of the study

The study covers nine Training of Trainers courses at European level:

- Advanced training for trainers in Europe (ATTE)
- Training of Trainers in Human Rights Education with Young People (ToTHRE)
- Advanced Compass Training in Human Rights Education (ACT-HRE)
- Training of Trainers for European Youth in Action Projects (ToT YiA)
- Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)
- Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)
- Training of Trainers in EuroMed: Tot in EuroMed (TOTEM)
- Training for active Trainers in Euro-Mediterranean youth work (TATEM)
- Nordic 3D Training of Trainers (Nordic 3D ToT)

The study makes an analysis of those nine courses as "educational proposals" according to the following categories: Background motivations of organisers, Aims and objectives, Expected outcomes and level of commitment, Structure and duration, Methodology, Main focus and contents/curriculum, Profile of participants , Profile of training team, Trainer/participant ratio, Evaluation process, Assessment and validation of learning, Working languages.

The starting point of the study is the course presentations. Then descriptive reports and evaluation reports have been consulted and trainers involved in different courses have been consulted.

The study is based on documentation and facts, it has been elaborated following the guidelines proposed by the Partnership and it has been improved after receiving diverse feedback. But it is still a quite "personal" work particularly regarding the findings and recommendations.

Resume of findings and recommendations

Regarding the motivations of the organisers

Findings:

- In their "expression", the institutional motivations have a big weight for the ToT courses organised by the YDS and the Partnership
- The ToT courses promoted in the frame of the Youth in Action Programme are almost exclusively focused at the service of the programme
- The educational motivations are consistently explain and deal with the educational challenges of ToT
- The references to quality are mainly done in terms of standards and /or "excellence"
- There is no reference to socio-political motivations out of the institutional frame

Recommendations:

- To recall quality as fidelity to the objectives, coherence, transformation and innovation. This approach would be more respectful with the nature and characteristics of non-formal education.
- To make explicit the socio-political motivations
- To consider the possibility of elaborating separate presentations for beneficiaries and institutions/internal decisions bodies.

Regarding the aims and objectives

Findings:

- There are basically two types of aims and objectives.
- The strategical or long-term: the challenge of quality, the development of trainers' networks and the long-term multiplier effect of the courses objectives
- In general the strategical objectives are not sufficiently worked out once the courses are finished.
- Apart from having a group of competent motivated trainers, it is necessary to have adequate educational tools for the dissemination of results and training activities
- The educational objectives are precisely formulated often in terms of competencies to be developed by participants during the course.

Recommendations:

- To explicitly distinguish between strategical objectives and educational objectives showing their inter-relation and complementarity
- To consider already in the first planning of the courses a more consistent support of their follow-up, so that the strategical objectives can be reached.
- To try that the specificities of the different courses and training areas do not lead to any "exclusivity" or "closed community of" trainers' networks
- To include as well methodologies, contents, settings, tools and educational strategies as part of the "educational proposal -objectives".
- To put together in a common educational process (as the 3D Nordic ToT does) organisers, trainers and participants -in some phases of the courses- to better manage and learn from the tension between strategical and educational objectives

Regarding the expected outcome and level of commitment

Findings:

- The expected outcomes correspond to the strategical objectives and go in two directions: the development of trainers' networks and the activities that those trainers should run in the future.
- TATEM makes explicit as expected outcome a list of professional competencies, a kind "professional trainer profile" result of the training course.
- The expected level of commitment for some long-term ToT courses is the equivalent to part-time studies.

Recommendations:

- In correspondence to the "educational objectives" to include as an expected outcome a kind of professional profile - competences in the course.
- For the long term ToT courses, to estimate (i.e. number of hours per week) of the and clearly communicate the expected commitment of participants.

There are two main course formats: the long-term courses one or more residential seminars.

Regarding structure and duration

Findings

- There are two main course formats: the long-term courses and the short term: one or more residential seminars.
- The long-term ToT courses are a relatively new format and apparently a quite successful one.
- The inter-relation, mutual support and interaction between the different features in the long term courses is the key factor of their quality and added-value
- The residential seminar format of ToT is very valid, especially for "specialised" ToT

Recommendations:

- For those long-term training courses: the need for a detailed and well-thought planning of all of the course features and their interaction (i.e. practical phases in relation with seminars, deadlines for applying...).
- For the short term courses to make a very clear prioritisation of contents, a good preparation and a well planned follow-up.

Regarding Methodology

Findings:

- The methodology of the different ToT courses is based on the principles of non-formal education
- It takes advantage of the following "creative tensions": Being a participant - being a trainer, Oriented - self-directed learning, Individual learning - learning in and from a group, Theory - practice, Residential seminars - Distance or e-learning
- Existing tools have been recuperated and adapted to tackle these tensions in the most fruitful way: mentoring, personal development plan, peer support groups...

- The biggest methodological challenges of the long-term courses is to become continuous learning processes and not just a succession of seminars. Different practice and distance tools (running educational activities in teams, elaboration of training products, “observations”, small researches...), as well as “supportive” tools (such as mentoring, peer groups and e-learning platforms) have been put in place.
- There are big differences of scale and dimension in the use of e-learning: ACT-HRE is the first course where the e-learning is part of its structure and curriculum. ACT - HRE is based on e-learning and supported by seminars and not the other way around.
- Methodology/ies as such is as well a content element in ToT. The ACT-HRE is exploring transformative learning approaches and the two ToT in Euro-Med did a serious reconsideration on the pertinence and specificities of other well-known methodologies when using them in their context.

Recommendations

- To use the accumulated experience on e-learning particularly in the ACT-HRE course to inspire new practices and be used in future courses.
- Since most of the distance and support tools are still “under development” it would be to carefully evaluate and document them. This should contribute to improve them, disseminate the “know-how” about them and optimise their future use.
- Following the inspiring experience of the 3D ToT courses, a certain degree of “participative planning” could be possible in other courses.
- To make some extra effort in the dissemination of these “new” methodological practices so that other activities (not just ToT) could benefit from them.

Regarding the main focus and contents/curriculum

Findings:

- There are two kinds of ToT courses: the generic ones, the thematic specialised ones and the “geographically” specialised ones.
- The “generic ones” develop the basic trainers’ competencies in the fields of training, learning, non-formal education, project planning, inter-cultural learning...
- The thematic and geographically specialised ones include those generic topics in their curriculum, together with the ones corresponding to their “speciality” or “specificities” on working with a region (EECA, EuroMed).
- The ToT Cultural Diversity is an exception. It is explicitly said that those generic contents should be known by participants and they will not be developed in the course.
- There is a clear redundancy between the courses around those generic training topics and around the development of common competencies as they are described, for example, in the European Portfolio.
- At the same time there is a clear complementarity between different contents and focuses.
- There is not enough information available on how the different courses deal with providing general and common competences to all participants and allow for specialised areas of learning of individual participants. But in general terms, the common competencies are addressed in the first residential seminars (through inputs, exercises and workshops) and the specialised ones were tackled through: practice phases (projects or workshops by participants), mentoring, personal development plans, small researches...

Recommendations:

- The redundancies and complementarities lead us naturally to think about a better coordinated training strategy on ToT, which could be based on a possible modular system,
- To use the experience on how to address the common competencies and the specialised ones can as well be very useful when planning a coordinated strategy. Some features seem to be more adequate for developing the ones or the others.

Regarding the profile of participants

Findings:

- There is a detailed and well-described profile of participants with a lot of similarities.
- For some of the “specialised” courses, the requirements of experience in the field are growing.
- Another fact is that despite their detailed description, in ToT there is very often a certain tension or “insecurity” about the participants’ profiles.
- In order to try and distinguish profiles very “particular” distinctions were introduced (ToT -TfT, ATTE did a final selection in the intro seminar, adjectives like “advanced”...)

Recommendations:

- To think about the profile of participants in a more integral way. A good description of the overall course, well-thought application forms or other selection methods (telephone interviews?), enough time for making the selection and the implication of the team are key factors where there is a big room for improvement. Optimising those mechanisms will contribute much more to improve the adequacy between the profile of participants and the course than making this or that “particular” distinction in their description.

Regarding the training team

Findings:

- The profile and competencies of the training team was not defined with a lot of details in the course descriptions.
- The balance and diversity in the different teams seem to be satisfactory in all terms: gender, age, geographical background, complementarity in terms of competencies...
- New training features (i.e. mentoring, e-learning, accompanying practice periods...) required additional competencies to be learnt by the teams and an amount of work not always realistically foreseen. Despite the careful selection of the training team, this has provoked some difficult situations (especially in the long-term ToT).
- Some courses developed support mechanisms for the trainers’ team (i.e. training them on how to work with the e-learning platforms).
- In the long-term ToT courses, the role of course director and coordinator is even more crucial than in other training courses: essential for managing the complexity and the long-term nature of those courses.
- In the Nordic 3D ToT course the role of the team in this course is more being “facilitators” of a process.

Recommendations:

- To analyse how in the selection procedures those competencies were assessed (i.e. questionnaires? CVs? Motivation letters?, Portfolios?...) and to see how this information could be shared in the course descriptions or reports. This would contribute to consolidate the format of the ToT courses.
- To do a realistic estimation of the working time needed in such courses and to plan specific support systems for the trainers' team considering their competencies and the requirements of the courses.
- To use the accumulated experience of course directors to consolidate and fine-tune the profile of this so central role
- For the benefit of co-responsibility to enlarge the features and spaces where the training team takes the role of "facilitating" the learning process.

Regarding the trainer-participant ratio

Findings:

- In the Nordic 3D ToT the trainer-participant ratio is 1-8 in correspondence with the already mentioned role of "facilitators".
- For most of the other courses the trainer-participant ratio is quite similar: cases 1-6 or 1-5.
- The ratio is more or less the same for short-term residential seminars ToT and for long-term ToT. In other words the long-term nature of the courses, the periods between seminars, the e-learning, the mentoring... have no effect in the trainer-participant ratio.

Recommendations:

- For the long term ToT courses the support of other resource persons, such as in the ACT-HRE, is the most logical solution but, in any case, I would recommend not transferring "automatically" the 1-5 ratio. Their characteristics imply a very different management of human resources.

Regarding the evaluation process

Findings:

- Evaluation played an important role in all the courses. It was an on-going evaluation of educational nature: its main aim was "to learn".
- The reflection groups at the end of the day, the daily team meeting, the evaluation of workshops run by participants and of the practices - projects were the common spaces of evaluation.
- Other spaces of evaluation used in some of the long Term ToT only were: external evaluation - evaluator (ATTE), an interim evaluation, the use of the virtual community and having evaluation as a learning programme element.

Recommendations:

- Without overdoing, and always adapting them, to considering those "other spaces" - possibilities of evaluation in other courses.

Regarding the assessment and validation of learning

Findings:

- All the ToT courses used the application questionnaire as starting point and initial assessment of participants. Some courses did an extra initial assessment of participants in the first seminar.
- All the courses did as well an “assessment and validation through practice” (workshops and/or projects run by participants) and a final assessment.
- The personal development plan and the mentoring were used in some courses for an on-going assessment of participants.
- The self-assessment, the mutual feedback and the mentoring or coaching is the main strategies for assessment and validation. The concrete tools used were relatively “new” when most of the training courses were run.
- But now, there are three main tools - references: the European portfolio, the inventory of training competencies and the youth pass. They all identify a group of key or basic competencies.

Recommendations:

- Since the development of competencies is a process, to promote an on-going (an not just a punctual) self-assessment particularly in other long-term courses
- To explore the possible synergies and complementarities of the European portfolio, the youth pass and the inventory of training competencies
- To use the competencies addressed in those tools (general competencies) in the generic ToT courses and in the first phases of the specialised Long Term ToT. These competencies could be a reference for the articulation of a common ToT strategy.

Regarding the working languages:

Findings:

- English is the most common and in most cases the only language used.
- The ToT-HRE used French and Russian for ensuring a regional and national multiplier effect.
- The two ToT in EuroMed (TOTEM and TATEM) used as well French and in the case of TOTEM the use of language in training was a specific programme element.

Recommendations:

- To promote the use of another language (Russian, French, Arabic...) particularly for the courses dealing with a specific region.

FINAL RECOMMENDATION

- Not just a coherent but a “common” strategy. This due to:
 - The redundancies and complementarities of the ToT courses
 - The need of continuing the efforts in terms of quality, recognition and accreditation of non-formal education
 - The growing integration of curricula in non-formal education and the growing mainstreaming approach in their development.
- The main risk would be to loose diversity
- The most adequate format could be a modular system with some “common” features (i.e. a first and a final seminar - implemented by the partnership - SALTO?) and some “specialised ones” (i.e. practice phases, interim seminars... implemented by other stakeholders?)
- Time and discussions are needed. There are probably a lot of difficulties which could be overcome with a clear “political” willingness to develop a common strategy to train trainers at European level.

Comparative analysis

In the following pages, the different ToT courses will be analysed according to the following categories: Background motivations of organisers, Aims and objectives, Expected outcomes and level of commitment, Structure and duration, Methodology, Main focus and contents/curriculum, Profile of participants, Profile of training team, Trainer/participant ratio, Evaluation process, Assessment and validation of learning, Working languages.

For each of those categories there is a very synthetic description of the different courses followed by some findings and recommendations (those last ones underlined).

The distinction "in principle" between short and long-term courses could have been an option for their analysis. But the structure and duration of the courses is on purpose just one more field of analysis to be considered in relation with the others. This should facilitate the identification of findings and lessons which relate in different directions the short and the long term courses.

A - Background motivations of organisers

1. - Advanced training for trainers in Europe (ATTE)

The course wanted to promote a long-term training strategy in the youth field which is aimed at achieving:

- the development of training activities on European Citizenship
- more coherence in training approaches and activities
- more continuity, a long-term strategy and a systematic approach in training trainers
- quality standards for European level youth worker training
- minimum standards for qualifications and competencies of trainers
- assessment and recognition of the qualifications and competencies of trainers
- ongoing monitoring and evaluation of training activities

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

The work on Human Rights Education of the Directorate of Youth and Sport of the Council of Europe faced the following challenges:

- The need to respond to the recent events which are threatening the foundations of a culture of peace and human rights.
- The need of following the evolution and practice of human rights and what they mean to the young people of today.
- The need to explore how Human rights education can contribute to a European dimension of citizenship.
- Many new groups of young people are working in the field of human rights and they need educational support.

The experiences in this field confirm that the success of European educational projects depends on:

- The provision of appropriate and accessible educational methodologies and tools
- The existence of trainers and multipliers who, at national and regional level, can act as resource persons and train local multipliers

With this in mind, Compass and a national and European training strategy have been developed.

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

The Directorate of Youth and Sport has the task of mainstreaming human rights education (Conference of youth ministers). The culture of human rights consolidates and develops democracy and citizenship. Human rights education is widely considered a necessary component of intercultural learning and dialogue activities.

The Directorate has a strong experience and expertise in this field: the translations of Compass, the programme of regional and national training courses in human rights education, and the pilot projects supported by the European Youth Foundation. But an Advanced Training Course for trainers is needed because:

- In order to be effective and sustainable at national and European level, the Human Rights Education Youth Programme requires a body of specialised trainers who can act as trainers of trainers and resource people in human rights.
- They should be able to translate the political and educational principles of HRE into educational programmes and curricula and, similarly, develop and consolidate quality standards and practice in HRE.
- It is needed to bring human rights education into the mainstream of youth work practice and to bring the youth dimension into the mainstream of human rights education too.

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

In the Frame of the Youth in Action Programme of the European Union, those four ToT courses have the common motivation of responding:

- To the growing challenges of youth workers when trying to comply with the requirements of the YOUTH Programme
- To the emphasis on the quality and content of the Programme
- To the increasing need for qualified trainers in this field and the need to further develop the European network of trainers able to work with the Programmes

The ToT Cultural Diversity had the additional motivation of responding to the specific educational needs of the Youth Programme in this working area.

The Nordic 3D ToT and the ToT EECA responded to the particular educational and organisational challenges of working with the Youth Programme in those regions and to the need of consolidating a group- pool of trainers working in those regions.

7. - Training of Trainers in EuroMed: ToT in EuroMed (TOTEM)

TOTEM was designed:

- To support the learning of those youth workers and youth leaders - already experienced within EuroMed - who manifested their will/need to develop their competences as trainers in this field.
- To develop specific EUROMED-related competences in the field of training
- In relation with the recent enlargement of the European Union, which enabled eastern European countries to develop projects with Meda ones, TOTEM wanted to respond to the increased need of transferability of training concepts and experiences.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

TATEM responded to:

- The need for qualified trainers in the field of Euro-Mediterranean co-operation for the activities of the Council of Europe and the European Commission;
- The need to strengthen the quality of the support given to national agencies and co-ordinators in the Euro-Med Youth programme, and also to the other organisations active in Euro-Med training;
- A sustained effort by the Euro-Med Salto Resource Centre and the Partnership to build on the youth activities and experiences in the Euro-Med area;
- The effort to guarantee and assume the specificities of Euro-Med training;
- The lack in the Meda countries of adequate training possibilities for trainers that meet the requirements of the Euro-Med Youth programme;
- The need of taking into account the different educational approaches and training "schools" by trying to develop specific Euro-Med approaches.

Findings and recommendations

The motivations of the organisers could be grouped around three different areas: institutional, educational and socio-political ones.

The previous summary of motivations is not very representative of the respective weights of each motivation presented in the course descriptions. In the courses presentations, the institutional motivation is the most important logic for justifying the "need" of a certain course. This happens especially in the ToT courses promoted by the DYS and the Partnership. The reference to internal political decisions, to other working priorities, previous activities or events is used to show the high importance of a course which at times is presented as the "culmination" of previous works. There are probably other logics which I cannot identify analysing the course descriptions, but the intensity of this institutional argumentation seems to be proportional to the "size" of the project and to the amount of resources needed. In other words, this part of the motivations seems to be intended more for the internal decision bodies than for the beneficiaries.

In the case of the ToT promoted under the frame of the Youth Programme, the motivations are almost exclusively focused of being a course at the service of that programme. Something "logic" and "understandable", but probably a bit reductionist and not inviting for new programme countries and for trainers coming from another background.

The educational arguments are as well part of the motivations of organisers for promoting the different ToT courses. Their importance is well balanced and without entering into details they refer to the educational challenges of youth work: combining theory and practice, developing curricula, methodologies, new approaches and practical tools... One of these challenges is quality, which is mentioned in the presentation of several courses.

The exploration of this notion in their implementation has probably been quite deep but in the presentations of the courses it appears mainly associated with the notion of "standards" or at times of "excellence". Recognising the place of these dimensions in the discussions on quality, they are certainly reductionist and probably not the most adequate ones for embracing the complexity of the "educational fact". Recalling quality as fidelity to the objectives, coherence, transformation and innovation (as proposed by the most holistic approaches to quality in the social field) would probably be more appealing and respectful with the nature and characteristics of non-formal education.

But what is, from my point of view, most surprising is the absence of social and political motivations -out of the institutional frame-. There is almost no reference to the situation of young people, to their daily challenges and potentialities regarding participation, citizenship, human rights, education, employment... No finding, no research, no statistic, no new from the newspapers, no current debate is mentioned. Somebody could argue that those motivations are indirect or implicit because ToT support and promote programmes dealing with those issues. I am aware that in their implementation the courses certainly tackle the "down to earth" social and political dimension of training. But making them explicit in the "roots" of the different courses would contribute to reduce the growing gap between the socio-political and the educational dimension of training. Additionally, it could prevent any instrumental conception of ToT (i.e. ToT seen as a tool at the service of the personal development only).

A separate "presentation" of the courses for the institutional bodies and for the beneficiaries would probably allow a more balanced expression of the motivations of the organisers.

B - Aims and objectives

1. - Advanced training for trainers in Europe (ATTE)

Aims:

- To improve and deepen the specific training competencies of the course participants ("participant trainers") for them to be able to competently design, implement and evaluate European level youth worker training activities, specifically with respect to integrating European Citizenship into the projects and practice of youth leaders and youth workers in Europe.
- To improve the quality of European level youth worker training activities and to establish minimum standards and requirements for them.
- To develop a network of trainers on a European level in the youth field which will contribute to the quality of training activities in international youth work based on the acquired advanced skills and competencies.
- To set the basis for the future recognition, certification and accreditation of training for trainers at European level in the youth/non-formal education field.

Objectives - further development of the following participants' competencies:

- The competence to understand, use and adapt existing training concepts as well as to develop new training concepts.
- The competence to analyse the needs of the target group of a training activity and to design a quality training programme with appropriate methodologies.
- The competence to design and implement the methods necessary for European level training activities in the youth/non-formal education field.
- The competence to create an appropriate learning environment.
- The competence to train and facilitate international groups of youth workers and youth leaders in a foreign language; the competence to guide and facilitate (intercultural) group processes; presentation competencies.
- Intercultural competence.
- The competence to deal effectively with ambiguity and crisis.
- The competence to co-operate and work effectively in international teams of trainers (team competence).
- Social competencies (e.g., empathy, communication, conflict management, self criticism etc.).
- The competence to manage a training project.

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

Aims:

- To develop the competence of trainers in working with human rights education at national and regional level.
- To enable participants to act as trainers or multipliers for human rights education, especially through national or regional training courses organised by partners of the Directorate of Youth and Sport and in using Compass.

Objectives:

- To develop the trainers' knowledge and competence in key concepts of human rights education with young people.

- To familiarise the participants with the approaches and activities of Compass (the manual on human rights education with young people) and with how best to use it and adapt it to local contexts and realities.
- To review and address the essential competencies, skills and attitudes for trainers working with human rights education.
- To design modules for training trainers and multipliers at national level.
- To explore the specificities and points of commonality of the non-formal and the formal education contexts in relation to human rights education.
- To prepare activities for disseminating Compass at national and local level.
- To contribute to the development of a pan-European network of trainers on human rights education with young people.

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Aims:

- To further the quality of training in human rights education with young people across Europe.
- To consolidate and multiply the achievements of the Human Rights Education Youth Programme from the European to the local level.

Objectives:

- To extend and deepen the participants' competence in addressing and giving training in human rights and human rights education in different environments and to different target groups.
- To enable participants to review and reflect critically upon the essential competences required for training in human rights education.
- To train participants in critical thinking skills in HRE and how to integrate non-formal educational approaches into HRE practices.
- To enable participants to develop holistic approaches to human rights education and to integrate human rights education principles into other youth work fields.
- To develop participants' competence and autonomy in learning to learn and give training on human rights education.
- To enable and motivate participants to advocate and contribute towards the promotion, recognition and validation of human rights education in both formal and non-formal education sectors.
- To develop innovative methodologies and approaches for training in human rights education.
- To further develop Compass, its activities and dissemination across Europe and across different target groups.
- To sustain and further develop the existing network of trainers in HRE with young people.
- To secure the long-term impact of the Human Rights Education Youth Programme and its contribution to European citizenship, global education, intercultural learning and human rights education projects.
- To contribute to the quality and recognition of training in youth work at European level.
- To integrate e-learning features into European training programmes and develop associated quality criteria.
- To contribute to the programme of activities of the 'all different - all equal' campaign on Diversity, Human Rights and Participation.

4. - Training of Trainers for European Youth in Action Projects (ToT.YiA)

Aim:

- To further develop the European network of trainers who have the skills and the motivation to develop and implement training projects within the YOUTH Programme of the European Union.

Objectives - further development of the following participants' competencies:

- The competence to design and implement national and international training activities for youth workers and other actors involved in the development and implementation of projects within the European YOUTH Program.
- The competence to co-operate in international teams of trainers/facilitators.
- The competence to use and adapt existing training concepts and methods and possibly to design new ones.
- The competence to convey the philosophy of the YOUTH Programme.
- The competence to deal with ambiguity and crisis.
- Intercultural competence.

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

Aim:

- To support trainers in working with issues and activities addressing cultural diversity in their realities through the development of their personal, critical and pedagogical skills.

Objectives:

- Facilitating reflection on identity in personal and social terms.
- Sharing and assessing participant's perceptions of cultural diversity in their own reality.
- To examine the interaction of individual, societal and institutional processes and the power dynamics involved in culturally based oppression.
- Analysing and assessing the key concepts such as: prejudice, stereotyping, discrimination, equality of opportunity, racism and oppression.
- To assist participants in developing relevant projects and modules according to their course learning and their local needs.
- To provide Skills Workshops relevant to the topic and participant's training needs.
- To facilitate participants in reflecting on the demands of working with these issues in their own practise.

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

Aim:

- To develop the competence and skills of trainers in the promotion of international youth cooperation in, and with, the Eastern Europe and Caucasus Region through educational activities in the field of European youth work training.

Objectives:

- To facilitate an enhancement of expertise in the development of future training course programmes within the framework of international cooperation, in the areas of:
 - project management

- intercultural learning
- needs analysis (to get to know target groups)
- planning (how to organise the learning process)
- youth non-formal education
- values and philosophy of European youth work

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

Strategical objectives:

- To contribute to the quality improvement of training activities in EuroMed
- To contribute, together with TATEM, to the development of a network of trainers on a Euro-Mediterranean level which will contribute to the quality of training activities in the Euro-Mediterranean context based on the acquired skills and competences.
- To contribute to the effective and bi-directional transfer of training experiences between new EU member countries and Meda countries, with specific attention to possible similarities (and taken-for-granted differences) in the socio-economical background of these two areas.

Learning objectives:

- To support the participants deep comprehension of the Euro-Mediterranean context (with all its cultural, historical, political, emotional implications)
- To improve and deepen the specific training competences of the course participants (future trainers in EuroMed) for them to be able to competently design, implement and evaluate youth worker training activities in this context.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

Aim:

- To develop and strengthen the know-how and skills of 30 trainers involved in projects in the Euro-Mediterranean region.

Objectives:

- To maintain and develop the quality and quantity of the training courses organised in the Euro-Med Youth field.
- To develop and reinforce the trainers' capacities to contribute to activities organised by youth organisations within the framework of the Euro-Med Youth Programme.
- To contribute to the development of a Euro-Med network of skilled trainers who share common values and experiences.
- To create bonds between trainers and multipliers in the Euro-Med Youth network (e.g. the Salto Euro-Med training courses) and those in the Euro-Med Youth Partnership.
- To identify and analyse the specificities of training in the Euro-Med Youth context;
- To set up an informal network of skilled trainers in the Euro-Med Youth context, including the priority themes of the European Commission's Euro-Med Youth Programme;
- To lay the foundations for the future development of a trainer and multiplier training strategy in the Euro-Med context.

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

Aim:

- To develop/strengthen a pool of trainers for the YOUTH programme and the youth sector in Iceland, Norway, Sweden and Denmark.

Findings and recommendations

The aims and objectives of the different courses are well thought and give a clear picture of the nature and main intentions of the courses.

We could say that there are two types of aims and objectives: the strategical or long-term objectives and the educational ones.

The strategical ones refer to the quality challenge, to the development of trainers' networks and the long-term multiplier effect of the courses. I already refer to the issue of quality in the analysis of the motivation.

Concerning the development of trainers' networks, the specificities of the different courses and training areas should not lead to any "exclusivity" or "closed community of" trainers working in a certain field or programme.

Regarding the multiplier effect, a very important finding explicitly mentioned in the courses on HRE is that apart from having a group of competent motivated trainers, it is necessary to have adequate educational tools for the dissemination of results and training activities.

Without entering in any post-course evaluation, I have the impression that, in general, those strategical objectives are not sufficiently worked out once the courses are finished. It would be good to consider already in the first planning of the courses a more consistent support of their follow-up, so that those strategical objectives can be reached with more possibilities of success.

The educational objectives are quite precisely formulated drawing the red line of the educational process of the different courses. Several courses describe already in the objectives the competencies to be developed -others do it later on-. This level of detail in the formulation of educational objectives is certainly a very valid support for the detailed planning of the course. At the same time, as it happens in reality, I think that it is important to keep in mind that a curriculum in non formal education and particularly in ToT cannot exclusively be based on competencies. Methodologies, contents, settings, tools and educational strategies are as well part of the "educational proposal" of a course and they should have a more explicit expression in the educational objectives.

Experience tells us that at times, those two kinds of objectives (strategical and educational) provoke tensions between organisers and educational teams of ToT courses. Their distinction, inter-relation and complementarity could be underlined and explicitly mentioned.

A very interesting approach to this "tension" is the one of the Nordic 3D ToT course where organisers, team and beneficiaries work together during the whole course. This idea is probably transferable to some parts or phases of other courses.

C - Expected outcomes and level of commitment

1. - Advanced training for trainers in Europe (ATTE)

Expected outcome:

- To develop a network of trainers on a European level committed to develop and implement training activities, with special emphasis on European Citizenship, within the programmes of the Council of Europe and the European Union in the youth field;
- Those trainers should contribute to the quality of training activities in international youth work.
- To set the basis for the future recognition, certification and accreditation of training for trainers at European level in the youth/non-formal education field.

Level of commitment:

During the course: Participation in all the seminars
Implementation of the "practices"
E-learning and communication

After the course: Available and ready to continue working as a trainer on European level

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

Expected outcome:

- After the course participants - trainers should act as multipliers on human rights education especially on national and regional level.
- Consolidation and enlargement of a group of trainers working on HRE

Level of commitment:

During the course: Participation for the full duration of the course

After the course: Available and ready for implementing national and regional educational activities on HRE

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Expected outcome:

- After the course participants - trainers should disseminate Compass at local and national level, organise activities and act as multipliers on human rights education.
- Development of a pan-European network of trainers on human rights education with young people.

Level of commitment:

During the course: Participation in all the seminars
Implementation of the "practices" (one is "compulsory"
another one is voluntarily)

E-learning and communication

After the course: Active trainers implementing educational activities on Human Rights Education

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

Expected outcome:

- After the course participants should be able to run, as trainers educational activities in the frame of the Youth in Action Programme
- The consolidation and enlargement of a group of trainers working with the Youth in Action Programme

Level of commitment:

During the course: Participation in all the seminars
Implementation of the "practices"
E-learning and communication

After the course: Active trainers implementing educational activities all around Europe, in the frame of the Youth in Action Programme

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

Expected outcome:

- After the course participants-trainers will run training in their own countries. The whole training course was designed towards the implementation of participants-trainers' own training courses afterwards.

Level of commitment:

During the course: Full attendance and participation in the seminars

After the course: Active trainers implementing their own educational activities on Cultural Diversity

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

Expected outcome:

- After the course participants should be able to run, as trainers, in the frame of the Youth Programme of the EU, educational activities in cooperation with EECA region.
- The consolidation and enlargement a group of trainers working with EECA region

Level of commitment:

During the course: Participation for the full duration and in both stages of the course.

After the course: Active trainers implementing educational activities in cooperation with the EECA region

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

Expected outcome:

- After the course participants should be able to run, as trainers, educational activities in the Euro Med context
- Consolidation and enlargement of a group of trainers working in Euro Med - particularly from the Meda countries

Level of commitment:

During the course: Participation in all the seminars
Implementation of the "practices"
E-learning and communication

After the course: Active trainers implementing educational activities in the Euro-Med context

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

Expected outcome:

After the training course the participants should be able:

- to present the Euro-Med Youth programme and describe how it works
- to develop and present a training proposal
- to understand the prevailing educational and pedagogic systems in the Euro-Med context
- to make a critical analysis of training tools and techniques
- to create and adapt their own training methods and techniques
- to understand and learn from the intercultural situations peculiar to the Euro-Med context
- to explain and help participants to understand their intercultural learning process
- to propose a critical analysis of the socio-political context of the Euro-Med programme, including its historical, cultural, religious and sociological dimensions (and the political framework initiated by the Barcelona Declaration and the subsequent action)
- to analyse their profiles as trainers
- to contribute to the work of a multicultural training team
- to adapt their pedagogic attitudes to the Euro-Med public and context
- to present and defend a training project in the framework of action 5 of the Euro-Med Youth programme or the like
- to devise, elaborate on and develop priority themes for Council of Europe and European Commission training activities, in the fields of human rights, racism and cultural diversity, women's rights, participation and citizenship and the environment, for example
- to understand and help others understand the learning processes involved in non-formal education
- to make evaluations and put their findings to good use
- to use and teach others to use the Euro-Med T-Kit and Training Bag and contribute to their development and adaptation.

Level of commitment:

During the course: Participation for the full duration and in both stages of the course.
Implementation of the "practices"
E-learning and communication

After the course: Active trainers implementing educational activities in the Euro-Med context

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

Expected outcome:

After the course participants should be able to run, as trainers, educational activities in the frame of the Youth Programme of the EU.
Consolidation and enlargement a group of trainers working in the Nordic region

Level of commitment:

During the course: Participation for the full duration of the course.

After the course: Active trainers implementing educational activities in the Nordic region

Findings and recommendations

The expected outcomes of the courses correspond to the previously mentioned strategical objectives and go in two directions: the development of trainers' networks and pools active in a certain field or region and the activities that those trainers should be able and willing to run in the future. My only recommendation at this point would be to consider already in the planning of the course a consistent follow-up so that these expected outcomes can be achieved.

Only the TATEM course makes explicit as expected outcome a list of professional competencies, which somehow characterise a certain expected "professional trainer profile" as a result of the training course. This characterisation has its limits, it cannot fully describe what a trainer should be able to do, but it compiles the most important professional abilities and sets a clear goal for the personal development of participants-trainers during the course. I think that it would be good to include this professional profile as expected outcome in other courses.

The expected level of commitment during and after the course is in general terms high. In some long-term ToT courses, in terms of time, that level has been estimated as the equivalent to part-time studies. It would be good to make an estimation (i.e. number of hours per week) so that the participants-trainers can be fully aware of the level of expected commitment and be able to manage their agendas accordingly.

D - Structure and duration

1. - Advanced training for trainers in Europe (ATTE)

The course consists of seven phases over a period of two years:

- Phase 1: Intro Seminar

Common understanding of the course, introduction of European Citizenship, assessment of competencies and experiences of participants, final selection of participants

- Phase 2: First Seminar

Forming the ATTE group, identify needs, resources and meanings for learning, European Citizenship and training, starting mentoring and reflection groups

- Phase 3: Second Seminar

Introduce and explore different training concepts and methodologies, Practice I projects, quality criteria and European Citizenship, introducing and forming the peer support groups

- Phase 4: Practice 1

In groups, participants plan, run and evaluate multilateral European level training projects contributing to the promotion of European Citizenship

- Phase 5: Third Seminar

Evaluation of Practice I, making interim assessments of the training competencies and identifying further training needs, personal development plans, and introduction of the distance learning

- Phase 6: Practice 2

Multilateral European level training projects (not with course participants) contributing to the Personal Development Plan and related with the Training Quality Products

Development of the Portfolios and of the Training Quality Products

- Phase 7: Fourth Seminar

Evaluation of the learning processes and outcomes; Training Quality Products, Portfolios, Practice 2 and individual training competencies, future co-operation and follow-up

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- A residential seminar - 9 days

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

The course consists of six phases over a period of two years

- Phase 1: Introduction and preparation - the Internet December 2005 - May 2006

Creating a common ground for communication and developing a learning culture for the course based on an e-learning platform: getting to know each other, building up a learning community, learning how to work with the e-learning technology, researching assignments on human rights issues, an introduction to education theory and its relation to HRE, self-perception and self-assessment of competences and preparation for the seminar.

- Phase 2: Initial Training Seminar May 2006

This seminar addressed most of the knowledge-related issues described in the competences. Through input from experts, practical workshops and sharing of experiences, the participants will expand their previous knowledge on human rights and human rights education as well as the underlying concepts and approaches explored in the first phase

- Phase 3: Practice and e e-learning phase May 2006 - February 2007 -

Implementation of participants' training projects, mentoring and distance-learning

- Phase 4 - Consolidation seminar

Evaluation of participants' projects, workshops (some of them run by participants) and study groups, interim evaluation of the course

- Phase 5 - Follow Follow-up and individual research

Individual personal and professional development plans, e-learning process, mentoring, consultations. The participants are expected to put into practice a programme for the advancement of human rights education within the context of their own work.

- Phase 6 - Final evaluation and consolidation seminar

Evaluation of the overall relevance and achievements of the course, exchanges of best practice and consolidation of the network

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

The course consists of four phases over a period of one year

- Phase 1: First Seminar

Laying the foundation for the whole course: group building, exploring the personal learning needs, setting learning objectives, creating an atmosphere of Co-Responsibility, Learning from each other and constructive feedback.

- Phase 2: Seminar 2

Further development of specific training competencies, practising skills within the seminar, project teams experiencing themselves as a group within the programme.

- Phase 3: Practice

Design, running and evaluation of participants' international training projects in consultation with NAs.

- Phase 4: Third Seminar

Evaluation of specific aspects of participants training projects, the individual learning path and re-visiting some training topics.

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

- Residential seminar 8 days long
 - There were two similar courses run with the same structure-

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

The course consists of two residential seminars within a period of four months

- Phase 1: First Seminar
Needs analysis, EECA programmes and basic training knowledge and competencies
- Phase 2: Second Seminar
Participants' workshops, evaluations conclusions and follow-up

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

The course consists of five phases over a period of sixteen months

- Phase 1: First Seminar
Acquisition of basic training skills and knowledge and to the set-up of training projects by participants
- Phase 2: Observation + Project planning
Finish the writing of participants' projects, training observations and mentoring
- Phase 3: Second Seminar
Immersion and development of skills needed to implement training activities: participants' workshops, EuroMed specificities
- Phase 4: Practice
Implementation of participants' projects and mentoring
- Phase 5: Third Seminar
Evaluating the outcome of participants' projects, assessing their learning, and working on training quality criteria.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

The course consists of five phases over a period of two years

- Phase 1: Initial seminar

Formation of the group, creation of a working and communication environment, general training skills, the Euro-Med socio-educational context and its implications in training, preparation of learning plans and of the first practical phase

- Phase 2: "Compulsory" practical phase

Practical training experience, development of learning plans and evaluation, co-operation with other trainers on the course

- Phase 3: Consolidation and development seminar

Evaluation of the training experiences from the previous phase, identification of individual training needs, identification of the principles and aims specific to training courses in the Euro-Med context

- Phase 4: "Optional" practical phase

Additional training practice for the participants, co-operation with other organisations and partners in the Euro-Med Youth context, incorporation of trainers into the Euro-Med Youth context

- Phase 5: Evaluation and follow-up seminar

Evaluation of the process and the achievements of the training course, development of additional individual skills, consolidation of networks and follow-up to the course

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

The course consists of three phases over a period of ten months

- Phase 1: The need analysis weekend, Sweden.

Identification of needs and competences for being a good trainer

- Phase 2: Seminar 1, Denmark.

Sessions run by praxis groups, mutual assessment and feedback

- Phase 3: The Practical Phase

Participants running courses in their own realities

- Phase 4: Evaluation Seminar

Evaluation, coaching and future planning

Findings and recommendations

There are two main course formats: the long-term courses (with various seminars, practical phases in between and ongoing e-learning) and short term: one or more residential seminars.

The long-term ToT courses are a relatively new format: apparently a quite successful one if we look at their large number. This format allows the combination of “theory and practice” of “in situ and distance learning” of “group and self-managed learning”. As we will see in the methodology, each of the different features of these long-term courses (practice, mentoring, e-learning, seminars...) serves specific purposes. But the course as a whole is more than a collection of different features. It is precisely the inter-relation, mutual support and interaction between those features which makes the difference in terms of quality and added-value of those courses (how the practice is prepared and evaluated in the seminars, how the mentoring supports the personal development and the practice, how the e-learning explores other topics...). That is the reason why those courses need a good articulation, taking into consideration all the elements of the course, and not only, for example, the residential seminars.

This would be my recommendation for those long-term training courses: the need for a detailed and well-thought planning of all of the course features and their interaction (i.e. practical phases in relation with seminars, deadlines for applying...).

Summing-up, the long-term format offers a lot of learning potentialities in ToT. At the same time, it requires big organisational and educational efforts, has the risk of drop-outs and the amount of necessary resources has been questioned. The evaluation of some of those long-term ToT courses has drawn a very logical conclusion: if the mentioned potentialities are used and the risks minimised, it is worth to have ToT courses with such a demanding structure and format.

The format of residential seminars (one or two) has logically less potentialities. In those cases the practical dimension is articulated through workshops run by participants, the mentoring and the e-learning are tackled but not developed in the frame of the course. They take place in the best case informally and/or as follow-up of the course.

But from my point of view the residential seminar format of ToT is still very valid, especially for “specialised ToT”. My recommendation would be for those courses to make a very clear prioritisation of contents, a good preparation and a well planned follow-up. Doing so, the learning opportunities and the results of this kind of ToT courses can be very satisfactory.

E - Methodology

1. - Advanced training for trainers in Europe (ATTE)

Methodological guidelines:

- Intercultural learning
- Being a trainee and a trainer
- Mutual learning situation.
- Practice oriented: participants practice the acquired competencies and skills

Some significant methodological elements:

- Individual and group learning processes.
- Personal Development Plan
- Tutoring/mentoring
- Reflection groups
- Peer support groups
- "Virtual Community"
- The training projects run by the participant trainers serve as learning tools and at the same time as concrete actions with direct impact

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

Methodological guidelines:

- Taking previous experience of participants as starting point
- Experiential learning approaches.
- Mutual learning situation
- Dialogical intercultural approach and environment.

Some significant methodological elements:

- Contributions from experts
- Try out and evaluate some of the activities in COMPASS
- In groups, design of modules for training courses at national or regional level

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Methodological guidelines:

- Based on the principles and methodologies of non-formal education
- Learning for, learning about and learning through human rights education.
- Balance between theory and practice,
- Balance between learning and practical implementation,
- Balance between individual learning needs and common learning elements for all
- Combine the residential learning seminars with e-learning elements

Learning about methodology:

Making participants autonomous planners and designers of learning processes making conscious methodological choices

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

Methodological guidelines:

- Being a trainee and a trainer.
- Mutual learning situation
- The three seminars are only ONE aspect shaping the learning process of participants
- Individual and self-directed learning with the support following tools:
 - Self-Perception Inventory
 - Individual Learning Plan
 - Peer Support
 - Consultations with Trainers

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

Methodological guidelines:

- Building on the experience of the participant trainers
- Working in an interactive way to develop awareness, confidence and skills
- Working on methods and resource material that the participants can put into practice in their own training projects.
- Use a variety of activities, workshops, small group work, project visits and expert inputs

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

Based on the principles and characteristics of non formal education putting the emphasis in the following methodological elements:

- Considering the needs of participants as starting point
- Mutual learning situation; group as a source of learning
- Using the workshops designed, run and evaluated by participants as practical oriented learning tools

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

Methodological guidelines:

- Based on the principles and methodologies of non-formal education
- Intercultural Learning (ICL)
- Experiential Learning
- Combining various approaches
- Linking residential seminars and distance learning
- Being project-oriented
- Stress on the evaluation
- Written production and reading

Other characteristics of the learning process:

- Being based on the intrinsic motivation of the learner.
- Not implying the control of individual learning achievement
- Being learner-centred, based on the experiences of participants and taking into account pax needs and motivations.

- Comprising the development of democratic values and attitudes on the affective level, but also the acquisition of knowledge and competences on the cognitive level.
- Combining personal responsibility for learning, and a strong group dimension
- Being based on participatory pedagogies
- Enabling participants to transfer what they learned to their youth work practice
- Being open to regular feed-back and evaluations
- Being thoroughly evaluated and documented to gain a maximum multiplying effect.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

Methodological guidelines:

- Conceiving the course as a open learning process
- Based on the participants' experience and the exchange of views and fuelled by the contributions and proposals of the team of trainers and the guest experts.
- Using the group as a forum for intercultural learning
- Promoting the personal development
- Active, participatory methods
- Importance of the practical phases and their evaluation:
 - as practical work experience,
 - for identifying participants' training needs
 - for "verify" the educational principles and approaches of the course and how the participants develop them
 - with the support of the training team and the national agencies and coordinators

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

The methodology of the course is based on bringing together the 3 Dimensions of National Agency representatives, participants and trainers in a "live" situation in order to reflect local reality:

- the NA representatives are able to describe their own training strategies and how they envisage the participants contributing to that in the future
- the participants outline what their needs are for training within the Youth in Action Programme and, importantly, looking at their own competences
- the trainers provide a framework for this process and dialogue and are able to bring their experience and skills into the discussions and resulting workshops
- participating in the process facilitates the growth of what might best be described as a functioning training community

3D looks at the whole system within which training is to be delivered. This means that all involved also look at structural factors which can play a vital role in the organisation or delivery of training. The steps of the 3D process are:

- National Agencies choose trainers to participate in the process + the trainers propose programme for Needs Analysis weekend
- Needs Analysis weekend with trainer-participants and NA representatives. Results in agreed action plan with responsibilities identified.
- The trainers agree programme of training course with NA based on needs expressed
- Training Course
- Follow-up: negotiated as necessary

Findings and recommendations

The methodology of the different ToT courses is based on the well known principles of non-formal education: inherent interest of participants, participant-centeredness, intercultural and experiential learning, using participatory methods, addressing skills, knowledge and attitudes...

The methodology of the various ToT courses also takes advantage of the following "creative tensions":

- Being a participant - being a trainer
- Oriented - self-directed learning
- Individual learning - learning in and from a group
- Theory - practice
- Residential seminars - Distance or e-learning

Existing tools have been recuperated and adapted to tackle these tensions in the most fruitful way: mentoring, personal development plan, peer support groups...

One of the biggest methodological challenges of the long-term courses is to become continuous learning processes and not just a succession of seminars. It is for this reason that different practice and distance tools (running educational activities in teams, elaboration of training products, "observations", small researches...), as well as "supportive" tools (such as mentoring, peer groups and e-learning platforms) have been put in place.

There are big differences of scale and dimension in the use of e-learning: in some long term courses did not exist (i.e. TATEM), in some others was not so developed (i.e. TOTEM, ATTE) and the course ACT-HRE is the first course where the e-learning is part of its structure and curriculum. ACT - HRE is based on e-learning and supported by seminars and not the other way around. This accumulated experience on e-learning could certainly inspire new practices and be used in future courses.

Most of those tools are still "under development" and their facilitation and use in their full potential is a challenge for the participants and for the teams who have to facilitate them at times without the necessary time and competencies.

According to their objectives, format and possibilities, different courses use a different combination of tools. All tools have a lot of potential and my recommendation would be to carefully evaluate and document them. This should contribute to improve them, disseminate the "know-how" about them and optimise their future use.

The methodology of the 3D courses involving participants and organisers in a common learning process is very inspiring. A certain degree of "participative planning" could be possible in other ToT courses.

ToT courses have a certain methodology but methodology/ies as such is as well a content element in ToT. The ACT-HRE is exploring transformative learning approaches and the two ToT in Euro-Med did a serious reconsideration on the pertinence and specificities of other well-known methodologies when using them in the Euro-Med context.

It would be convenient to make some extra effort in the dissemination of these "new" methodological practices so that other activities (not just ToT) could benefit from them.

F - Main focus and contents/curriculum

1. - Advanced training for trainers in Europe (ATTE)

- Self-perception inventory
- Learning preferences and possibilities
- Trainer competencies
- European Citizenship and training
- Training in theatrical contexts
- Training experience and concepts
- Training methods and training design
- Outdoor education and experiential learning
- Quality criteria in training
- Implicit/explicit pedagogy in non formal education
- Competencies for European Youth Worker training
- Life long learning
- Workshops run by participants, open space technology
- Distance learning
- Training competencies and self assessment
- Evaluation
- Future perspectives in European Youth training

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- Evolution of human rights education in Europe
- Approaches and structure of COMPASS
- Key instruments and activities of the Council of Europe in the field of human rights and human rights education
- Competencies, skills and values of trainers working with human rights education
- Development of human rights education in formal and in non-formal education
- Practical workshops on skills and attitudes essential to human rights education
- Different methods and activities found in COMPASS
- Design training modules for national and regional courses to be run by participants

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Human rights and human rights education

- The evolution of Human Rights' history and philosophy
- Global and contemporary human rights questions
- The International Bill of Rights and of the main European mechanisms and instruments of protection of human rights
- Human rights education as an educational concept
- Human rights violations and abuse at the global level
- Instruments of the Council of Europe for youth and human rights education
- Ethical norms underlying human rights education
- The use of information and communication technology in training, and the related human rights issues
- Promotion of human rights education with other involved institutions

Transformative learning approaches and practice

- Intercultural learning competences
- Interactive and participatory methods, including the adaptation and development of new activities for Compass.
- Conflict management
- Applying quality criteria in human rights education
- Use information technology in the learning process and understand the related political, educational and social issues;
- Transformative learning approaches, notably: intercultural learning, experiential learning, co-operative learning, forum /discussion techniques, pedagogy of collaboration, pedagogy of the oppressed

General trainers' competences

- Learning styles and approaches to learning
- Evaluation in educational practice
- Learning and learning outputs in a team
- Learning environment and context for human rights education
- Educational approaches in training and in HRE
- Learning processes in progress in a group and the communication in learning groups;
- Capacity-building of NGOs for human rights or HRE activities

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

- Adult Learning
- Understanding of Training within Non Formal Education and specifically with Group Dynamic in Training
- Teamwork
- Training Design
- Intercultural Learning
- Methodology
- Training projects

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

The course is not "A training of trainers". The participants must already be of a formation level that includes how to run sessions, how to make presentations, variety of learning styles etc. The programme addressed:

- Recognising and responding to the diversity of the Europe we belong to
- Dealing with values, identity, labels, stereotyping, terminology and intercultural learning.
- Inputs from experts/those working directly in the field of cultural diversity work.
- Sharing methods and approaches in order to develop higher quality training units which are more appropriate for different target audiences around Europe.
- Practical possibilities - Using the YOUTH programme tools to develop training projects on a local, regional, national or international level.

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

- Group building, group dynamics and learning from a group
- Needs analysis (to get to know target groups)
- Intercultural learning
- Project management
- Planning (how to organise the learning process)

- Participants workshops
- Youth non-formal education
- Values and philosophy of European youth work

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

- Experiential learning
- Training
- Learning styles
- Planning training programmes
- Inter cultural learning
- Projects run by participants
- Observation phase
- EuroMed specificities:
 - Venues as learning tools. "Immersion experiences"
 - languages during the learning processes
 - Gender issue
 - Conflict competences and mediation skills
 - Religions
 - Leadership and membership in learning processes
 - Co-operation between Eastern Europe & Meda countries
- Pax workshops
- Evaluation

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

- Immersion
- Learning
- Training
- Inter-cultural learning
- Self assessment of competencies
- Projects by participants: planning, implementing and evaluating
- Methods and methodologies
- The Euromed Youth Programme
- Social and cultural tensions in Euro-Med cooperation
- Needs and specificities of training activities in the Euro-Med context
- Quality criteria for training activities in the Euro-Med context
- Racism and discrimination, Anti-Semitism, Islamophobia, Orientalism and colonialism
- Non-formal education in the Euro-Med context
- Human Rights in the Euro-Med context: Gender equality, Minorities rights, Social rights
- Conflict transformation in the Euro-Med context
- Connecting with young people's reality
- Youth Policy
- Pedagogies, Methodologies
- European Union and Meda
- Role of trainers, training projects and networking
- Evaluation
- Final self assessment and trainer profile

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

- What is training, trainer?:
 - Role of trainer, should trainer be loved, *what* should we do *what* we shouldn't, *norms*, *non-formal* education
- Use of methods:
 - Forum theatre, *psycho* drama, *creative* methods, *use* of games
- Me as a trainer, self-reflection:
 - Why I am a trainer, *my* triggers, *how* do people train, *feed-back*, *tests*?
- Balanced flow in the program:
 - Choice of methods, *top-down*, *theory-input-process-group*, *time*, *what* is possible, *realistic*, *my* dream program, *action* planning
- Intercultural learning:
 - *What* is culture, *how* to create environment for intercultural learning, *how* to train intercultural learning in YOUTH
- YOUTH:
 - European dimension, youth, diversity, non-formal education, quality, how to sell

Findings and recommendations

Regarding the main focus and curriculum, we could say that there are two kinds of ToT courses: the generic ones, the thematic specialised ones and the “geographically” specialised ones. This distinction is not 100% precise because even the generic ones have a certain focus and a particular choice of topics (i.e. European Citizenship for ATTE).

The “generic ones” develop the basic trainers’ competencies in the fields of training, learning, non-formal education, project planning, inter-cultural learning..

The thematic specialised ones include those generic topics in their curriculum, together with the ones corresponding to their “speciality”. This is very clear in the case of HR ToT. The ToT Cultural Diversity is an exception. It is explicitly said that those generic contents should be known by participants and they will not be developed in the course.

The geographically specialised ToT courses (in Euro-Med, EECA region) include again those generic topics plus some specific ones and/or some of special relevance for working in this region: the so called “specificities”.

So, even if each course has a specific approach, we can conclude that there is a clear redundancy between the courses around those generic training topics and around the development of common competencies as they are described, for example, in the European Portfolio. At the same time there is a clear complementarity between different contents and focuses.

Both facts (as perceived by the ToT Cultural diversity) lead us naturally to think about a better coordinated training strategy on ToT, which could be based on a possible modular system, as I will propose in my final recommendation.

There is not enough information available on how the different courses deal with providing general and common competences to all participants and allow for specialised areas of learning of individual participants. For having an accurate picture about it we should analysed all the session’s outlines. Especially in the Long Term Courses the different features and the competencies addressed are very much inter-connected. But we could say that, in general terms, the common competencies were addressed in the first residential seminars (through inputs, exercises and workshops) and the specialised ones were tackled through: practice phases (projects or workshops by participants), mentoring, personal development plans, small researches...

This experience on how to address the common competencies and the specialised ones can as well be very useful when planning a coordinated strategy. Indeed, some features seem to be more adequate for developing common competencies and others for developing the specialised ones.

G - Profile of participants

1. - Advanced training for trainers in Europe (ATTE)

- Practitioners - volunteers as well as professionals - in the field of training.
- Come from the Member States of the Council of Europe and the European Union and from other states signatory of the European Cultural Convention.
- Have relevant experience as trainers, preferably at European or international level and preferably in the youth field
- Have the potential and need to further develop their training competencies and act as a European level trainers in the youth field.
- Have acquired a basic knowledge of the programmes of the Council of Europe and of the European Union in the youth field prior to the beginning of the course.
- Are committed to develop and implement training activities, with special emphasis on European Citizenship, within the programmes of the Council of Europe and the European Union in the youth field.
- Develop and implement training projects together with other course participants as part of this training course.
- Are open and have the potential to be partners in a European level training project;
- Are supported by an organisations, associations or institutes - governmental or non-governmental.
- Are able to work well in English as trainers and have basic skills to communicate in another European language.
- Are motivated to contribute to the learning process of the training course.
- Are committed to attend for the full duration and in all elements of the course.

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- Trainers active in non-formal education, especially within youth organisations and associations, in youth work activities and in other NGOs concerned with human rights education;
- Trainers and multipliers active within formal education systems.
- Already have experience in working as *trainers* and educators with young people;
- Are able and committed to act as multipliers or trainers for human rights education;
- Are motivated to develop their knowledge and competence in human rights education and to share their experiences with other participants;
- Are able to work in English, French or Russian;
- Are committed to attend for the full duration of the course and be supported by an organisation, institution or service.

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Trainers who:

- Have proven experience in using Compass and in planning and implementing training activities based on human rights education.
- Have been actively involved in activities of the Human Rights Education Youth Programme of the Council of Europe and are committed to remain active for the coming years.
- Have attended a European/international training course for trainers, preferably with an emphasis on human rights or human rights education.

- Have experience in planning and delivering at least two training courses for trainers or multipliers in human rights education and are involved in training programmes with/for young people.
- Are motivated to learn in an intercultural environment and to contribute to the learning of the other participants (e.g. by co-training).
- Are committed to the full duration of the training (including the preparatory phase, the residential seminars, distance and e-learning dimensions, practical phase, etc.).
- Are active within and enjoy the support of an association or institution concerned with HRE and are able to carry out training activities during the practical phases of the course.
- Are interested in networking at national and European level with other institutional partners concerned with HRE.
- Are able to work in English and another working language
- Have access to the Internet on average one hour per week.

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

Trainers who:

- Have been involved at least once in a team of trainers for the full duration of a training course in the framework of Non-Formal Education.
- Have international experience with a function of responsibility (not only as a participant) in the field of youth projects/youth work (such as Youth Exchanges, EVS-projects, etc.)
- Have the potential and need to develop training competencies and act after the course as a trainer for European YOUTH projects and/or for Training courses organised by the National Agencies of the YOUTH programme;
- Have acquired a basic knowledge and understanding of the YOUTH Programme of the European Union prior to the beginning of the course;
- Want to develop, implement and evaluate an international training project (in the framework of Action 5, YOUTH programme) together with other course participants as part of this training course;
- Are able to run Training Courses in English
- Are motivated to contribute to the learning process of the training course and to be committed to attend its full duration.

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

- Trainers who work directly with non-formal education related to youth issues.
- They must have recently trained on at least 2 projects of non-formal training.
- They should be looking for new methods/approaches to improve their training ability.
- They should have an interest or background in cultural diversity issues.
- Before applying, they must have a basic knowledge of the YOUTH Programme.
- They must be willing to fully participate in the course and afterwards to organise training projects within the remit of the YOUTH programme.
- They should have contact with their National Agency in order to facilitate the application and implementation of their future training project.
- They should be prepared to pass on the information, skills and contacts stemming from the training course through their future training activities.
- They should be prepared to participate in follow-up and evaluation initiatives organised by the National Agency, or the SALTO-YOUTH network, after the course, so that the real impact of such training can be measured.

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

- Representatives of the youth organisation or organisation working with young people.
- Have experience of youth work in their country.
- Have basic knowledge about the YOUTH Programme.
- Have non-formal education background.
- Want to become trainers in the context of the International Youth Cooperation with EECA region.
- Have experience from minimum 1 International Youth Project (other non-formal education experience would be an additional advantage).
- Are prepared to actively attend and contribute during the full duration of both training courses.
- Are prepared to participate in follow-up or evaluation activities organised by SALTO-YOUTH network.

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

- Youth workers / youth leaders who have some experiences in the field of EuroMed.
- Want to become trainers in this context.
- Able to work well in English or French.
- Motivated to contribute to the learning process of the training course.
- Committed to attend for the full duration and in all phases/elements of the course.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

- Residents of a Council of Europe member state or a Mediterranean country that has signed the Barcelona declaration.
- Have experience of Euro-Med Youth work, for example as:
 - members of a Salto Euro-Med training course team
 - members of a Partnership course team
 - trainers in Euro-Mediterranean courses dispensed by other organisations or institutions
 - leaders or supervisors of Euro-Med training projects supported by the European Commission or the Council of Europe
- Are involved in Euro-Med projects and ready to contribute to future training courses in the Euro-Med Youth context run, for example, by National Agencies or coordinators, Salto Euro-Med, the Council of Europe and other youth institutions and organisations active in Euro-Mediterranean co-operation.
- Are active in and supported by an organisation or institution willing and able to support their training and supervise their practical work during the course.
- Have a good knowledge of the Euro-Med Youth Programme.
- Are committed and available for the duration of the course, and ready to work on and develop training courses during the practical phases.

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

- Have experience (as a team member or organiser) of a training event/activity before this training course (not necessarily under the YOUTH programme).
- Have a minimum knowledge on the YOUTH programme.
- Be committed to the provision of training to the Youth and Community Sector.

Findings and recommendations

The different ToT courses have a detailed and well-described profile of participants. There are a lot of similarities in their profile corresponding to the general profile of a trainer and some differences which follow the different specialisations and working areas (HRE, EuroMed, Cultural Diversity...).

For some of the "specialised" courses, the requirements of experience in the field are growing. This is very logic but on a macro level it can provoke the creation of certain "families" of trainers which can be limitative in terms of cross fertilisation of ideas.

Another fact is that despite their detailed description, in ToT there is very often a certain tension or "insecurity" about the participants' profiles. This is due to the fact that, in non-formal education, a lot of actors have training competencies without necessarily implying that they can be considered trainers in terms of performance and vocation.

In order to try and distinguish profiles, a distinction has sometimes been introduced between trainers of trainers (participants are not yet trainers) and training for trainers (participants are already trainers). On other occasions, the use of adjectives such as "advanced" tries to reinforce a certain profile or a certain level of "experience". In the ATTE course, for the first time, the final selection of participants was done in an introductory seminar with the presence of all the final candidates.

The profile of participants has to be clear and "precise", but I am quite sceptical about additional and at times "artificial" efforts in their fine-tuning. At times, they transmit an image of quality too much linked to the notion of "excellence" and promote a certain "comparison" or even competition between courses which does not correspond to reality.

I would recommend to the organisers to think about the profile of participants in a more integral way. A good description of the overall course, well-thought application forms or other selection methods (telephone interviews?), enough time for making the selection and the implication of the team are key factors where there is a big room for improvement.

Based on my experience I would say that optimising those mechanisms will contribute much more to improve the adequacy between the profile of participants and the course than making this or that distinction in their description.

H - Profile of training team

1. - Advanced training for trainers in Europe (ATTE)

Five trainers with extensive experience in the field of European level youth worker training and in training trainers - One of them Educational advisor of the EYCS.
Two course directors - Administrators of the youth directorate

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

Multicultural team of experienced trainers active within the Directorate of Youth and Sport's trainers' pool.
One course director - Administrator of the youth directorate

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

Six trainers/consultants of experienced trainers in the field of Human Rights Education.
One course director - Administrator of the youth directorate

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

Four trainers with large experience in training for trainers and Team of trainers and a very good knowledge of the Youth in Action Programme

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

Three trainers with extensive experience in the field of working with cultural diversity, training and youth work.

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

Five trainers with experience of International Cooperation with Partner Countries and Project Management as well as excellent knowledge of the European Community Youth Programme.

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

Five qualified trainers in the field of youth work, with previous experiences in EuroMed programme and in Training of Trainers.

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

Four experienced trainers with large experience in Training of Trainers and in EuroMed programme.
Two course directors

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

Two trainers with large experience are in the field of youth work, in the Youth in Action programme and in multinational cooperation. At least one of the "conceivers" of the 3D course concept is part of the team.

Findings and recommendations

The profile of the training team was not defined with a lot of details in the course descriptions. In any case, the trainers were experienced professionals in ToT and in most cases experienced in the particular working areas of the previously named “specialised ToT courses”. The balance and diversity in the different teams seem to be satisfactory in all terms: gender, age, geographical background, complementarity in terms of competencies...

I have not find in the course description or in the reports of any course further information about the competencies of the trainers’ team. It would be interesting to analyse how in the selection procedures those competencies were assessed (i.e. questionnaires? CVs? Motivation letters?, Portfolios?...) and to see how this information could be shared in the course descriptions or reports. This would contribute to consolidate the format of the ToT courses.

New training features (i.e. mentoring, e-learning, accompanying practice periods...) required additional competencies to be learnt by the teams and an amount of work not always realistically foreseen. Despite the careful selection of the training team, this has provoked some difficult situations (especially in the long-term ToT).

I could not find specific information for all the courses but I know that some of them have developed support mechanisms for the trainers’ team (i.e. training them on how to work with the e-learning platforms).

My recommendation would be to do a realistic estimation of the working time needed in such courses and to plan specific support systems for the trainers’ team considering their competencies and the requirements of the courses.

In the long-term ToT courses, the role of course director and coordinator is even more crucial than in other training courses. This role becomes essential for managing the complexity and the long-term nature of those courses.

The accumulated experience should help to consolidate and fine-tune the profile of this so central role regarding for example his educational and institutional responsibilities, his work as team coordinator, as link with the organisers...

The specific characteristics and methodology of the Nordic 3D ToT course have had an impact on the profile of the team. Apart from the fact that one of the course developers has always been in the teams, the role of the team in this course is more being “facilitators” of a process than being “trainers”. For the benefit of co-responsibility this is probably an inspiring practice for certain parts or features in other courses.

I - Trainer/participant ratio

1. - Advanced training for trainers in Europe (ATTE)

30 participants - 6 trainers

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

41 participants - 6 trainers

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

30 participants - 6 trainers

Virtual sessions opened to more participants - Support from "resources persons for them

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

20 Participants - 4 trainers

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

23 Participants - 3 trainers

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

18 participants - 5 trainers

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

30 participants - 5 trainers

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

30 participants - 4 trainers, 2 course directors

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

15 participants - 2 trainers

Findings and recommendations

In the Nordic 3D ToT the trainer-participant ratio is 1-8 in correspondence with the already mentioned role of "facilitators".

For most of the other courses the trainer-participant ratio is quite similar: cases 1-6 or 1-5. It differs in some cases due to an exceptional high or low number of participants. I do not have enough information to know if there is any special reason explaining the -from my point of view- low ratio of 1-8 for the ToT Cultural Diversity.

Experience tells us that the 1-5 or 1-6 ratio is an adequate one for residential seminars: it allows the group facilitation, a good sharing of team responsibilities and an adequate personal assessment of participants. At times a smaller team could be quicker and more

operational. But this would play against the diversity of styles and training approaches in the team and this is a very important source of learning for participants.

The "optimal" ratio depends on many factors including the support of the course directors, documentalist and resource persons to the team. But even if we take all these variables into account, it is significant to note that the ratio is the same for short-term residential seminars ToT and for long-term ToT. In other words the long-term nature of the courses, the periods between seminars, the e-learning, the mentoring.. have no effect in the trainer-participant ratio.

I have not elements to know if more trainers would be adequate. Probably the support of other resource persons, such as in the ACT-HRE, is the most logical solution. But, in any case, I would recommend not transferring "automatically" the 1-5 ratio to the Long Term ToT courses. Their characteristics imply a very different management of human resources.

J - Evaluation process

1. - Advanced training for trainers in Europe (ATTE)

- Being a pilot course, evaluation had a special importance
- External evaluation - evaluator
- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Team evaluation and planning meeting between seminars
- Final evaluation at the end of each seminar
- Interim evaluation
- Evaluation of the practice phases, of the workshops run by participants and of the training quality products
- Evaluation as a learning topic
- Evaluation seminar

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Evaluation of the project ideas of participants

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Final evaluation at the end of each seminar
- Team evaluation and planning meeting between seminars
- Using the virtual community
- Evaluation of the practice phases
- Evaluation as a programme element

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Team evaluation and planning meeting between seminars
- Final evaluation at the end of each seminar
- Using the virtual community
- Evaluation of the practice phase
- Evaluation as a programme element

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Evaluation of the project ideas of participants

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Team evaluation and planning meeting between seminars

- Final evaluation at the end of each seminar
- Evaluation of the workshops run by participants

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Final evaluation at the end of each seminar
- Team evaluation and planning meeting between seminars
- Evaluation of the observation phase, of the workshops run by participants and in the project phase
- Evaluation as a learning topic

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

- Ongoing during the course - Reflection groups
- Daily team meeting
- Final evaluation at the end of each seminar
- Team evaluation and planning meeting between seminars
- Evaluation of the observation phase, of the workshops run by participants and of the project phase
- Evaluation as a learning topic
- Final evaluation seminar

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

- Ongoing during the course, particularly through the daily re-groups
- Daily team meeting
- Final evaluation at the end of each seminar
- Team evaluation and planning meeting between seminars
- Evaluation of the workshops run by participants
- Final evaluation seminar

Findings and recommendations

Evaluation played an important role in all the courses. It was an on-going evaluation of educational nature: its main aim was "to learn".

The reflection groups at the end of the day, the daily team meeting, the evaluation of workshops run by participants and of the practices - projects were the common spaces of evaluation.

In ATTE there was an external evaluation - evaluator. Other spaces of evaluation used in some of the long Term ToT only were: an interim evaluation, the use of the virtual community and having evaluation as a learning programme element. Without overdoing, and always adapting them, I would recommend considering those possibilities in other courses.

K - Assessment and validation of learning

1. - Advanced training for trainers in Europe (ATTE)

- Initial assessment - course applications and intro seminar
- Ongoing assessment - mentoring
- Mutual feedback in practice phases, workshops, training quality products and peer support groups
- Personal development plan
- Final self assessment of trainer's competencies

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- Initial assessment - course applications
- Mutual feedback in the project design on educational activities on HRE
- Through the "consultations" with the team

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

- Initial assessment - course applications
- Self assessment of competences in the first seminar
- Ongoing assessment - mentoring
- Personal development plan
- Mutual feedback - in projects
- Final self assessment of trainer's competencies

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

- Initial assessment - course applications
- Self-Perception Inventory
- Individual Learning Plan
- Peer Support
- Consultations with trainers
- Final assessment

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

- Initial assessment -course applications
- Mutual feedback in different workshops and in the design of training projects

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

- Initial assessment -course applications
- Needs analysis
- Mutual feedback and evaluation of workshops developed by participants

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

- Initial assessment - course applications
- Ongoing assessment - mentoring
- Mutual feedback - in projects and workshops
- Final self assessment of trainer's competencies

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

- Initial assessment - course applications
- Ongoing assessment - mentoring
- Mutual feedback - in projects and workshops
- Final assessment - self assessment on trainer's competencies

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

- Initial assessment - course applications
- Mutual feedback - through the praxis workshops run by pax
- Final assessment - coaching

Findings and recommendations

All the ToT courses used the application questionnaire as starting point and initial assessment of participants. Some courses did an extra initial assessment of participants in the first seminar.

All the courses did as well an "assessment and validation through practice" (workshops and/or projects run by participants) and a final assessment.

The personal development plan and the mentoring were used in some courses for an on-going assessment of participants. The development of competencies is a process and I would recommend that this idea of an on-going self-assessment could be promoted in other long-term courses, with those tools or with others.

The self-assessment, the mutual feedback and the mentoring or coaching is the main strategies for assessment and validation. The concrete tools used were relatively "new" when most of the training courses were run. Now, there are from my point of view, three main tools - references: the European portfolio, the inventory of training competencies and, at this moment, the youth pass. Without entering into an analysis of their strengths and weaknesses, all of them need to be adapted and have an important "intuition" in common: they identify a group of key or basic competencies. It is probably unrealistic to think about "merging" those tools but a consistent evaluation of them would help to identify their possible synergies and complementarities.

Most of those competencies addressed in those tools correspond to the general trainers' competencies addressed in the generic ToT courses and in the first phases of the specialised Long Term ToT. These competences could be a reference for the articulation of a common ToT strategy.

L - Working languages

1. - Advanced training for trainers in Europe (ATTE)

- English

2. - Training of Trainers in Human Rights Education with Young People (ToTHRE)

- English, French and Russian

3. - Advanced Compass Training in Human Rights Education (ACT-HRE)

- English

4. - Training of Trainers for European Youth in Action Projects (ToT YiA)

- English

5. - Multiplying Training for Trainers Courses on Cultural diversity (ToT Cultural Diversity)

- English

6. - Training for the YOUTH Trainers on cooperation with EECA Region (ToT EECA)

- English

7. - Training of Trainers in EuroMed Tot in EuroMed (TOTEM)

- English and French with consecutive interpretation
- Use of Arabic, French, Spanish in working groups
- Influence of the language in training

8. - Training for active Trainers in Euro-Mediterranean youth work (TATEM)

- English and French, with simultaneous interpretation

9. - Nordic 3D Training of Trainers (Nordic 3D ToT)

- English

Findings and recommendations

English is the most common and in most cases the only language used. The ToT-HRE used French and Russian for ensuring a regional and national multiplier effect. The two ToT in EuroMed used as well French and in the case of TOTEM the use of language in training was a specific programme element.

Is very reasonable to use English as a vehicular language in European-level ToT. At the same time, if possible and depending on the participants, it would be enriching to promote the use of another language (Russian, French, Arabic...) particularly for the courses dealing with a specific region. If several languages are involved in the course, the challenges of communication in the group can be a very relevant source of learning.

Final recommendation: A common ToT strategy?

After analysing these ToT courses, keeping in mind many others which exist, the question of developing a coherent strategy to train trainers at European level, which is one of the objectives of the seminar, seems extremely relevant.

I would take the risk of going even a bit further and put the question of a “common” strategy.

When I talk about “risk”, it is not because my opinion about it can be strongly contested. Dealing with this question implies a certain risk because we do not have all the elements that ideally should be on the table: the reports and the evaluation reports available are incomplete and at times inconsistent. This study is just a very first exploration in that direction but it does not have the characteristics of -i.e.- a research.

With all the precautions my answer is yes. It would be convenient to articulate a common strategy to train trainers at European level. Based on my experience in ToT and on the findings of this study, the main reasons for this common strategy would be:

- 1) The redundancies on the one hand and the complementarity on another hand of the ToT courses. Redundancies between courses around the following items: training, learning, ICL, project management, basic trainer competencies... Complementarities coming from their different “specialisations” in “regional areas” and/or working field.
- 2) The need of continuing the efforts in terms of quality, recognition and accreditation of non-formal education: in this case of “being a trainer at European level”.
- 3) The growing integration of curricula in non-formal education and the growing mainstreaming approach in their development.

The main risk, from my point of view, of such a strategy would be losing the diversity and the richness of the accumulated experiences. An eventual common future strategy should not play against diversity which we consider a value. A modular system with some “common” features (i.e. a first and a final seminar - implemented by the Partnership - SALTO?) and some “specialised ones” (i.e. practice phases, interim seminars... implemented by other stakeholders?) could reach this balance. Starting by this seminar, a lot of discussions should take place and a certain amount of time would be needed to develop the “how” and the strategic function of such a strategy.

But looking with a certain “time perspective”, the conditions are now better than when this idea was launched for the first time by the former Curriculum and Quality Development Group. We now have not only the rich experience of the ToT courses, we have as well the experience of the Partnership which covers more areas now and the new Youth in Action programme dealing with some of the key elements of such an eventual future common strategy: key competencies, quality development, European citizenship...

I am not fully aware of the political, organisational and economical difficulties for coordinating a common strategy, but I can imagine that there are quite a lot considering the different stakeholders involved. But those difficulties could be overcome with a clear “political” willingness to develop a common strategy to train trainers at European level.

Annex 1: Possible further developments

Recommendations for further development of this or similar mapping studies:

Additional aspects could also be dealt:

Where there issues that were mainstreamed in ToT? (Gender?)

How were participants selected? Was there a focus on a specific target group? (e.g. trainers only? Or trainers and activists?).

What were the methodological innovations of the Courses (was there any consolidation?)

Include other kind of ToT organised/developed by local or national organisations or at least those run by the Assistance Programme and/or the National and Regional Training Course.

It is also important to consider the money/time/energy invested by all the actors

Recommendations for an impact study on European-level ToT

The impact study could:

- Enlarge the sample of the Courses (from 1998/1999 to 2007)
- Focus on the on-going development of the Courses (how much did these Courses benefit from each other?)

It could focus on the following quantitative aspects:

How many resources were invested in these Courses?

How many trainers are still active?

Focus on participants: which multiplying role? Which career paths?

At which level do they train? (local, national, European)

Quantitative and qualitative analysis of the outcomes of these Courses:

(E.g. what were the publications stemming from these Courses?)

(Which projects were implemented during or after the Courses?)

Recommendations regarding the future development of ToT:

- It is important to have a clear political vision of what the Institutions expect/aim to reach in the NFE and especially in the ToT and/or TtT;
- To consider the possibility to accept to be contaminated by other areas of EDUCATION such vocational and formal education especially in some fields in which NFE is beginner such as Distance learning;
- The co-operation between research and NFE is very relevant, but we should not loose track of the daily realities of the young people
- Diversity of Courses still very important: difficult to create a unified ToT
- Quality in training: should quality criteria be developed and how, and how to ensure them?
- Assessment / recognition of trainers:
 - Need more focus on interaction between trainers' competences and Portfolio / Youthpass
- To which extent do ToT contribute to the employability of young people?
- Needs analysis for the future: do we need more trainers?
- Need to better use participants after they are trained

- Need more concerted efforts (youth researchers?) about impact
- Need to specify team competences in future ToT (not only competencies of each team member, but also competencies of the team as a whole)
- Political strategy and approach: crucial in planning ToT in some regions
- Concerns about how the contents of the Courses are defined (who is involved?)
- Provide standardised information on ToT to the public (make info more easily available)