
Trainers for Active Learning in Europe

CURRICULUM DESCRIPTION

24 July 2009



The partnership between the European Commission and the Council of Europe
in the field of youth

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INTRODUCTION

This document aims to describe the curriculum of the TALE (Trainers for Active Learning in Europe) Course. The entire curriculum description has four main functions:

- To explain the purposes and rationale of the TALE Course, of all its learning elements, their interaction and mutual implications;*
- To exemplify what are the key learning points for each curriculum element;*
- By doing so, to become a reference for the development and implementation of the course;*
- To be a source that can be used as inspiration or a guideline for future educational programmes, in particular in training for trainers in European youth work.*

TALE's curriculum description has three main target groups that it wishes to address:

- The participants of the TALE course;*
- The educational team of the TALE course;*
- The stakeholders involved in future educational programmes, both in the fields of non formal and formal education, within a wider scope of European or local level contexts.*

The participants of the TALE course are one of the groups to which TALE's curriculum description is addressed, as TALE is a course based on non formal education principles where transparency and agreement between trainers and learners on learning objectives, content and methodology are at the core of these principles. Throughout the course the involvement of participant-trainers in the implementation of the curriculum and its subsequent development within the course will also be secured.

TALE's educational team, being the authors of this curriculum description are as well one of the target groups that the curriculum description addresses; as the curriculum will not only provide a reference for the development and implementation of the course but will be further reflected through the practice and the course evaluation.

The last target group mentioned is rather a wide and diverse target group which involves practitioners and theorists both from formal and non formal educational fields, active both on European level as well as various national and local levels. Given the diversity of the European youth worker training field, the educational team is well aware of the fact that TALE's curriculum description is not a conventional curriculum description (if there is any). Yet, TALE's curriculum is developed keeping in mind the reality of diversity in the youth worker training field and embraces this diversity in approaches not as a restrictive factor but as an enriching factor while developing the curriculum.

The curriculum description has been developed by the educational team of TALE and with input from the Steering Group of the course. It is rooted in the long and rich experiences of the different stakeholders on training of trainers of youth workers. For this reason it is difficult to imagine substantial changes but as with every tool in non-formal education, it aims to be at the service of the learning processes that TALE intends to generate. Therefore, in its implementation it will be adapted, further developed and enriched throughout the course.

The structure of the curriculum description will try to help in creating a global understanding of the TALE course. Further to this introduction, the curriculum is divided into five main parts:

- Part 1: Rationale, aim, objectives and target group, time line, learning approach, competence framework and self assessment strategy.*

- *Part 2: The course elements: residential seminars, the LOFT (Learning Opportunities for Trainers), the training projects and the personal learning projects.*
- *Part 3: Support features: mentoring and peer support trios.*
- *Part 4: Evaluation and quality standards.*
- *Part 5: Dissemination & exploitation of results.*

PART I: RATIONALE, AIMS, OBJECTIVES AND TARGET GROUP, TIME LINE, LEARNING APPROACH, COMPETENCE FRAMEWORK AND SELF ASSESSMENT

1. RATIONALE

A) *Background of TALE: the socio-political context*

→ Training in the youth field

In June 2007, the partnership between the Council of Europe and the European Commission in the field of youth and the SALTO Training and Cooperation Resource Centre organised a Stakeholders Meeting on Training for Trainers¹, where the various stakeholders involved in this field had an opportunity to share their visions and ideas regarding the existing needs of training for trainers for youth workers in Europe. One of the proposals of the stakeholders meeting was that, in light of its previous experience (Advanced Training for Trainers in Europe: A.T.T.E²) and of its active role in the field, the partnership between the Council of Europe and the European Commission in the field of youth would be the natural stakeholder to develop a “core” or “generic” training course for trainers with some other stakeholders, and to implement it.

During the Stakeholders Meetings, it also appeared clearly that the recent history of training trainers for non formal education at the European level would place this new training course for trainers in a continuum of previous significant initiatives in the field. The institutions involved in the Stakeholders Meeting acknowledged that this learning continuum started with a Training for Trainers launched by the Council of Europe (TC3) in the 1990s, continued with the Training of Trainers of the National Agencies organised by the Interkulturelles Zentrum in 1999, was consolidated with A.T.T.E in 2001-2003 and also taken further with ACT-HRE (Advanced COMPASS Training in Human Rights Education), even though this list is not exhaustive. The new training course for trainers will try to build up from these and other significant experiences in training trainers.

This training for trainers for youth workers will be a partnership activity run together by the Council of Europe, the European Commission and its partners (National Agencies and SALTO networks), in co-operation with the European Youth Forum.

The training course, named “TALE – Trainers for Active Learning in Europe”, should constitute the first step towards the creation of a coordinated approach of training trainers of youth workers in Europe. The organisation of this training course will benefit from an important institutional recognition from all stakeholders. The preparation and design phase of TALE started in 2008, while the implementation is foreseen in 2009-2010. Some parts of the course may be additionally supported by a National Agency of the Youth in Action programme.

¹ For further information on the meeting and the full text of the report, you can visit: http://youth-partnership.coe.int/youth-partnership/training/ToT_2007stakeholders_meeting

² For further information on the course you can visit: http://youth-partnership.coe.int/youth-partnership/training/ATTE_2001-2003

→ The recognition of non-formal education in the youth field

The “International Conference on the World Crisis in Education” (Williamsburg, USA, 1967)³ explicitly tackled non-formal education as an alternative to face the increasing “educational gaps” of the traditional learning environments and as a way to encourage further learning approaches, professional and personal developments. Since this conference, numerous studies, initiatives, political processes and programmes focusing on non-formal education, or integrating it, have been developed.

Non-formal education in the youth field

According to the European Youth Forum, “*about one fourth of the young Europeans consider the education system an important structure for encouraging young people's active participation in society, and about one fifth of them believe that youth organisations are important. Many of the activities developed by youth organisations contribute on a daily basis to the construction of a more peaceful, democratic society in which all individuals are encouraged to develop their capacities to their full potential*”⁴.

Helmut Fennes and Henrik Otten in their study “*Quality in non-formal education and training in the field of European youth work*”⁵, state that non-formal education has a long tradition in youth work at all levels, even if it has not always been explicitly designated as such. Personal development, learning in groups, interactive, participatory and experiential learning are long established features of non-formal education and learning in the youth field.

During the past decade, non-formal education and learning has received increasing attention in practice, policy and research in view of social and economic demands to consider learning as a lifelong and life wide process.

This is reflected, in particular, in the lifelong learning strategy⁶, the Education and Training 2010 Programme⁷, the Lifelong Learning Programme⁸, the Youth in Action Programme⁹ and other policies and programmes of the European Commission, in the policies, programmes and objectives of the youth sector of the Council of Europe¹⁰, [...] in concepts and policies of non-governmental organisations, in particular also in the youth field, as well as in contemporary research on education and training in Europe and beyond.

Special emphasis has been given to the recognition and validation of competences acquired through non-formal and informal learning in general and, in particular, in the European youth field. Two special instruments have been developed in this respect: Youthpass¹¹ has been established to complement Europass¹² in the youth field and has become a standard

³ For the summary report of the Chairman: Journal of Educational Administration, Vol. 6, Issue 1; pages 3-12

⁴ Extract from “Towards quality learning and greater competences: 2nd dialogue on the recognition of Non-Formal Education” (8-9 June 2007) – European Youth Forum.

⁵ For the full text of the study, you can visit: http://youth-partnership.coe.int/export/sites/default/youth-partnership/documents/EKCYP/Youth_Policy/docs/Recognition/TrainingQualityandCompetenceStudy.pdf

⁶ For further information on lifelong learning strategy, you can visit: <http://europa.eu/scadplus/leg/en/s19001.htm>

⁷ For further information on the policy area, you can visit:

http://ec.europa.eu/education/policies/2010/et_2010_en.html

⁸ For an overview of the Programme, you can visit: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

⁹ For further information on the Programme, you can visit: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

¹⁰ For further information, you can visit: <http://www.coe.int/youth/>

¹¹ For further information, you can visit: <http://www.youthpass.eu/en/youthpass/>

¹² For further information you can visit: <http://europass.cedefop.europa.eu/>

feature in the Youth in Action programme for the recognition of the participation of young people in youth projects with a non-formal education dimension. The Council of Europe's "European Portfolio for Youth Workers and Youth Leaders"¹³ provides volunteers or professionals in the field with a tool which can help them to identify, assess and describe their competences.

B) European youth policy

"Time and time again, we have seen how a society faced with one change after another draws fresh attention to initiatives at the crossing point between the individual and society. Unwelcome side-effects have to be catered for or avoided thanks to expert action driven by social policy. The origins of Western youth work can be traced back to the 19th century socio-pedagogical initiatives for managing the changing relationship between the individual and society. A 'youth problem' was built up in the light of various backgrounds. There were initiatives from various channels focused on a variety of target groups and with different aims in view. All of them were squeezed between two considerations, the task on the one side of including individuals and groups in the existing social order and the moral duty on the other to free them from the obstacles preventing their self-development. The social pedagogical task shows itself time and time again to be inherently conflicting. [...]"

[...] We have seen how the ambitious efforts of youth work and policymaking throughout history have been sufficient to make youth work more accessible, in the sense of the increase of participation rates. Many barriers and thresholds were investigated and dealt with in practice. The financial barrier was the most tangible one, but many cultural barriers were also overcome (relating to the home culture, arranging transport, being careful with door-to-door activities, a more proactive approach, taking care of an 'image', getting rid of the uniform...). However the higher accessibility did not mean that youth work became more universally useful. The youth work paradox appeared to be revealed in other ways. The participation rates in itself were not the problem, but:

- *The higher the number of young people reached, the more difficult it is to approach the not-reached.*
- *The higher the number of young people reached, the less is reached with young people.*
- *The higher the number of young people reached, the more chance that youth work establishes separated circuits and in doing so reinforces dividing lines."*

- Extracts from "A century of youth work policy", by Filip COUSSEÉ

History and experience has shown that when youth work, youth policy and youth research support and mutually enrich each other, interacting as in a triangle, they are consistent, meaningful and most effective not only at institutional level (in terms of strategic priorities) but also for practitioners and youth organisations.

Since the adoption in 2001 of the White Paper on Youth¹⁴, the European Youth Pact¹⁵ and beyond the diverse youth programmes and support mechanisms existing at that time, youth policy became part of the institutional and non-governmental framework, involving more actively all stakeholders and young people themselves into wider youth-related debates

¹³ For further information, you can visit: http://www.coe.int/t/dg4/youth/Resources/Portfolio/Portfolio_en.asp

¹⁴ For further information and full text of the paper, you can visit:
http://ec.europa.eu/youth/archive/whitepaper/index_en.html

¹⁵ For further information on the Pact, you can visit: http://ec.europa.eu/youth/archive/whitepaper/index_en.html

and in the youth policy development processes as such, fostering the participation (of all) in a more transversal manner.

At an institutional level, youth research completed the so-called triangle and started to become a necessary field of interest in European youth policy in the 1990s. The White Paper on Youth and the Open Method of Co-operation “better knowledge of youth” made this link between youth research, youth policy and youth work more explicit. The creation of a research strand in the partnership between the European Commission and the Council of Europe in the youth field in 2003, as well as the setting-up of a European Network of Youth Researchers, confirmed the importance youth research in this triangle.

Recent initiatives such as the “Agenda 2020” of the Council of Europe and the “new framework cooperation in the field of youth 2010” of the European Commission are important further developments towards an effective and consistent approach to youth policy, youth research and youth work. They are further detailed below.

→ The future of the Council of Europe youth policy: Agenda 2020

Approved on the 10th and 11th of October 2008 during the 8th Conference of the Council of Europe of Ministers responsible for youth taking place in Kyiv, Ukraine, the so-called “Agenda 2020”¹⁶ aims to be a blueprint on the future of youth policy in Europe.

The Agenda 2020 is the strategy of the development of the Council of Europe youth policy and action plan articulated around 3 main priorities: human rights and democracy, youth co-existence in diverse societies and young people's social inclusion.

1.1. Human rights and democracy, with special emphasis on:

- Ensuring young people's full enjoyment of human rights and human dignity and encouraging their commitment in this regard;
- Promoting young people's active participation in democratic processes and structures;
- Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives;
- Implementing effectively gender equality and preventing all forms of gender-based violence;
- Promoting awareness education and action amongst young people on environment and sustainable development;
- Facilitating the access of all young people to information and counselling services.

1.2. Living together in diverse societies, with special emphasis on:

- Empowering young people to promote, in their daily life, cultural diversity as well as intercultural dialogue and co-operation;
- Preventing and counteracting all forms of racism and discrimination on any ground;
- Supporting initiatives of young people and their organisations in conflict prevention and management as well as post-conflict reconciliation by means of intercultural dialogue, including its religious dimension;

¹⁶ For the full text of the declaration, you can visit: <http://youthministers2008.org/documents.html>

- Supporting youth work with young refugees, asylum-seekers and displaced persons;
- Further encouraging the development of sub-regional youth co-operation in Europe and beyond;
- Encouraging young people to promote global solidarity and co-operation.

1.3. Social inclusion of young people, with special emphasis on:

- Supporting the integration of excluded young people;
- Ensuring young people's access to education, training and the working life, particularly through the promotion and recognition of non-formal education/learning;
- Supporting young people's transition from education to the labour market, for example by strengthening possibilities to reconcile private and working life;
- Supporting young people's autonomy and well-being as well as their access to decent living conditions;
- Ensuring young people's equal access to cultural, sporting and creative activities;
- Encouraging intergenerational dialogue and solidarity.

→ The new framework cooperation in the field of youth 2010

As stated in the European Commission's paper *"Structured Dialogue: New thematic priority on "Future challenges for young people""*¹⁷ (June 2008), young people are facing today complex challenges in the context of globalisation, knowledge-based and ageing societies. Social tensions do appear at several levels - local, regional, national and European - with variable intensity. Young people are particularly exposed to the problem of unemployment and poverty. They are subject to different types of discrimination. Our societies have difficulties to integrate young people coming from a migratory background. The new thematic priority on "future challenges for young people" is based on this complex background.

A new "youth policy cycle" of the European Commission will be implemented from 2010 onwards, under a renewed EU framework, and will take into account a much bigger political will to put emphasis on citizenship and participative democracy, aiming at *"encouraging the development of youth exchanges and of exchanges of socio educational instructors and encouraging the participation of young people in democratic life in Europe"*.

Debates organised within the new thematic priority on "Future challenges for young people" will have to reflect on the future direction of EU youth policies beyond 2009 and address the following core questions:

- What are the main challenges to be tackled by youth policies in the coming years?
- Which of these challenges are of a European dimension and should become a priority for future youth policies at European level?

As further explained in the point below, TALE will work with both the Agenda 2020 and the new EU youth policy framework, planning to link the youth policy developments with the role and tasks of trainers to support youth workers to better understand the importance of

¹⁷ For the full text of the paper, you can visit: http://ec.europa.eu/youth/pdf/doc1087_en.pdf

such links within the context of their work, and herewith support the need to put youth policy into practise with young people.

C) Linking youth policy, youth research and youth work in TALE

One of the objectives of TALE is *"to exemplify the beneficial interaction of youth research, youth policy and practice and its importance in the design, implementation and follow-up of training activities"*. At the same time the course intends to *"understand the current realities of the European youth field (in link with youth policy, youth research) and to put training activities into this perspective"*.

Although youth research is not always an explicit element of the European youth field at large, the stakeholders involved in TALE consider it of equal importance, together with youth policy and youth work, when establishing beneficial links between them and when contributing to the further development of the youth field - and in particular of training in the youth field - in a holistic manner.

Objectives

- To provide a cooperation framework for all actors involved in training in the youth field;
- To encourage linking youth work with youth policy and youth research when designing and implementing training for trainers at European level;
- To foster "evidence-based" policies and activities in the European youth field;
- To provide participant-trainers with concrete tools for further developing training activities.

Guidelines, approach and methods

Youth policy and youth research will be tackled throughout the whole course:

- Through the residential seminars
- Through the LOFT platform
- Through the practice phases

The residential seminars and the LOFT platform may offer the opportunity to further deepen and tackle the issues of youth policies and youth research and their links with youth work from a more "theoretical" and content perspective. Those spaces should be used by having the contribution of some stakeholders "less present" in the daily implementation of the course (e.g. on youth policy by the European Youth Forum, the European Commission and the Statutory Bodies of the Directorate of Youth and Sport of the Council of Europe).

The non-residential and "practise" phases of TALE will strongly encourage participant-trainers to use youth policy and youth research as an integrated part of their practise, to work more with an "evidence-based" approach and to establish concrete contacts with experts and support structures.

Fostering the link with youth policy and youth research in these “practise” phases will occur by:

- Using youth research and youth policy to back-up participants’ role and practice as trainers with theoretical background,
- Developing concrete contacts and -when possible- cooperation with youth policy and youth research experts and structures,
- Using practice-research to identify needs during their practice in or outside TALE,
- Linking their practice with elements and processes of TALE itself.
- Inviting resource persons such as representatives of the Advisory Council on Youth, the European Youth Forum and other relevant stakeholders’ representatives on those issues. This will help to concretise what may be seen as socio-political priorities -sometimes difficult to integrate in concrete training situations- and to allow interaction between the participant-trainers and the stakeholders.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), a particular emphasis will be addressed in linking youth policy, youth research and youth work. More explicitly, participant-trainers should gain an understanding of “youth policy” and how it relates to youth work and youth research and further, an understanding of the role and function of youth work within youth research and youth policy.

2. AIM, OBJECTIVES AND TARGET GROUP OF TALE

A) *Aim*

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

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

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

C) *Learning objectives*

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

This implies that participant-trainers should be able:

- To guide and facilitate intercultural group processes, and to deal effectively with ambiguity and change;
- To co-operate in international teams of trainers and to manage a training project effectively;
- To create an appropriate learning environment, by reflecting about learning to learn, different learning styles and how to address them in training;

- To understand the current realities of the European youth field (in link with youth policy, youth research) and to put training activities into this perspective;
- To engage with the broader institutional framework of training activities at European level and to take this framework into account when designing training activities; to find a common ground between the needs and interests of the institutional partner and those of the participants.

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

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

D) Target group

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

More specifically, participant-trainers:

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

3. TIME LINE

Phase	Timing	Content
<u>Phase 1:</u> Preparation	1 April 2009 - 18 May 2009	<ul style="list-style-type: none"> ▪ Introduction to <i>The LOFT</i> ▪ Group-atmosphere building on-line ▪ Clarifying terminology related to the course and e-learning ▪ Preparation for the learning process ▪ Basics of youth work in Europe ▪ Link with local reality in the context of youth work and non-formal education
<u>Phase 2:</u> Seminar 1	19 - 26 May 2009	<ul style="list-style-type: none"> ▪ Opening and Introduction to the seminar; ▪ Institutional background - programmes (Youth in Action, European Youth Foundation, Council of Europe); ▪ Group building; ▪ Sharing contexts, realities and experiences of participant-trainers; ▪ Non-formal education and quality standards in non-formal education; ▪ Role of a youth trainer; ▪ Competence profile of a trainer; ▪ Participant-trainers as learners - ways of learning - how do I learn best?; ▪ Getting participants motivated for self-directed learning; ▪ Initial self-assessment of competences; ▪ Assessing learning needs of participant-trainers; ▪ Drawing up the personal learning plan; ▪ Introduction to the various features of the course; ▪ Introduction and creation of peer support trios; ▪ Introduction to mentoring and initial establishment of mentoring relationships; ▪ Introduction to personal learning projects including quality criteria; ▪ Introduction to training projects including quality criteria; ▪ Development of an on-line environment with participants; ▪ Fixing possible problems with e-learning and other on-line issues; ▪ Linking youth work, youth research and youth policy.

Phase 3: Practice and LOFT - distance learning	June 2009 - February 2010	<ul style="list-style-type: none"> ▪ Sharing, learning, having fun, discussing, meeting on an on-going basis in <i>The LOFT</i> ▪ Preparing, implementing and sharing of Learning Project(s) ▪ Possibility to implement Training (practice) Project ▪ Beginning of October: Open LOFT day - All participants meet online for re-connecting, evaluation, reflection and discussion purposes. In the afternoon, a larger public will be invited to discussions, workshops, etc. ▪ Possible thematic areas for e-learning sessions (depending on learning needs and run partially by participants for peers - or sometimes a larger public): Methods and methodologies; Working with different target groups; Design of a youth training programme; Learning theories in NFE; Resources (educative) in training; Debriefing / Facilitation; Conflicts in training; ICL; Methods for preparatory meetings in trainings; Ethics in training; Evaluation (theories / methodologies), etc.
Phase 4: Seminar 2	24 February - 4 March 2010	<ul style="list-style-type: none"> ▪ Consolidating learning from online units; ▪ Non-formal education and quality standards in non-formal education (2); ▪ Mid-term self assessment - reviewing and adapting personal learning plans; ▪ Mid-term evaluation of the training course; ▪ E-learning support; ▪ Contributions from participants' personal learning projects (workshops, inputs etc); ▪ Planning of dissemination and exploitation of personal learning projects; ▪ Developing trainers' competences - experiencing (depending on learning needs): feedback; sharing & analysis; debriefing & facilitation; active methodologies; social theatre; transformative learning, etc; ▪ Linking youth work, youth research and youth policy (2).
Phase 5: Practice and LOFT - distance learning	March - October 2010	<ul style="list-style-type: none"> ▪ Content sharing, learning, having fun, discussing, meeting on an on-going basis in <i>The LOFT</i> ▪ Preparing, implementing and sharing of Learning Project(s) ▪ Possibility to implement Training (practice) Project

<u>Phase 6:</u> Seminar 3	7 - 14 October 2010	<ul style="list-style-type: none"> ▪ Consolidating learning from online units; ▪ Evaluation of the whole training course; ▪ Evaluation of training project and personal learning project; ▪ Closure of features - peer support trios, mentoring; ▪ Evaluation of the e-learning feature; ▪ Personal learning plans - review and final self assessment (portfolio); ▪ Contributions from participants (workshops, inputs etc); ▪ Non-formal education and quality standards in non-formal education (3);
<u>Phase 7:</u> Evaluation Follow-up	October - December 2010	<ul style="list-style-type: none"> ▪ Networking ▪ Capitalisation of experience ▪ Evaluation report ▪ Review of competences assessment ▪ Impact study?

4. THE LEARNING APPROACH IN TALE

The TALE educational team is committed *to be explicit* about the approaches and methodologies chosen for the design and implementation of the course. This commitment itself is also consistent with the learning approach of the team as they perceive their main task and challenge as *encouraging participant-trainers to take control of their own learning* and thereby empowering them.

The TALE team perceives *non formal education as a socio-educational practice*, therefore they are committed to support participant-trainers, knowing that each individual learner will have a social impact beyond the personal, as far as possible. Not only through the development of participant-trainers but as well through being explicit on the development of the TALE course as such, the team is committed to contribute to the development of educational activities in training youth workers in Europe.

For the TALE educational team, the participant-trainers are not simply a target group of TALE but rather, they are the resource that the team counts on. Therefore *equality* within the TALE community and a *peer approach* to training and learning are core principles of the methodology. To secure the learning within the community, the TALE team is committed to provide space for *sharing of experiences, exploring motivations* for learning within *a safe learning environment*, where participant trainers are encouraged to go to their own limits while ensuring not to go beyond them. The team is as well committed to *being a part of this learning community* and learning from this experience.

The learning approach of the TALE educational team is based on the awareness that *each and every participant trainer has different learning paths and different learning objectives*. Being a trainer is a *lifelong process* in which training of trainings can be one of the milestones. TALE is a generic training for trainers which provides *opportunities for individual and collective learning* within a given two-year frame. Therefore the role that the TALE team embraces is *being facilitators of the participant-trainers' learning processes through empowerment on the dual role of being a trainer and a learner at the same time*. As this dual role becomes explicit in training for trainers, the TALE team is as well committed *to use the TALE course itself as a source for learning*.

The methodology of the TALE course features are based on *experiential learning, constructivist learning* and *transformative learning*. At the intersection of these three approaches, the focus is on the *learner* and not just the topic concerned. The nature of TALE being a generic training of trainers, the focus is on the participant-trainers, their learning paths and their process of *learning to learn*.

The learning approach of TALE involves the learning of the youth worker training field as well.

Through *exploring the links between youth work, youth research and youth policy*, the course team is committed to *being process-product oriented* and contributing to the European youth field together with the contribution of the participant-trainers. The educational team of the course perceives the TALE course as a learning opportunity regarding the recent developments in the fields of *e-learning, self-assessment, quality standards in the youth field* and the *competence profile of youth trainers* as such. During the design and implementation of the course, they will to contribute to the development of the above mentioned areas results in an open learning approach that is also experimental. The TALE learning approach bases its outcomes on the evaluation of the course which will then be explicit and hopefully used as "stepping stones" for further development in the youth worker training field.

5. THE COMPETENCE FRAMEWORK AND THE SELF-ASSESSMENT IN TALE

A) Policy framework

For more than 15 years the field of non-formal education and European youth work has been talking, researching and practicing in view of developing 'competences' - competences of youth workers and leaders, competences of trainers.

More recently the discussion about competences has been given a new impetus together with the debate on the recognition of non-formal education and learning.

Following are some of the milestones in this debate which also largely nurture the discussion, practice and evaluation within TALE:

a.1 Partnership Programme on European Youth Worker Training, Study on trainers' competences necessary for developing and implementing high-quality European level training activities in the youth field, Hendrik OTTEN, July 2003¹⁸

This study is related to the debates around trainers' competences coming from the preparations for and the running of the ATTE course (Advanced Training of Trainers in Europe, run by the partnership between the Council of Europe and the European Commission in the field of youth from 2001 to 2003). It served as a base for a self-assessment tool which was then experimented for the first time during the course.

Intention:

Achieving quality standards on which European level training activities can be based in the future and which are also to apply to the qualifications of the trainers working at that level.

Core content:

The study put forward a "holistic" view of competences of trainers. It claimed that the nature of the work of trainers in the given context needs apart from specific "educational" as well as context-related competences a series of core "human" competences for the following "tasks": Clarification of role and tasks, knowledge management and transfer, dealing with conflict and crisis, communication and behaviour in training contexts, problem solving, formulating professional and personal goals.

a.2 European Commission, key-competences for lifelong learning, November 2005

In November 2005 the European Commission adopted a proposal for a recommendation on key competences for lifelong learning. This recommendation provides, for the first time, a European reference tool on key competences that young people need for adult life, for further learning and for participating actively in society.

Intention:

With the recommendation the Commission aims to encourage and facilitate national debates and reforms of curricula and to develop lifelong learning.

Core content:

The Reference Framework sets out eight key competences:

¹⁸ For full text of the study, you can visit: http://youth-partnership.coe.int/export/sites/default/youth-partnership/documents/EKCYP/Youth_Policy/docs/Recognition/Study_training_competencies_Otten_final_eng.pdf

Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Interpersonal, intercultural and social competences and civic competence; Entrepreneurship and Cultural expression.

a.3 European Commission, Youthpass and Europass

*** Europass**

Intention:

Europass is a framework developed by the European Commission to increase mobility as well as employability of citizens. Besides further guidance about how to better use the Europass, the European Commission is also currently exploring the possibility to develop a new instrument for non-formal learning. Both initiatives would aim at adults and young people, offering the possibility to further list and document the competences they have acquired through non-formal learning.

Core content of Europass:

Five central "Europasses" have been developed which are promoted within the European Union: the Europass CV; Europass Language Passport; Europass Mobility; Europass Certificate Supplement; Europass Diploma Supplement.

*** Youthpass**

Intention

The Youthpass is a framework aiming predominantly at recognising learning acquired through non-formal education activities. It has been developed within the Youth in Action framework. The broader approach is to extend the recognition tool to other forms of non-formal learning within international and national youth work and integrating it into Europass.

Core content:

Youthpass describes at the end of an educational activity (funded by the Youth in Action programme) the learning acquired based predominantly on self-assessment. The Youthpass is structured around the 8 key-competences for life-long learning of the European Commission.

a.4 Council of Europe, The European Portfolio for Youth Workers and Youth Leaders, 2007

This portfolio is based on a functional analysis of what youth workers and leaders should be and do; from this is drawn a framework of competences which individuals are invited to use as a self-assessment tool and then to gain feedback from their peers and colleagues.

Intention:

- To make it more possible for youth leaders and youth workers to describe themselves and what they do.
- To help with increasing the recognition of youth work while still keeping the faith with non-formal and informal education and learning principles.

Core content:

It describes essential competences along 5 main so-called *functions* youth workers shall enact: To empower young people, to develop relevant learning opportunities, to

accompany young people in their intercultural process, to contribute to organisational and youth policy development, to use evaluative practice.

a.5 H.Fennes and H.Otten, Competences required for high-quality European level non-formal education and training in the youth field, 2008

This study was prepared in 2008 on the request of SALTO Training and Co-operation Resource Centre in Germany.

Intention:

To contribute to the development of a recognised profile of trainers in the field of European youth work.

Core content:

It attempts to explain the competences identified within the framework of the 8 key-competences for life-long learning of the European Commission.

B) Potentials and challenges of assessing competences

Potentials

Working on and with competence development allows and gives space...

- a. To demonstrate the relevance of values and attitudes when working as a trainer;
- b. To highlight the life-long perspective of the development of a trainer. One training of trainers is neither the beginning, nor the end;
- c. That learners can draw from many experiences not only the strictly training-related ones;
- d. To connect learners better to their holistic potential as humans;
- e. To demonstrate that being and acting as a "good trainer" is much more than having a number of skills and tools available to use.

Challenges

Working on and with competence development presents the following challenges...

- a. The complexity or the relation between the process of competence development and the moment of their assessment → how to bring this together/how to link them?
- b. The adequacy between one competence assessment and the context it belongs to → the transferability of one competence assessment from one context to another;
- c. The challenge to define relevant indicators on which an assessment can be based;
- d. The difficulty to assess attitudes: in our working context, attitudes are fundamental and have a big impact on our way of applying competences;
- e. There is a potential field of tension between the educational function of assessment for learning purposes and the "testing" function in the case of external assessment.

C) *Working on competences in TALE*

The approach of TALE in relation to competences as well as the various accompanying processes can be seen as being a response to the potentials and the challenges listed in Part 2. In TALE this concretely means:

- a. That the essential competences defined for TALE (see Part 5) will all be addressed (in an implicit or explicit manner) and related to a specific part of the curriculum. This can be seen clearly in the table presented in Part 6, page 25-27.
- b. The issue of competence development and assessment will be continuous in TALE (continuous in the sense that they will constantly be revised, put into question and further developed throughout the whole process and beyond);
- c. Competences will particularly be looked at from a "self-assessment" perspective where related processes will be supported and facilitated by the team and by the participant-trainers. For them, this will mean *"going through a process of competences development, which will be reflected upon and assessed during the course in regard to the essential competences of trainers. As a result of it, participant-trainers will explore the learning path of trainers conducting trainings at European level"*.
- d. There are different dimensions that will be considered when supporting the development of competences within TALE: the residential seminars, the peer support trios and the mentors, all aiming to ensure peoples' experiences are used for their learning path as a trainer within TALE and beyond.
- e. TALE is one aspect in an overall competence development process, but not the only one. Competence development should therefore be seen as an on-going process which will continue after TALE.
- f. TALE will intend to exemplify the process of competence development and competence awareness (going from conscious incompetence to conscious competence).
- g. TALE will also raise awareness about the complexity of the level of learning we will be dealing with, such as the different level and dimensions of learning, and how this may be related to everyone's learning processes.

D) *Definition of "competence"*

The highlighted definition below, as with any other definition, is to be understood as a work in progress. It constitutes the current understanding of the team based on the study of different attempts to define such a complex term. In particular are two definitions which were used as a basis:

Lynne Chisholm (Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain, 2005) points out:

"Competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations"

Otten/Fennes (Quality in non-formal education and training in the field of European Youth work, SALTO Training and Co-operation Resource Center, 2008):

"Competences consist of an overall system of dispositions, capabilities, skills and knowledge which are used to manage and master complex situations and tasks successfully."

Competences consist of an overall system of dispositions, capabilities, skills and knowledge which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.

What is essential in this definition?

- a. Within a "competence" there is an interlinking system of disposition, capabilities, skills and knowledge, the meaning of which can be further explained by:

Dispositions: Values, attitudes and beliefs which constitute the structural dimension of the competence.

Capability: Quality of being able and the potentiality for development or use.

Skills: Special expertise or technique enabling one to perform an activity well.

Knowledge: Information of which meaning has been made of through experience or study.

- b. Having a "competence" also refers to the capacity one has to transfer that between different situations.

- c. One can "have" a competence but not be able to act on it, or "use" it. Certain conditions may need to be present, which is important to be aware of.

E) Essential competences in TALE

The following constitutes what are considered to be the essential competences for participant-trainers to focus on and develop within the framework of TALE. 18 general competence areas are listed and each competence is broken down into more specific "abilities". The specific "abilities" refer to the knowledge, skills, capabilities and disposition one has that can complete an "ability" and more generally, the 'competence' as such.

The understanding of the words "competence" and "ability" can often be discussed and argued about, however, for the purposes of this curriculum the word 'competence' is used to refer to a general area and 'ability' to break this area down more specifically.

The essential competences framework in TALE will be used as a general frame for participant-trainers to self assess their competences and identify the areas that they want to develop their abilities further. The framework will also be used as a basis for discussion with participant-trainers on the essential competences of a trainer and will be further developed together with their contribution. Moreover, possible indicators for each will be developed, together with participant-trainers. During TALE the work on essential competences will start at the 1st Residential Seminar and will be followed up through the e-learning platform and as well the following residential seminars.

List of essential competences in TALE

Competence to facilitate group learning processes

- Ability to choose appropriate methods;
- Ability to adapt existing methods and create new ones;
- Ability to explain, run and debrief various group learning methods;
- Ability to create an inspiring learning environment taking into account various ways of learning/different learning styles;
- Ability to facilitate the dynamic in a group in a way which is favourable to learning;
- Ability to devise, monitor and evaluate group learning processes based on an understanding of learning as a social phenomenon.

Competence to facilitate individual learning processes

- Ability to ask meaningful questions apt to support individual learning processes;
- Ability to give feedback in an educational context;
- Ability to establish a relationship with the learner based on trust, respect and clarity of roles;
- Ability to support learners in identifying and pursuing their learning needs;
- Ability to support learners in overcoming barriers in their learning process;
- Ability to explain the different dimensions of learning.

Competence to integrate socio-political contexts of learners into an educational programme

- Ability to understand the socio-political contexts of the learners;
- Ability to understand the relevance of the socio-political context for the educational activity;
- Ability to choose ways and methods to integrate the socio-political context into the educational programme.

Competence to design educational programmes

- Ability to develop a methodology appropriate to the diverse profiles and needs of learners;
- Ability to integrate the physical environment of an activity meaningfully into the design of the programme;
- Ability to translate aims and objectives into an educational programme;
- Ability to design a programme responding to various ways of learning/different learning styles;
- Ability to explain to learners the reasoning of a methodology, in all aspects.

Competence to integrate evaluation into an educational activity

- Ability to identify and explain the intention and objectives of the planned evaluation process;
- Ability to design an evaluation process based on the needs of the stakeholders and the objectives identified;
- Ability to choose and design appropriate ways and methods for collecting data and integrating them into the educational process;
- Ability to interpret the data collected within the specific context of the educational activity;
- Ability to draw relevant conclusions from the evaluation outcomes and adapt educational processes accordingly.

Competence to make use of information technology for supporting learning processes

- Ability to design blended learning processes based on non-formal education methodologies;
- Ability to understand the social, political and cultural dimensions of Internet, information technology and its use in educational processes.

Competence to motivate and empower learners

- Ability to support learners to connect to their potential;
- Ability to strengthen the self-confidence of learners;
- Ability to identify motivating factors for learners and to address them appropriately;
- Ability to bring fun and joy into the learning processes;
- Ability to support learners to identify their progress and strengths.

Competence to be a self-directed learner

- Ability to identify realistic learning needs for oneself;
- Ability to identify learning objectives and pursue them pro-actively;
- Ability to identify appropriate resources to support ones' learning;
- Ability to self-assess ones' learning achievements.

Competence to communicate meaningfully and respectfully with others

- Ability to listen actively;
- Ability for a sincere interest in the other;
- Ability to be empathetic;
- Ability to have an authentic willingness to share;
- Ability to express thoughts, feelings and emotions clearly.

Competence to deal constructively with conflict situations

- Ability to have an authentic readiness to address conflict situations and a clear willingness to resolve them;
- Ability to read and understand conflict situations;
- Ability to refrain from accusations and generalisations;
- Ability to identify positions, interests and needs underlying the conflict.

Competence to work together successfully in teams

- Ability to actively contribute to the achievement of tasks of a team;
- Ability to be ready to take on responsibility;
- Ability to encourage and involve other team members;
- Ability to learn with and from others;
- Ability to appreciate all contributions to the team achievement;
- Ability to share the work to be done;
- Ability to retreat from a point of view for the benefit of the overall team process;
- Ability to deal with ambiguity;
- Ability to co-create an enjoyable and productive working atmosphere in and for a team.

Competence to raise self-awareness

- Ability to understand and embrace the life-long dimension of a self-awareness process;
- Ability to develop an openness to change;
- Ability to (self-)reflect;
- Ability to make use of diverse ways and methods to increase self-awareness.

Competence to act out ones potential for creativity and innovation

- Ability to create and innovate;
- Ability to overcome blocks for creativity;
- Ability to make use of different resources and ways to create and innovate;
- Ability to understand the various facets of creativity;
- Ability to explore the unknown;
- Ability to take risks.

Competence of critical thinking

- Ability to truly recognise the complexity and multi-dimensions of arguments;
- Ability to view an argument from various perspectives;
- Ability to be ready to review ones' own beliefs and understandings;
- Ability to analyse, assess and improve thinking.

Competence to act as resource person

- Ability and willingness to be updated on the professional context in which one is active;
- Ability to share resources;
- Ability to obtain information from various sources;
- Ability to organise resources in a way that they remain easily accessible.

Intercultural learning competence

- Ability for reflected tolerance of ambiguity;
- Ability to be aware of ones' own cultural identity;
- Ability to accept diversity;
- Ability to take on new roles;
- Ability to critically reflect about and take distance from ones' own perceptions and stereotypical constructions of reality;
- Ability to interpret culturally determined behaviour in a way that appropriately reflects the situation.

Competence to design educational activities in line with the values and purposes of European youth programmes and policies

- Ability to know and understand the values and purposes of European youth programmes and policies;
- Ability to identify appropriate ways and methods to address the values and purposes of European youth programmes and policies in an educational activity;
- Ability to evaluate the impact of an educational activity having in mind the values and purposes of European youth programmes and policies;
- Ability to link current developments in the policy areas (eg. recognition of non-formal education and learning) with educational activities.

Competence to develop an educational approach based on the key-concepts, values and consolidated practice of non-formal education

- Ability to know and understand learning theories central to non-formal education;
- Ability to describe and explain ones' personal educational approach to learning and learners;
- Ability to review ones' educational approach on the basis of evaluation and research.
- Ability to reflect on and integrate underlying values and principles of non-formal education into educational activities.

F) Addressing and developing competences in TALE

The table below summarises the link between the essential competences in TALE and the main course elements of TALE. The marked intersections point out the main course elements where the connected competence area will be addressed explicitly. However, this does not mean that the same competence area will not be tackled during the non-marked course elements, as often these competence areas are also implicitly dealt within some other course features, depending on individual participants and their specific learning paths.

Essential competences in TALE (vertical)/ Main Course element (horizontal)	Residential seminars	E-learning (the LOFT)	Training projects	Personal learning projects	Mentoring	Peer support trios	Linking youth policy, research and youth work	Self-assessment	Evaluation
Competence to facilitate group learning processes	X	X	X						
Competence to facilitate individual learning processes	X	X	X			X		X	
Competence to integrate socio-political contexts of learners into an educational programme	X	X	X	X			X		
Competence to design educational programmes	X	X	X	X					

Competence to integrate evaluation into an educational activity	X	X	X	X					X
Competence to make use of information technology for supporting learning processes	X	X		X					
Competence to motivate and empower learners	X	X	X	X		X			
Competence to be a self-directed learner	X	X			X	X			
Competence to communicate meaningfully and respectfully with others	X	X	X		X	X		X	
Competence to deal constructively with conflict situations		X	X						
Competence to work together successfully in teams	X	X	X		X	X			

Competence to raise self-awareness	X	X			X	X		X	
Competence to act out ones potential for creativity and innovation	X	X	X	X	X	X			
Competence of critical thinking	X	X		X	X	X			
Competence to act as resource person	X	X	X	X			X		
Intercultural learning competence	X	X	X		X	X			
Competence to design educational activities in line with the values and purposes of European youth programmes and policies	X	X	X	X			X		X
Competence to develop an educational approach based on the key-concepts, values and consolidated practice of non-formal education	X	X	X	X			X		

G) Self-assessment in TALE

Self-assessment is one of the key features in TALE. It is closely linked with the development of the essential competences previously described. Its core meaning is that the learner is responsible for the description and evaluation of his/her learning outcomes. Hence, foremost the self-assessment is a strategy for supporting the individual learning process, the competences development, of TALE participant-trainers.

But self-assessment it is more than a feature supporting individual learning. It is as well an overall strategy connected with the strategic objectives of the course in relation to the recognition of trainers' competences and the definition of the trainers' professional profile in the framework of European youth work.

Objectives

- To raise awareness of participant-trainers of their own learning (process and outcomes);
- To support and contribute to the overall lifelong learning process of the participant-trainers;
- To contribute to the recognition of, more generally, the profile of a trainer in European youth work and more specifically the learning of the TALE participant-trainers;
- To support the development of the competence to facilitate the learning of others;
- To contribute to the evaluation of learning outcomes of the TALE course.

Approach (guidelines, how and when)

→ Guidelines

- The participant-trainers will at all stages of TALE be responsible for their self-assessment process;
- The self-assessment process will be a horizontal feature throughout the whole course. At several moments the course team will propose activities in relation to this aspect: individual, in peers, within working groups and training teams, in the whole group;
- The process is connected to the "self-directed learning" methodology: supporting participant-trainers' own learning by making them aware of it, reflecting and evaluating it and fostering the development of their competences;
- It will support looking at individuals as lifelong learners - considering their learning process before, during and after the course;
- Considering competences in all their dimensions - attitudes, values and beliefs, knowledge and skills;
- Looking at the whole experiential learning cycle (experiencing, reflecting, conceptualising and applying) when assessing competences.

- Using diverse methods and tools addressing various ways of learning (cognitive, associative, creative, etc.);
- Considering the time perspective inherent to any learning process and going beyond “static pictures” of it;
- Fostering the responsibility for one’s own learning and the learning of others.

→ Methods

- The TALE team will design a questionnaire for self-assessment linked to the previously described essential competences;
- Participant-trainers’ learning blogs;
- Peer trios;
- Feedback: peers, trainers, other “feedbackers” (participants from their practice courses, colleague-trainers, colleagues from their community, their mentor, their organisations; practice within and outside the seminar);
- Peer assessment through interactive exercises;
- Visualisations of the process of development of competences over a significant period of time.

→ When

Self-assessment will be a continuous process in TALE.

It will start with the preparation of participants through their assessment of the learning achievements in regard to the essential competences of trainers at European level and during the first TALE residential seminar with the self-assessment of the participant-trainers competences. The outcomes of this self-assessment will be used at individual level for designing a personal learning plan and at group level for defining the needs and topics of interest as a group for the online work in the LOFT.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), self-assessment will also allow the different actors involved in the course to learn about the debate and strategies on recognition of non-formal learning. Specifically participant-trainers in TALE will have the possibility to see how they can contribute to this recognition process and within the development and promotion of a profile of trainers in European youth Work.

PART II: THE COURSE ELEMENTS: RESIDENTIAL SEMINARS, THE LOFT, THE TRAINING PROJECTS AND THE PERSONAL LEARNING PROJECTS

1. RESIDENTIAL SEMINARS

The residential seminars are the moments in the TALE course where participant-trainers, trainers and external partners (institutional representatives, experts and invited guests) meet face to face and spend a defined period of time together, working towards the objectives of the training course.

Objectives

To contribute towards the achievement of the objectives of the TALE course, residential seminars are one crucial part of the course elements. The rationale of having residential seminars during TALE can be listed as follows:

- To introduce new concepts, theories, methodologies and content into the course;
- To practice aspects of non-formal education approaches and methodologies;
- To provide an opportunity for participant-trainers to actively practise and get feedback on competences they are developing in the framework of the course;
- To build a shared understanding of key concepts related to the course;
- To consolidate learning that has taken place during the non-residential (distance learning) phases of the course;
- To further develop mentoring and peer support trio relationships as an integral element of participant-trainers' self assessment process.

Guidelines, approach and methods

The first residential seminar will take place after participants have been introduced to each other and the course on the LOFT platform.

The **first residential seminar (phase 2 of TALE)** will take place at the European Youth Centre Strasbourg on 19-26 May 2009. The content areas of the residential seminar should cover the following:

- Opening and Introduction to the seminar;
- Institutional background - programmes (Youth in Action, European Youth Foundation, Council of Europe);
- Group building;
- Sharing contexts, realities and experiences of participant-trainers;
- Non-formal education and quality standards in non-formal education;
- Role of a youth trainer;
- Competence profile of a trainer;
- Participant-trainers as learners - ways of learning - how do I learn best?;

- Getting participants motivated for self-directed learning;
- Initial self-assessment of competences;
- Assessing learning needs of participant-trainers;
- Drawing up the personal learning plan;
- Introduction to the various features of the course;
- Introduction and creation of peer support trios;
- Introduction to mentoring and initial establishment of mentoring relationships;
- Introduction to personal learning projects including quality criteria;
- Introduction to training projects including quality criteria;
- Development of an on-line environment with participants;
- Fixing possible problems with e-learning and other on-line issues;
- Linking youth work, youth research and youth policy.

The **second residential seminar (phase 4 of TALE)** should take place between 24th of February and 5th of March 2010. The content areas of the residential seminar should cover the following:

- Consolidating learning from online units;
- Non-formal education and quality standards in non-formal education (2);
- Mid-term self assessment - reviewing and adapting personal learning plans;
- Mid-term evaluation of the training course;
- E-learning support;
- Contributions from participants' personal learning projects (workshops, inputs etc);
- Planning of dissemination and exploitation of personal learning projects;
- Developing trainers' competences - experiencing (depending on learning needs): feedback; sharing & analysis; debriefing & facilitation; active methodologies; social theatre; transformative learning, etc;
- Linking youth work, youth research and youth policy (2).

The **third residential seminar (phase 6 of TALE)** should take place in October 2010. The seminar should take place at the European Youth Centre Budapest. The content areas of the residential seminar should cover the following:

- Consolidating learning from online units;
- Evaluation of the whole training course;
- Evaluation of training project and personal learning project;
- Closure of features - peer support trios, mentoring;
- Evaluation of the e-learning feature;
- Personal learning plans - review and final self assessment (portfolio);
- Contributions from participants (workshops, inputs etc);
- Non-formal education and quality standards in non-formal education (3);
- Profile of a trainer for youth workers at European level;

- Transfer of learning - next steps after the training course;
- Linking youth work, youth research and youth policy (3).

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), the residential seminars will serve as an opportunity to consolidate the learning that takes place within the “distance phases”. This is also the time where participant-trainers, the team, experts/guests and representatives of the institutions involved in the course are able to meet in person and to create a dialogue on relevant issues.

2. E-LEARNING - LEARNING OPPORTUNITIES FOR TRAINERS (THE LOFT)

Recently, an increasing number of training activities in the youth field and at European level use blended learning as part of their approach and have particularly integrated e-learning as one of their main course features. Based on previous experiences of such blended learning approaches and while aiming to strive for innovation in the field of training in the youth field, TALE, through its platform the LOFT, will increase the learning potential of the participant-trainers and contribute to the quality development of e-learning features and methodology, along the values and principles of non-formal education.

The LOFT is a virtual learning environment planned before the start of the course and set up on a website where participant-trainers and team can interact among each other before, during and after the course.

Objectives

The LOFT will serve several purposes during TALE, such as:

- To explore distance learning through the whole duration of the course especially between the residential seminars;
- To contribute to the development of essential competences of participant-trainers. Those competences (based upon the needs expressed by participants) will be specifically tackled through this feature of the course;
- To support the communication and sharing between participant-trainers and the team as well as among participant-trainers in terms of their own learning process and with special regard to the implementation of the e-learning thematic modules in-between the residential seminars;
- To contribute to the exploration of e-learning possibilities as such within European youth work and training as well as to the participants' competence in working with e-learning as trainers;
- To bridge TALE with the wider community of European youth work.

Guidelines, approach and methods

In general the LOFT will have two main areas:

- A "Visitors Area" - This area is mainly envisaged for any person willing to learn about TALE and the main features of it. A short description of the course would also be placed here including its main characteristics (e.g. list of participants, programme flow, course description, achievements, final evaluation of the course, etc). Link to some documents related to training and youth work as well as links to the documents developed through TALE (training projects done by participants, examples of learning projects, assessment tools, interviews with participants about their learning) will also be disseminated through this area;
- A "Participant-Trainers and Team Area" - Here the LOFT will mainly have five spaces according to the above-mentioned purposes such as "Exploration Space" (thematic), "Reflection Space" (values & attitudes), "Practice Space" (practice), "Passion Space" (creativity) and "Social Space". In each space different features

and contents will be placed depending on the need and moment during the course either by the team or the participant-trainers. The participant-trainers and team area will also include a wide range of features and services for interaction and further learning developments like forums for on-line discussions, WIKI's, folders with working and reading materials, links to participant-trainers' and team's learning blogs, messenger & chat, spaces for songs, pictures, paintings and other sources for expression and creativity.

The LOFT is planned to start functioning at the beginning of April 2009 for the start of phase 1, in order to help participant-trainers and the team to get to know each other as well as to initiate a group building process. The LOFT also pursues to better prepare participant-trainers in terms of documents to be read and basic aspects of TALE to be known before the first residential module as well as to get familiar with the on-line platform, getting registered and filling in their personal profiles.

In between the residential seminars and also after them the LOFT will try to facilitate the learning process of participant-trainers providing relevant learning opportunities related to the needs assessed and to the competence development of participant-trainers.

For those relevant learning opportunities to take place, the team will communicate to participant-trainers the expected characteristics of their participation (tasks, timing, periodicity...). The identification of those characteristics will be done in consultation with the steering group, according to the objectives and characteristics of the LOFT activities and in dialogue with participant-trainers.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I. 4), the LOFT will be a dedicated place for the development and learning related to the complete essential competence framework relating directly to the needs of the participants but also specifically addressing the competences as such and focusing on their development.

3. PERSONAL LEARNING PROJECT

One of the key features of the TALE course, specifically during the period between the first and the second residential seminar, namely phase 3, will be the production of a “Personal Learning Project” from each participant-trainer.

The personal learning project is an opportunity for participant-trainers to combine many of the elements of the course (self assessment, essential competences, quality standards, youth work - youth policy - youth research, individual and group learning etc.) into a project or product that further contributes to their learning process, whilst at the same time, is beneficial to other trainers active in European-level youth work.

The personal learning project, depending on the nature of each one, can be more closely linked and potentially contribute to the following political and educational objectives of the whole TALE course.

Objectives

The personal learning project is one of the key course elements. The purpose of having this course element can be listed as follows:

- To provide the experience (and challenge) of designing, developing, implementing and evaluating a personal learning project;
- To facilitate the process of developing the competence to pursue and implement a personal learning plan;
- To contribute to European - level Youth Work (in the framework of the institutional stakeholders, NGO's and broader civil society);
- To establish a clear link between youth work, youth policy and youth research.

Guidelines, approach and methods

The personal learning project is closely connected to the feature of being a “self-directed learner” it can also be understood as practising self-directing learning. Throughout the whole duration of the course, participant-trainers will be invited to identify and develop at least one personal learning project based on the learning objectives they have set for themselves.

The personal learning project could be:

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

The personal learning project should try to link youth policy, youth work and youth research. This will not be compulsory as an element of the personal learning projects as such, but they should be thought about and developed in relation to youth policy, youth work and youth research.

Although the personal learning project should be identified and linked to self-assessment and the personal learning plans of participant-trainers, it should nevertheless also link or contribute to European-level youth work.

The personal learning project, whilst being realistic and achievable within the time and resources available, should present a challenge for the participant. The outcomes will be shared and worked upon through the LOFT or during the residential seminars (as workshops, inputs, discussions, etc.), and with the broader community.

The personal learning project should be consistently designed, produced and evaluated in the framework of the personal learning plans of participant-trainers and the content (relating more specifically to the essential competences of a trainer) of the course.

The personal learning project will have a list of quality criteria they should meet as a minimum standard. These quality criteria will be further developed by the TALE course team before the start of the first residential seminar, where the personal learning projects will be introduced to participant-trainers in more detail.

The evaluation of personal learning project should be an inclusive process, but with the responsibility of such lying with the participant-trainer. In this way, it should relate directly to the personal learning plans and further self-assessment of each participant-trainer.

Participant-trainers should produce a minimum of one personal learning project during the time between the 1st and the 2nd residential seminar. The projects will be evaluated at the 2nd seminar where dissemination strategies will also be drafted. During phase 4 (time between the 2nd and the 3rd residential seminar) the outcomes of the personal learning projects will be further disseminated.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), the personal learning projects will further explore the link between youth work, youth research and youth policy, whilst contributing to European youth work.

4. THE TRAINING PROJECT

The training project will constitute one of the key elements in the practice phase of the TALE course together. Although the participant-trainers will be asked to identify a particular training activity that they will be involved in as a trainer - to be their training project, the other training activities that participant-trainers are involved will also be "used" as elements for learning, self-assessment and contribution to their own personal learning path. This secondary element will be mostly addressed through the mentoring process.

The idea behind preparing a training project is that participant-trainers can go through the full cycle of a training course, from its planning and preparation, implementation and evaluation. Based on a "learning by doing" approach and keeping in mind the importance of experiential learning as one of the most key aspects of non formal education, this practice will allow participant-trainers to put into practice the contents delivered in the first phases of TALE and to further consolidate their own learning as trainers.

Outcomes coming from the realisation of these training projects will be evaluated and shared in the LOFT and recapped during the third residential seminar. Participant-trainers will have to present what they did from the planning and implementation to the evaluation as well as the feedback they got from their participants and colleague-trainers.

Objectives

The training project is one of the key course elements. The purpose of having this course element can be listed as follows:

- To give participant-trainers the opportunity to go through the practical experience of planning, implementing and evaluating a training project in the framework of TALE;
- To reflect on the training experience and, in combination with the other features of TALE, consolidate the personal learning in terms of competences' development;
- To implement a learning to learn approach through the whole cycle of a training activity;
- To "transfer" some of the topics, features, inspirations or focuses of TALE to other activities in the youth field at European level and be a significant contribution to it;
- To enrich the educational process of TALE with the concrete practical experiences in the field.

Guidelines, approach and methods

These training projects are open and each participant-trainer is free to decide her/his training course and the institutions involved according to her/his own resources and realities.

The projects should be run in 'international teams' so that the relevant competences for it are practiced and evaluated. The teams can be formed solely from TALE participant-trainers or together with other international colleagues.

In any case, and without being something absolutely extraordinary, the training projects should have an extra value, a particular significance within TALE and represent a relevant learning opportunity for the participant-trainer. The participant-trainer should have the opportunity (within the team) to shape the designing, implementation and evaluation of the training project, including the profile and selection of participants.

The training projects will consist of at least four training days plus preparation and evaluation. It will have to be presented, evaluated and its results made accessible to the TALE course.

The preparation of the training projects is foreseen for phase 2 whereas the evaluation is foreseen for phase 5, namely the third residential seminar. The implementation of the training projects can be anytime within the mentioned period.

Participant-trainers will be provided with consultancy by the TALE trainers' team during the practice phase, not to control or to supervise participant-trainers but more to mentor and support them.

The training projects in case they have an international dimension may consider seeking support from the Youth in Action Programme or the European Youth Foundation of the Council of Europe. Otherwise, they should count on the support of other organisations/institutions.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), the training projects will provide participant-trainers with varied learning opportunities considering the context in which their training project will take place, and which will be different for every participant-trainer.

PART III: SUPPORT FEATURES: MENTORING AND PEER-TRIOS

1. MENTORING

Mentoring can be described as a structured process/method of providing professional advice and counselling for the purpose of personal and professional development.

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

In this framework mentoring is a key learning tool in TALE for supporting the personal and self directed learning process of participant-trainers.

Objectives

- To support the participant-trainers' competence development process - primarily as a trainer but as well as a person;
- To help participant-trainers to link the different TALE learning features;
- To give continuity, coherence and consistence to the learning process through the whole TALE course.

Guidelines, approach and methods

Each participant-trainer has a mentor who is a member of the course team. Each member of the course team will have maximum of 6 mentees. Participant-trainers will also be encouraged to call on mentors from outside the trainers' team if they wish.

The mentor accompanies the learning process throughout the full duration of the course and is involved in consulting with the participant-trainers specifically with respect to the development of their competences, their personal learning plans and their practices.

The mentor-mentee relationship is based on trust and confidence. Confidentiality should be respected but information that directly concerns the participation and organisation of the course programme may be shared with the other trainers.

This feature is particularly relevant in a long term learning process and in a complex course with a lot of features and educational challenges.

It is not easy to identify common guidelines for mentoring. In practice, the mentoring depends very much on individual mentor-mentee professional and personal relationship. Nevertheless, previous experiences allow us to identify some guidelines summarised in the following points:

→ Co-responsible learning process

Mentoring is a process, in which mentor and mentees -having different roles- are equally responsible for the learning. In other words, the usefulness, effectiveness and depth of the mentoring rely upon the mentoring skills of the mentor and the participant-trainers' capacity to learn from the level of work undertaken.

→ The role of the mentors

The primary role of the mentors is to support TALE participant-trainers in their development process as trainers (and as persons). Concretely, this supportive role of the mentor implies the following attitudes and ways of working:

- Giving time for reflection;
- Giving space to talk both about professional and private matters;
- On most of occasions allowing the participant-trainer to set the agenda;
- Asking the right questions in the right moment;
- Encouraging exploration of options;
- Providing information;
- Giving advice;
- Challenging the participant-trainer on practice as well as "thinking" (i.e. planning & analysing);
- Trying to make participant-trainer observant to what is perceived as blocks or obstacles to development;
- Helping the participant-trainer to develop a positive mental attitude;
- Listening when the participant-trainer has a problem - identifying his/her feelings and trying to understand them;
- Dealing effectively with negative behaviours.

→ Mentoring process

A method of working can look like this:

- Establish relationship (e.g. make a contract);
- Identify points/areas of concern to the trainee;
- Establish "goals";
- Reflect, discuss;
- Make plan for development/action (if considered useful);
- Discuss, revise.

or like this:

- Diagnose the skill and the will of the trainee;
- Agree on the approach;
- Build trust;
- Motivate.

The mentoring will be introduced and will start in the first TALE seminar and it will continue until the end of TALE.

During the residential seminars - In the first residential seminar, the ideas and mechanisms of the mentoring in TALE will be introduced and the first mentor-mentee dialogues will take place.

In between the residential seminars there will be ongoing mentoring via telephone, internet, the open learning community and LOFT platform.

Learning opportunities

The learning opportunities that mentoring will provide to participant-trainers will depend mostly on the mentor, the mentee and the approach they choose in developing the mentoring process. However, common learning opportunities, relating to the essential competence framework are listed in the table (see pages 25-27).

2. PEER SUPPORT TRIOS

The peer support trios are based on previous experiences and on research. Both show us that the learning objectives of a training course can be more successfully realised if participant-trainers are supported by colleagues. This is particularly true and important in long term training courses, in between the residential seminars when applying the acquired competences back home in their local context.

Objectives

The objectives of having peer support trios in TALE are:

- To support the learning and professional development of TALE participant-trainers;
- Within each trio, to consult and support each other by sharing ideas, concerns, experiences, good practices... by giving and receiving feedback;
- To provide opportunities for facilitating the learning of others.

Guidelines, approach and methods

The peer support trios are introduced and established during the first residential seminar.

Participant-trainers establish peer support trios for the duration of TALE. Their way of functioning and their working calendar will be self-organised. The communication, co-operation and work of the trios is self-organised without any intervention of the trainers team. There will be, however, sufficient space and encouragement given to this feature within the residential seminar in order to support their functioning.

There is also the suggestion from the TALE trainers' team to consider, in the mutual support, the learning projects, the training projects and the "self assessment" strategy. The TALE trainers' team thinks that the peer support trios are appropriate spaces to go further and deeper in these features, even developing specific methods or strategies for them.

Peer support trios should be distinct and separate from training and learning project teams.

The peer support trios have a confidential area for working and meeting in the LOFT platform.

As part of the evaluation and assessment of the individual and group learning process, the peer support trios are invited to describe the nature, contents and achievements of their work throughout and at the end of TALE.

Learning opportunities

The learning opportunities that peer-trios will provide to participant-trainers are listed in the table of essential competences (see part 1.5). What occurs in addition to this will depend on the individual peer groups that are formed and the process in which they undertake this support feature.

PART IV: EVALUATION AND QUALITY STANDARDS

1. EVALUATION

Similar to other training courses, an ongoing evaluation of the effectiveness with respect to individual learning, group learning, institutional investment and expected outcomes is necessary. This is particularly important in TALE if we consider its pilot nature and the innovative elements and features.

In that sense, the evaluation of TALE, apart from serving the strategic and educational objectives of the course itself, should contribute -in a more long-term view- to improve the quality of existing and future training of trainers' courses in the youth field.

Objectives

The two main objectives of the evaluation in TALE are "the educational" and "the operational" one.

The educational objective of the evaluation: to contribute to the learning process of all the actors involved (participant-trainers, team and stakeholders). This will happen through the findings, acumen, conclusions and interactions generated by the evaluation.

The operational objective of the evaluation: to take stock of achievements, identify the shortcomings and foster the necessary changes and improvements (in the methods, sessions, formats, contents, spaces...) during the implementation of the course.

Additionally the evaluation as a whole, within TALE, should contribute:

- To motivate participant-trainers → being constructive
- To enhance the participation of all → involving actively all the actors
- To consolidate the results → which can be disseminated afterwards
- To reinforce the cooperation between the stakeholders → creating synergies among them

Guidelines, approach and methods

The evaluation in TALE will be a continuous process. It will embrace all the moments, features and dimensions of the course and involve all the actors.

In principle, the foreseen focuses and priorities are:

Residential seminars:	Continuous - daily with participant-trainers and by the team At the end of each seminar in an explicit and formal way
The LOFT:	On the process and on the content Continuous - with a specific space dedicated to it

Training projects:	Initial evaluation in their planning During the training projects: by the participant-trainers At the end: For the consolidation of the learning As an element of TALE
Learning Project:	Initial evaluation in their planning During their development: by the participant-trainers At the end: For the consolidation of the learning As an element of TALE
Peer- trios:	Continuous (on the process) by the participant-trainers In 2 nd and 3 rd residential seminars: For the consolidation of the learning As a support feature of TALE
Mentoring:	Continuous (on the process and content) by the mentor-mentee Continuous by the team for a shared and consistent approach At the end: As a support feature of TALE

* The tools for the different spaces and moments of evaluation will be designed by the team in consultation with the external evaluator where relevant.

Apart from a continuous evaluation, the team will devote part of its meetings between seminars to process the information and data gathered and discuss the outcomes of the evaluation, in particular, how to further adapt the TALE process and contents accordingly.

The steering group will monitor the running of the course with a specific focus on the political, institutional and organisational aspects, and in this respect also the evaluation of such elements.

→ *External Evaluation*

In addition, and as a complement to it, the evaluation of TALE has a specific and important element: the external evaluation.

The basic approach of the external evaluation will be the so called "responsive evaluation"¹⁹. It will describe the programme activity and its issues and make summary statements of the programme worth. The merits and shortcomings of a programme will be tempered by the need to be "responsive" to the concerns of stakeholders, developers and participants as these emerge.

The specific role and responsibility of the external evaluator will allow him to make judgement(s) recognising multiple sources and grounds of valuing and respecting the multiple, sometimes even contradictory, standards held by different individuals and groups.

The external evaluator will exchange descriptive data and interpretations with data givers, surrogate readers, and other evaluation specialists for recognising misunderstanding and misinterpretation. The different actors and stakeholders will make up their own minds when receiving the outcomes and judgments of the external evaluation.

¹⁹ See *Stake's Responsive Evaluation: Core Ideas and Evolution*, special edition of *New Directions In Evaluation*, Issue 92 p.p7-22 (2002)

Learning opportunities

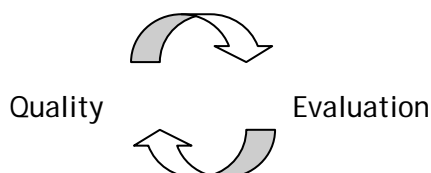
The learning opportunities through the evaluation are the natural consequence of its educational purpose. However and in addition to the development of specific competences within the essential competence framework (see part 1.5), the evaluation will also make learning opportunities relevant by providing spaces for reflection, taking stock of achievements, consolidating the acquired learning, analysing the shortcomings, discovering further challenges for follow-up.

2. QUALITY STANDARDS

The quality in training activities and fostering the recognition of non formal education are part of the overall objectives of TALE.

The study of Otten/Fennes "Quality in non-formal education and training in the field of European youth work" highlights that *"Trainers in non-formal education play a central role in [...] European educational process. [...] Today, trainers have an important multiplying effect at very different levels ...?. A sustainable qualification of these trainers to enable them to offer and conduct high-quality non-formal education should therefore also be in the interest of employers and clients. To proceed with a systematic and (due to scarce resources) preferably shared advancement and realisation of a qualification strategy for trainers adequately corresponds to this task and is therefore commendable."*

In TALE this implies that the further development of specific competences and the elaboration of assessment processes working with quality standards will serve as a common basis when developing indicators and evaluation criteria.



The quality standards identified in the above mentioned study will be used in TALE as a starting point for its implementation.

During the course, the experience-based reflection on these quality standards, by the participants and by the team, will contribute to checking their pertinence in relation to the principles of training in the youth field (the learning processes), the development of the profile of trainers in the youth field, to the definition of competences and to the assessment process. Naturally this reflection should contribute to improve, enrich and further define the already identified quality standards and new ones will be added according to the specificities of TALE.

The further defined and developed quality standards and indicators linked to them will logically be used for monitoring and evaluating the course.

Objectives

- To practice and develop quality standards within the course itself;
- To enhance the evaluation process of TALE;
- To support the development of the competences of trainers in the youth field;
- To contribute to the quality development of training in the youth field;
- To contribute to the recognition of training in non-formal education;

- To contribute to the development of recognised common quality standards in non-formal education and in particular in the field of training in the youth field and at European level²⁰.

Approach (which quality standards, when and how)

→ Which quality standards

The quality standards identified as relevant for TALE (based on the Otten/Fennes study) and further elaborated by the educational team of the course are the following:

- The activity is underpinned by the core principles and practices of non-formal education (NFE)²¹;
- The activity meets identified needs in the community.
“Community Needs” in the context of TALE refers to the needs analysis of the stakeholders involved (the strategic and the political needs), and not just to the particular needs of the target groups as such (participant-trainers)²²;
- The activity is consciously conceptualised and framed to meet identified and appropriated objectives as well as to deal with unexpected outcomes relevant for the learning process.

In the context of TALE, this will be closely linked to the overall assessment process, and to the evaluation;

- The activity is well designed, planned and carried out, in both educational and organisational terms.

In TALE, this will particularly refer to any commitment made in the course towards management, communication, quality, competences, learning needs and objectives, and assessment. A particular emphasis will be put on the principles of transparency (roles and relationships);

- The activity demonstrably uses its resources effectively and efficiently. In TALE this will refer to the human resources, financial resources, (infra) structure, the support of/by the stakeholders and the educational resources, and will require a particular attention to the practice phases;
- The activity is monitored and evaluated.

In TALE this will be very closely linked to the assessment process and to the development of evaluation indicators, tailored to such a course but also applicable for generic training for trainers at European level;

- The activity acknowledges and makes visible its outcomes and results.

This will be related -in TALE- to the contribution to a profile for trainers in the youth field and at European level, to the use of resources such as e-learning/IT and

²⁰ A political process with the stakeholders in the field is needed for the course in order for any development to have a significant impact. This political process is to be discussed and planned as part of the overall strategy of dissemination and exploitation of results.

²¹ NFE = Learning that is not provided by an education or training institution and typically does not lead to certification; structured (in terms of learning objectives, learning time or learning support); intentional from the learner’s perspective. - Principles of training in the youth field: Learner-centeredness, Transparency, Agreement between trainers and learners on learning objectives, content and methodology, Confidentiality, Voluntarism of learners, Participation of learners, Ownership of the learning is with the learners, democratic values and practices.

²² “Community rooted and oriented” and “participant centred” are not contradictory but mutually enriching principles of NFE. In TALE those two principles are permanently present and combined; from its objectives to the different features and methodologies.

to the on-going learning and assessment process. Such standards will therefore not only refer to the outcomes and the results but to the overall process;

- The course will predominantly be based on the values, the principles and practices of intercultural learning, human rights education, anti-discrimination and anti-racism, European and democratic citizenship and global education.

The integration of specific issues out of these thematic areas will partly be identified by the educational team, but also by the participant-trainers themselves;

- The activity contributes to European level policy aims and objectives in the youth field.

To those quality standards, the educational team adds (for TALE):

- The activity meets the identified learning needs of the participant-trainers.

In TALE, this will be tackled through the learning process and the related support mechanisms, and therefore through the participant-trainers' competence development;

- The activity contributes to the further development and to the lifelong learning process of participants.

TALE will indeed be developed as a process where participant-trainers engage in their own individual learning as part of their lifelong learning process;

- The activity contributes to research in the youth field and at European level.

TALE will indeed intend to constantly link youth training not only with youth policy but also with youth research. Different stakeholders involved will support the course with research based findings and the consideration of research findings will be encouraged in the practice phases;

- The activity contributes to the quality of e-learning in the context of non-formal education and European youth work.

→ When

The quality standards are a permanent reference of TALE and they will be subject to an ongoing review and development. Quality standards will therefore be addressed:

- Explicitly, as quality standards, they will be concretely tackled during the residential seminars 2 and 3
- Through the LOFT and related issues that will be addressed in it;
- In the practice phases, mentoring, peer-trios and assessment processes;
- When evaluating TALE.

→ How

Quality Standards will be addressed through:

- The further development of the curriculum;
- The further development of the methods and methodology;
- When further developing the content to be addressed in the residential seminars and the LOFT platform;
- The allocation of adequate financial, human and technological resources, material, learning spaces and opportunities.

The participant-trainers will participate in the further development of the quality standards, reflecting on them and through their "revision" in relation with the evaluation of the course.

Learning opportunities

In addition to the development of specific competences within the essential competence framework (see part I.5), working with quality standard in TALE will contribute to the consolidation of learning achievements of participant-trainers and the course itself. It will also explore the mutual implications of evaluation and quality and explore the mutual implications of quality and recognition in non formal education.

PART V: DISSEMINATION AND EXPLOITATION OF RESULTS

By its very nature (long-term training project co-funded by two public institutions, the Council of Europe and the European commission), TALE will need to serve the public good and to achieve a maximum impact from the human and financial resources invested in it. In order to do so, TALE will **disseminate** its results to its various end-users and stakeholders and also ensure that others can **exploit** the project's results and outputs.

Even though they are closely related, dissemination and exploitation are distinct processes. The European Commission²³ usually defines **dissemination** as *"a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available."*

The **exploitation** of results means that TALE should also be seen as a resource that will be put in the hands of others, so that they can make use of these results in their own context.

The European commission usually divides exploitation into two distinct categories:

- **Mainstreaming** is *"the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems"*.
- **Multiplication** is *"the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives."*

Objectives

The objectives of the **dissemination** and **exploitation** of the results of TALE are:

- To optimise the value of the project;
- To strengthen its impact;
- To transfer its results and outputs to other contexts;
- To integrate its results and outputs in a sustainable manner into the broader European context.

By developing the full potential of its results, TALE will aim at creating a virtuous cycle of influence which will hopefully make its results more sustainable, maximise their impact, and then feed back into policy-making.

Guidelines, approach and methods

→ General guidelines

The **dissemination** of the results of TALE (including information provision and awareness-raising) will take place throughout the Training Course (from phase 1 to phase 7) and will intensify as results are becoming available. On the other hand, full **exploitation** will only

²³ European Commission, Directorate-General for Education and Culture: "Dissemination and exploitation of results of our programmes" (2008): http://ec.europa.eu/dgs/education_culture/valorisation/why_en.html

become possible when what has been learnt from TALE can be transferred into improved practices and new policies. The final phase of TALE (phase 7) will therefore be the main phase for exploiting the results of TALE, even though exploitation as a process should continue beyond the life of the Training Course itself (i.e. from 2011 onwards), so that its results are sustained in the long-run.

→ Approach and methods for dissemination

Dissemination in TALE will be about providing useful information on its results throughout the Training Course, and raising awareness about the existence of those results. The **dissemination plan** in TALE will therefore include:

- A short 'facts sheet' explaining the aims, target group and other relevant information about TALE.
- A specific website for TALE (<http://tale.coe.int>), which will serve both as the window of the Course for external partners (an online "Open Day" is foreseen where participant-trainers and other guests will participate to an online conference together) and as the e-learning platform for the participant-trainers involved in the Course.
- Production of some **electronic newsletters**.
- Writing and publication of **articles on TALE** in relevant journals on non-formal education and training (e.g. **Coyote** magazine), if appropriate.
- A **final documentation** containing all major results and outcomes of TALE. The documentation will include all the information produced or compiled through the different features of the Course (i.e. programme and session outlines of the residential seminars; data collected and provided through the e-Learning programme; outcomes of the training projects and personal learning projects of participant-trainers; outcomes of mentoring and peer support trios).
- A **final evaluation meeting** could also discuss the dissemination of results.

In order to produce a strong multiplier effect, **all major stakeholders** involved in TALE (SALTOs, Council of Europe, European Youth Forum) and all **participant-trainers** should also take an **active role in the dissemination of its results**, by spreading news of the Training Course in their own spheres and contexts.

→ Approach and methods for exploitation

Exploiting results in TALE will mean going beyond information provision to actually **encouraging all stakeholders to use or further develop the results** of the Training Course. Connections should be built between the participant-trainers, the main stakeholders of TALE and the wider community, so that experiences gained in TALE can benefit others.

The **exploitation plan** of TALE therefore foresees the following elements:

- **Mainstreaming** and transferring the results of TALE to appropriate decision-makers at different levels, for instance by:
 - Encouraging all major stakeholders involved in TALE (SALTOS, Council of Europe, European Youth Forum) to use the results of TALE in their own training strategies and within their respective Trainers' Pools;
 - Contributing if possible to the profile of trainers at national and European levels;
 - Informing future youth policy in the field of non-formal education and training.
- **Multiplication** of results, by inducing external partners (i.e. not the usual stakeholders of TALE) to apply the results of TALE in their own contexts, for instance by:
 - Encouraging the MA on European Youth Studies and other partners in the field of formal and non-formal education to use the results, methodologies and experiences made in TALE, if appropriate.

The Steering Group of TALE and the Partnership Management Board will need to define the precise elements which will support the exploitation of results of TALE. A great variety of sources (e.g. documentation of the Course; evaluation report; impact study if applicable) and events (e.g. evaluation meeting; new stakeholders meeting on Training for Trainers, if applicable) could be used for that purpose.

When

- Facts sheet (autumn 2008)
- Website and e-learning platform (April 2009 - December 2010)
- Some electronic newsletters (April 2009 - December 2010)
- Evaluation and follow up (October - December 2010)
- Dissemination of documentation (November - December 2010)
- Impact study (early 2011, if applicable)
- Evaluation meeting of TALE (2011)
- New stakeholders meeting on Training for Trainers (late 2011, if applicable)

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