



# **Advanced Training for Trainers in Europe**

**Volume 1**

**Curriculum description**

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All correspondence concerning this publication or the reproduction or translation of all or a part of the document should be addressed to:

Directorate of Youth and Sport  
European Youth Centre  
30, rue Pierre de Coubertin  
F – 67000 Strasbourg  
Tel.: +33 3 88 41 23 00  
Fax: +33 3 88 41 27 77  
e-mail: [youth@coe.int](mailto:youth@coe.int)  
<http://www.coe.int/youth>


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## Foreword

Non-formal education and training in the youth field has been a traditional feature of youth work for many decades, but only since a relatively short time it increasingly receives the attention it deserves. While its effectiveness, relevance and value are confirmed by research, it is still struggling for recognition within the larger world of education, in particular vis-à-vis formal education.

The importance given to non-formal education and training in the youth field is reflected, amongst others, in the youth programmes of the European Commission and the Council of Europe, in particular in the Partnership Programme on European Youth Worker Training of the two institutions. Major emphasis is given to sustaining and further developing quality in non-formal education and youth training, in order to promote its recognition. The exploration and development of the respective approaches and tools for assessment and validation are part of this process.

The two-year part-time training programme “Advanced Training for Trainers in Europe” (ATTE) – the description and evaluation of which form the two volumes of this publication – plays an important role in this process. ATTE was designed and implemented in order to meet the increasing need for qualified youth trainers and to enlarge and further develop the European networks of trainers who have the competence and the motivation to develop and implement European level training activities in the youth field, with an emphasis on integrating European Citizenship into youth work. The training programme follows the philosophy of non-formal education and seeks to extend and deepen the European practice of (youth) training in non-formal education.

In many ways, ATTE is a special training programme, bringing together a wide spectrum of educational expertise and experience, integrating good practices, and developing from it a new concept with a larger dimension than that of existing practices in the field of youth training and non-formal education. In this sense, it is new and innovative in its approach, methodology, structure, long-term perspective and intensity. As a pilot project, it is a step further in quality European level training of youth workers and youth leaders and towards the recognition and certification of training for trainers in the field of non-formal education.

In terms of its intensity, duration and volume, ATTE has exceeded the practice of training courses in the youth field. The training curriculum of ATTE implemented between 2001 to 2003 included: five residential seminars with a total duration of 36 days; the development, implementation and evaluation of practical training projects on European Citizenship organised by the participant trainers; and “Training Quality Products” developed by the participant trainers to contribute to

quality in European youth worker training and to demonstrate the competencies developed during the programme. The training programme involved 30 participant trainers from 21 countries and had a strong multiplying effect through the practical training projects organised by the participant trainers – 26 training projects on European Citizenship involving a total of 959 youth workers and youth leaders from all over Europe.

In view of its broad scope and impressive results, it can be said that ATTE is a relevant and valuable response to the needs of the knowledge society and of civil society, in particular in focussing on the specific role young people and youth work are playing today and in the future. ATTE has contributed to the promotion of European Citizenship among young people and to innovation in the practice of training for European Citizenship. ATTE has also stimulated further developments related to quality, assessment, validation and recognition of non-formal education and learning.

The experiences from ATTE 2001 to 2003 provide valuable expertise, lessons and conclusions for non-formal education in general, and specifically for the further development of training for trainers programmes and schemes, in particular a training programme which is planned to follow up on the ATTE pilot project. It is also intended to use these very fruitful results in the further efforts of the two institutions and within their Partnership Programme in promoting active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension. It is in this spirit that this publication was given its title: ATTE – AT The End is the beginning.

Special thanks are expressed to all those who contributed to the development and implementation of this training programme, in particular the participant trainers, the course team and other experts, the Partnership Secretariat and the National Agencies of the Youth Programme.



**René WEINGÄRTNER**  
Director



**Pierre MAIRESSE**  
Acting Director



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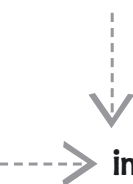
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## introduction

This document aims to describe the curriculum of the of the ATTE Course. To have a “curriculum description” in non-formal education is not very usual but as most of the curriculum descriptions of educational programmes, this one has three main functions:

- to explain the purposes and rational of the ATTE Course, the Seminars programme and other learning features
- to describe the different sessions of the Course
- and, by doing so, to become a source which can be used as inspiration or guideline for future educational programmes, in particular for a second edition of ATTE.

All this is specially important for a pilot course. That is the reason of having a complete Curriculum description of the first ATTE course.

The structure of the Curriculum description tries of help to the global understanding of the ATTE course. After this introduction, the Chapter I of this Curriculum description introduces the overall ATTE course including its background / rationale, target group, objectives, the learning strands and the production/contribution dimension, methodology, structure and course elements.

The rest of the chapters follow the chronological order of seminars. The ongoing learning features and practice periods are intercalated -as they took place- between the seminars (see the following graphic).

The curriculum description of each seminar starts with the Place and function of the Seminar, the aim and objectives, the programme, the list of contents and a grouping of them according to four learning strands: learning in the group, learning as a trainer, learning as a self-directed learner and learning about training aspects. Afterwards, the description of the programme sessions has been organised not chronologically but grouping them according to those learning strands. Apart from the title, date, time and duration, the description of each training session includes its specific objectives and the session outline with a description -if necessary- of the methods used. Some methods, due to their complexity are described in detail in the annexes.

The ATTE Curriculum description is a “whole” but, to facilitate the reading, it includes an specific “table of contents” for every chapter in addition to the main one. So that each chapter (the curriculum description of each seminar or of the different ongoing learning features) can be consulted separately.

Time Line	Seminar	Ongoing learning features			ATTE "Production /Contribution"		Ongoing external evaluation
Nov. 2001	<b>Chapter II:</b> "Introductory Seminar"						
Jan. 2002	<b>Chapter III:</b> 1st Seminar "Laying the Foundations"	<b>Chapter IV:</b>  M e n t o r i n g					
			<b>Chapter V:</b>  Open learning Comm.  Virtual Comm.				
May. 2002	<b>Chapter VI:</b> 2nd Seminar "Theory and Practice of Training"						
					<b>Chapter VIII:</b> Practice I		
Jan. 2003	<b>Chapter IX:</b> "Consolidation and Development"						
				<b>Chapter X:</b> Topic Groups	<b>Chapter XI:</b> Practice II	<b>Chapter XII:</b> Training Quality products	
Oct. 2003	<b>Chapter XIV:</b> 4th Seminar "Quality Assessment"						
						<b>Chapter XII:</b> Portfolios	

This Curriculum description was written in 2003. It is accessible and addressed to all individuals, organisations and institutions who have been involved in the planning and running of ATTE. I hope, however, that it can be of the interest of other parties involved in the field of Youth Training or Youth Work at European level.

This Curriculum description is rather analytical and just descriptive to a certain extent. For the 3rd and 4th ATTE Seminar a comprehensive documentation report has been produced. The reading of those documentation reports will certainly help to have a more precise understanding of the ATTE Course.

With this short introduction I wanted to give you an idea of the structure of the curriculum description but also invite you, through the reading, to contribute to the reflection process on it.

Enjoy the reading!


Miguel

**i - Overall ATTE course**





## 1. Background



### 1.1. The Partnership between the Council of Europe and the European Commission in the field of training

“A major aim of the Council of Europe and of the European Union in the youth sector is the promotion of European Citizenship and of international co-operation between young people, youth workers/leaders and youth structures in Europe. This aim is primarily pursued through the programme of the Directorate of Youth and Sport of the Council of Europe and the Youth Programme (2000 to 2006) of the European Union. These programmes are aimed at the support and at the development and implementation of European youth projects – youth meetings and exchanges, transnational voluntary service projects, youth initiative projects, study sessions and training for youth workers/leaders, networking and co-operation between youth structures in Europe, youth information projects, development of publications and materials in the field of European youth work etc. – involving all actors in the field of youth work. These projects are based on a non-formal education approach.

Major emphasis is put on the quality and content of the projects which are organised or supported within these programmes, specifically with respect to promoting European Citizenship, participation of young people in society and politics, intercultural learning, the fight against racism and involving disadvantaged youth groups. Training of all actors involved in the development, implementation and evaluation of European youth projects is of crucial importance to secure the level of quality desired to take benefit of the all the potential that European youth projects represent.

Therefore, training of youth workers and other actors involved in European youth projects is an integral part of the youth programmes of the Council of Europe and of the European Union. Subsequently, the two institutions decided in 1998 to take common action and established the Partnership Programme on European Youth Worker Training. The aim of this Partnership Programme is “to promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working with a European dimension.” The co-operation between the two institutions covers a wide spectrum of activities – the development of training concepts and innovative courses, the development of training materials, of a training magazine and of tools for further networking etc.”

*(excerpt from the course description)*

## -----> **1.2. Non-formal education in international youth work**

“Since non-formal education is the dominant learning feature in the youth programmes the Council of Europe and of the European Commission, special reference is made here to what is meant with this term: Non formal education has become the summary notion for what, in the past, was referred to as out of school education<sup>2</sup>. However, in the context of international youth work non-formal education does have a clear and significant characteristic.

European youth projects do actively involve young people who contribute to a project on voluntary basis. These projects – such as youth exchanges or voluntary services, youth initiatives or seminars – are not part of any formal educational curriculum. They are, however, characterised through a planned programme of personal and social education for participants and apply methods of intercultural learning. It is important to stress that these projects are carried out by trained and qualified actors in the youth field.

A strong European dimension is ensured through the involvement of partners and participants from different countries and cultural backgrounds. In addition, besides the relevant skills (e.g. communication and teamwork) and knowledge (e.g. about European societies and politics) which are necessary for giving these projects a European dimension there is a strong political notion related to it since values – such as democracy, human rights, tolerance and solidarity – are an inherent element of any European youth project.

It can be assumed that the chances for participation of young people in society are improved through their involvement in non-formal educational projects in an international context and that an important contribution towards active European Citizenship can be made through international activities in this context and namely those which apply the quality standards of the youth programmes of the Council of Europe and of the European Commission.

A further aspect that should not be forgotten is the thousands of personal relations resulting from participation in international youth projects which – without any doubt – do contribute substantially to the future of Europe and its “human and interpersonal sustainability”.”

*(excerpt from the course description)*

## -----> **1.3. A need for training in non-formal education and international youth work**

“Youth workers, youth leaders and other actors involved in the development, implementation and evaluation of European youth projects are confronted with big challenges, specifically in the areas of intercultural communication, project

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2. Non-formal education is often confused with informal or non-formal learning. Non-formal learning can be a common feature in training in companies and non-profit organisations. In informal learning what happens is an individual experience which enriches personal development that takes place throughout all walks of life and in peer relations, within the family, through the media and other factors of influence in the lives of young people. However, there is no curricular responsibility. No institutionalised body stands behind the learning that takes place concerning values, content, good practice or social qualification. There are no learning standards, there is no structure and no evaluation. Non-formal education provides all these elements. The choice to participate is free and voluntary. Once that choice is made, there is a structured educational offer that follows standards established in learning theories, which can be evaluated and represents recognised quality standards.



design and methodology, programme delivery and project management of European youth projects.

Therefore, the Partnership Programme between the Council of Europe and the European Commission has set out a long-term training strategy in the youth field which is aimed at achieving:

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

*(excerpt from the course description)*

#### -----> 1.4. A long term “Advanced Training for Trainers in Europe” - ATTE

“As a result of the evaluation of the first two years of Partnership Programme between the Council of Europe and the European Commission it was decided to focus on training related to European Citizenship and Training for Trainers. A “Curriculum and Quality Development Group” with experts on these topics was established which developed a curriculum for training on European Citizenship, a curriculum for a training course for trainers and quality standards for European level training in the youth field.

The training course “Advanced Training for Trainers in Europe” has been designed on the basis of the respective curriculum in order to meet the increasing need for qualified trainers in this field and to enlarge and further develop the European networks of trainers who have the competence and the motivation to develop and implement European level training activities in the youth field. This course is set within this context and philosophy of non-formal education as described above and seeks to extend and deepen the European practice of training in non-formal education. It is new and innovative in its approach, long-term perspective and intensity and, as a pilot project, it is a step further towards quality European level training of youth workers and youth leaders and towards the recognition and certification of training for trainers in the field of non-formal education.”

*(excerpt from the course description)*

## 2. Target group

The participants of ATTE “are practitioners – volunteers as well as professionals – in the field of training. They have relevant experience as trainers, preferably at European or international level and preferably in the youth field, with a need to further develop their training competencies. They are committed to work as European level trainers in the youth field in the future.

Specifically, participants

- have international experience with a function of responsibility (not only as a participant), preferably in the youth field;



- have relevant experience as trainers (not only as training organisers), preferably at European or international level and preferably in the youth field;
- have acquired a basic knowledge of the programmes of the Council of Europe and of the European Union in the youth field prior to the beginning of the course;
- have the potential and need to further develop their training competencies and act as a European level trainers in the youth field;
- are committed to develop and implement training activities, with special emphasis on European Citizenship, within the programmes of the Council of Europe and the European Union in the youth field;
- develop and implement training projects together with other course participants as part of this training course;
- are open and have the potential to be partners in a European level training project;
- are supported by an organisations, associations or institutes – governmental or non-governmental;
- are able to work well in English as trainers and have basic skills to communicate in another European language;
- are motivated to contribute to the learning process of the training course;
- are committed to attend for the full duration and in all elements of the course.

There are 30 participants altogether. They all come from the Member States of the Council of Europe and the European Union and from other states signatory of the European Cultural Convention.”

*(excerpt from the course description)*

### 3. Objectives

#### -----> 3.1. Political and strategic objectives

The political and strategic objectives of this training course are:

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

*(excerpt from the course description)*





## -----> 3.2. Learning objectives

The learning objectives of this training course are to further develop and improve the following competencies of the participant trainers:

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

Furthermore, the participant trainers are expected to enlarge their knowledge on Europe and the realities of youth work in Europe. It should be stressed that the above list of competencies can – on the one hand – not be exhaustive, on the other hand all participants need to have made relevant experience as trainers and thus do have knowledge with regard to the above items. The “Advanced Training for Trainers in Europe” does, thus, not aim at providing basic skills and competencies but aims at achieving an advanced level of quality first of all of the participants trainers but in the longer term of European youth projects.”

*(excerpt from the course description)*

## 4. Methodology

### -----> 4.1. The methodological frame: rooted in the approach of non-formal education

The methodology of ATTE was based on the approach and practise of non-formal education in youth worker and youth leader training, as they have been developed and implemented by the Youth Directorate of the CoE and the European Commission through their Youth Programmes as well as in other training contexts. In conjunction with the nature of ATTE -a long term training for trainers course- this determined the following methodological guidelines:

The learning process:

- was based on the intrinsic motivation of the learner;
- was learner-centred and based on the experiences of participants;
- was based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;



- did not imply the control of individual learning achievement;
- enabled participants to apply and transfer what they learned to their youth work practise;
- took into account the needs and motivations of participants and be open to regular feed-back and evaluations;
- was thoroughly evaluated and documented to gain a maximum multiplying effect after this pilot phase.

“Non formal education, as a learning system, it is common practice in community work, youth and social work, voluntary service, NGO activity at local, regional, national and European levels. Non-formal education has highly differentiated formats in terms of time, location, numbers and composition of participants and training teams, the dimensions of learning and the application of its results. Its effectiveness can be assessed and evaluated by both educational and social research with the same degree of reliability as formal education.”

*(excerpt from the course description)*

### **Learning oriented, in knowledge, skills and attitudes**

In ATTE what was essential was the “learning”, (the process of active discovery of new knowledge and the development of attitudes and competencies) through experience and not the “teaching” (the transmission of a previously elaborated knowledge). The learning process in ATTE comprised the development of democratic values and attitudes on the affective level, but also the acquisition of knowledge and competencies on the cognitive level. Both are best gained through practice and experience – on the practical level.

### **Participatory pedagogies – Interaction content – learner**

In non-formal education, Democratic and participatory pedagogies are very important: their value as self-managed tools for personal and collective development constitute the very essence of what is to be learned and practised.

Participatory pedagogies were used in ATTE with all their potential, looking for the interaction between “object of learning - learner”. In ATTE This interaction comprised, among others, the following steps: exploration of the interest and initial knowledge of learners, self managed learning, critical questioning of what is being learned, application of what is learned to the learners environment and further exploration.

#### **Implicit / Explicit pedagogic practice**

The implicit nature of its pedagogic practice is, according to several authors, one of the most significant characteristic of non formal education. In the implicit pedagogic practice the emphasis is put in the acquisition and competence, the learner has much more freedom to create his/her own individualised criteria for evaluation, the trainer is more a facilitator than a transmitter and the “rules” for learning are diffuse.

The use of implicit pedagogic practices was very frequent in ATTE:

“Non-formal pedagogy in the youth training field rests on conveying substance (in this case, training competencies) implicitly through practice, that is, in and through activities themselves. ATTE participants themselves must discover the lessons and meanings.”

*(excerpt from the midterm evaluation)*



In other moments of ATTE, the use of explicit pedagogic practices was needed and wanted; emphasising the transmission and performance and making clear to participants what was expected of them.

“ATTE participants want more guidance on how to decode and recode. The concept and practice of implicit pedagogy needs to be more explicitly introduced and justified with the participants, who want greater depth, more structured inputs and more “knowledge” about professional skills, competencies and techniques. This means that course activities must be framed by more transparent and explicit aims and objectives: What are the expected learning outcomes?, Why are they worthwhile? How do I know when I have achieved them?”

*(excerpt from the midterm evaluation)*

The “implicit / explicit pedagogic practice” influenced the methodology of ATTE not just in the punctual choices between being explicit or not, not just in the balance of “how much explicit or implicit” the team should be. It was a guiding criteria in the methodological discernments of ATTE. It raised a general awareness about the impact of “implicit” and “explicit” in the training practices. This was specially important since the participants of ATTE were trainers -acting as such in other contexts-.

## → 4.2. The two methodological pillars: Intercultural learning and experiential learning

### 4.2.1. Intercultural Learning (ICL)

#### As a learning process

Intercultural Learning was one of the most important methodological foundations of ATTE. The notions and practices related to ICL inspired the educational practice and the methods used during the whole course.

Intercultural learning, was understood and promoted as a learning process aiming to:

- Raise awareness about cultural diversity and equality in dignity, and through that, overcome cultural barriers, stereotypes and prejudices, as well as apathy or indifference.
- Promote a positive relationship between people or groups from different cultural backgrounds, based upon mutual recognition, equality in dignity and by giving a positive value to cultural diversity
- Promote equality of opportunities in educational processes, develop the autonomy and self-esteem of young people from different cultural backgrounds and “empower” them to work and learn

#### At different levels

The three interrelated levels of ICL shaped the methodology of ATTE:

- The Political and social level by:
  - overcoming ethnocentrism
  - promoting equality of opportunities and respect of cultural diversity,
  - building up the basis for European co-operation and integration
- The Educational level by:
  - developing cultural awareness
  - raising awareness on cultural diversity
  - understanding stereotype and prejudice



- promoting interaction and social integration
- The educational level by:
  - providing equal opportunities in learning processes
  - encouraging the autonomy and creativity
  - promoting the emotional and attitudinal development

### Promoting attitudes

As we can read in the point 3.2., one of the learning objectives of ATTE was the further development and improvement of the Intercultural competence of the participant trainers. This implied the promotion of the following attitudes towards ICL:

- Empathy: try to see things from a different point of view. The emphatic effort helps a lot but it is linked with tolerance of ambiguity.
- Tolerance of ambiguity: it means accepting things we are not sure to understand, although we give them a meaning; not to pretend to know why someone is acting in a certain way; be able to deal with conflicts.
- Distance to social roles: it means being aware of our role in society and the influence we have; to find the way to address questions, issues in a proper way; to recognise roles we have; to be aware of what we are.

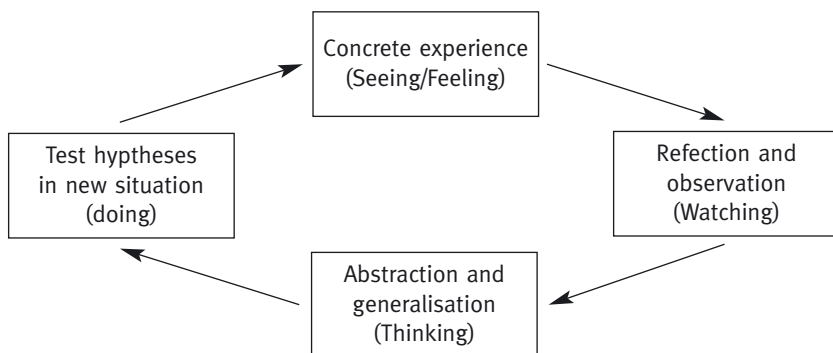
The ultimate aim of ICL in ATTE was to learn to recognise and respect each other all around Europe.

### 4.2.2. Experiential learning

Experiential learning was, together with ICL, the most determinant methodological guideline of ATTE. Experience was, indeed, the source of learning and development in ATTE.

As in the experiential learning cycle, the learning occurred involving four processes:

- Active Experimentation; experiencing new things in simulations, case study, homework,...
- Reflective Observation; group discussions, peer feedback, mentoring, personal reflection time...
- Abstract Conceptualisation; lectures, papers, analogies, theory readings, thinking alone, talking with experts...
- Planning / new experience; practice I, practice II, workshops, field work...



There were in ATTE a lot of those processes happening simultaneously and not necessarily in this sequence. For example; in a certain moment of a learning session, a participant trainer could be at the stage of reflecting on the “team work” competence and another in the stage of experiencing the “project management” competencies.

If in a certain moment of ATTE we could have taken a photo of those experiential learning cycles, we could see a lot of them happening at the same time and forming a kind of spiral where the different cycles interact.

Additionally, the experiential learning approach allowed to integrate and challenge, in the methodology of ATTE, the different participants trainers learning styles preferences (reflector, theorist, pragmatist and activist).

### -----> **4.3. Methodological guidelines**

#### **4.3.1. Combining personal and group learning processes**

“The participant trainers will also be encouraged to develop a Personal Development Plan as a basis for planning and evaluating their individual learning processes with respect to the competencies they want to develop further while at the same time following a group learning process being part of an intercultural group of participant trainers.”

*(excerpt from the course description)*

The methodology of ATTE tried to find an adequate balance between the personal and group learning. In order to achieve this balance, ATTE putted -compared with other trainings- an special emphasis on the individual learning processes. Specific methods and spaces were created for those individual learning processes to take place; personal development plans, individual work, personal reflection time, the training quality product...

#### **Learners active participants - Participant centred**

The attention to the individual learning process has its roots in a humanistic approach to training; trusting the human potential to learn, to grow and to “become” and promoting the autonomy and responsibility of the participants trainers in their own learning process.

ATTE placed learners at the centre of education and training methods and processes. Learners became active participants in the own learning process, which they learnt to co-manage and negotiate together with their trainer-guides and with their co-learners; by developing awareness, having responsibilities and taking decisions.

Participant centeredness in ATTE was not just about using a lot of questionnaires or personal work. Individuals and their learning was the first priority in all the educational programme and the decisions linked to it.

But this did not play again considering and integrating the socio - political context in the training programmes. That is the reason why ATTE participants trainers learnt and worked as “multipliers”; individuals but with a clear socio-political role in their context. An evidence of it is the projects carried out within ATTE as we can read in the following section.



### 4.3.2. Project oriented

“The training projects organised by the participant trainers serve as learning tools and at the same time as concrete actions with direct impact on the programmes of the Council of Europe and of the European Union in the youth field.”

*(excerpt from the course description)*

The projects in ATTE served a dual purpose: In the first place, the projects were tools for learning, developing practical experience. In the second place, the projects were seen as a concrete initiative that can contribute to the improvement of the quality and outreach of youth work on European level. For this, it is relevant to mention that specific quality criteria were identified for the two project phases (Practice I and Practice II) of ATTE.

“The training projects developed and implemented by the participant trainers during “Practice I” are a very important element of the whole course. Participant trainers should go through a full cycle of a training project in the field of non-formal education/youth from the first preparation until the evaluation.

The training projects developed and implemented by the participant trainers during “Practice II” are expected to take place between January and October 2003 and should mostly follow the criteria for Practice I with the exception that they do not have to be organised together with other course participants. They should be planned in a way that they allow practising the competencies acquired during the first year of the course and that they contribute to the individual learning process of the participant trainers as planned at the third seminar in January 2003.”

*(excerpt from the course description)*

Those two project phases articulated and shaped the methodology of ATTE. The project management sequence ( planning, implementing and evaluating a project) and the concrete steps and methods linked to it (social analysis, defining aims and objectives, strategy, methodology, timing, funding, teamwork, monitoring, evaluating, reporting...) were an important axe of ATTE.

### 4.3.3. Integrating the evaluation in the learning process

“Being a pilot course, an appropriate and ongoing evaluation of effectiveness with respect to individual learning, group learning, institutional investment and turnover will be necessary.”

*(excerpt from the course description)*

An independent evaluation assisted the management and running of the course by observing and analysing ATTE’s training and learning processes.

“ The ATTE evaluation is based on established democratic qualitative educational evaluation practice. It takes a neutral position in relation to all ATTE stakeholders and seeks a positive reconciliation of all views and practices, in the knowledge that differences may continue to exist. The evaluation does not judge or assess individuals, but evaluates the ATTE course as an innovative venture to improve the quality of training for trainers in non-formal youth education at European level.”

*(excerpt from the midterm evaluation)*



In ATTE, this ongoing evaluation of processes and outcomes supported the responsive educational practice.

#### 4.3.4. Linking residential seminars and distance learning

“Virtual Community: It is planned to establish a web-site for this training programme. This should have a part which can be accessed publicly and an internal section for the use of the participant trainers and the persons in charge of the supervision and implementation of the programme (course team, course secretariat etc.). The internal web-site could also be used for communicating everything related to the course – organisational issues, feedback, reflection, ideas, practice projects of the participant trainers, personal portfolios etc.”

*(excerpt from the course description)*

In the original planning of ATTE, the use of the virtual community and the distance learning methods were foreseen as a extra tool for “the progress and success of the Advanced Training for Trainers in Europe course”.

*(excerpt from the course description)*

As the course advanced, the intensity and importance of the learning between seminars grew.

“ATTE is a part-time continuing vocational training course that is based on open and distance learning punctuated by face-to-face intensive course modules”

*(excerpt from the midterm evaluation)*

This “new understanding” of ATTE as a continuous learning process influenced very much the whole methodology of the course specially during the second year. It encouraged the improvement of the virtual learning community and of other specific tools and spaces for distance learning: peer support groups, topic groups, project groups, personal self development...

The methodology of the seminars was as well shaped by the continuous learning process taking place in ATTE. In almost every session it was very relevant the link with what happened before and with what will happen after each Seminar.

The methodology of ATTE tried to guarantee a continuous learning process looking for possibilities of distance learning and its complementary and cross fertilisation with the residential Seminars.

#### -----> 4.4. A quick view of methods

Due to their special relevance or innovative nature, some of the methods used in ATTE were already foreseen and explained in the course description:

“The participant trainers will also be encouraged to develop a Personal Development Plan as a basis for planning and evaluating their individual learning processes with respect to the competencies they want to develop further while at the same time following a group learning process being part of an intercultural group of participant trainers.

The following other course elements are envisaged:

Tutoring/mentoring: Each participant trainer has a tutor/mentor who is a member of the course team. The tutor supervises the learning process during the full duration of the programme and is involved in consulting with the participant trainers



specifically with respect to the training activities designed, implemented and evaluated in the practice periods.

**Reflection groups:** Mixed groups of participant trainers are established in order to reflect on the process of the seminars at the end of each seminar day. Their composition can also serve for other purposes, e.g. within specific activities of the programme. The reflection groups could also establish an internal conference in the web-site of the training programme or arrange meetings between the residential seminars.

**Peer groups:** The participant trainers will be encouraged to establish peer groups for the duration of the programme. These peer groups will allow participant trainers to support and consult each other and to share ideas, concerns, experiences and good practice. Peer groups can have the same composition as the reflection groups.

**“Virtual Community”:** It is planned to establish a web-site for this training programme. This should have a part which can be accessed publicly and an internal section for the use of the participant trainers and the persons in charge of the supervision and implementation of the programme (course team, course secretariat etc.). The internal web-site could also be used for communicating everything related to the course – organisational issues, feedback, reflection, ideas, practice projects of the participant trainers, personal portfolios etc.”

(excerpt from the course description)

Many other methods were developed and/or adapted while running the course for the particular purposes of ATTE. The following chapters include a detailed description of the methods used in the different ATTE seminars and in the periods between seminars. Now we will list them just to have an overview of their diversity and to see how the previously mentioned methodological guidelines were translated into concrete methods:

- Inputs
- Group building exercises
- Leisure activities
- Reflection groups
- Simulation exercises
- Discussion groups
- Sport activities
- Group exercises
- Self perception inventories
- Personal development plans
- Visit to youth organisations
- Mentoring
- Project development sessions
- Small researches
- Assessments
- Workshops
- Outdoor exercises





- Training using theatre
- Movies
- Role plays
- Discussions
- Intercultural evenings
- Peer support groups
- Exploration groups
- Virtual community
- Questionnaires
- Portfolios
- Training quality products
- Pair work
- Ongoing evaluation methods...

## 5. The learning strands and the "production / contribution"

### -----> 5.1. The learning strands

Looking at the learning processes that took place in ATTE, we could find some learning strands which cross and give coherence to the whole course. The team identified four of them:

- 1) Learning in the group
- 2) Learning as a trainer
- 3) Learning as a self-directed learner
- 4) Learning about training aspects

Those four learning strands were relevant for the conception and implementation of the course. They are indeed the meeting point of the political, strategical, learning course objectives and the profile of the participants trainers.

Learning in the group refers to the use of the group of participants trainers as a learning resource.

Learning as a trainer refers to the development of the professional competencies of ATTE participants, who are trainers.

Learning as a self-directed learner refers to the ongoing learning processes in ATTE where participants-trainers take responsibility for their own learning.

Learning about training aspects refers to the attention given in the Seminar to some of the most actual aspects in training at European level such as European Citizenship, Quality, Lifelong Learning, Training competencies, Training in other contexts...

It is probably unnecessary to say that there are overlaps between those strands. Several of those strands were present in many sessions of ATTE. At the same time in each ATTE Session or Learning feature, we can clearly identify a predominant ultimate educational intention.

Within each Seminar, the Curriculum description is structured as follows: the different sessions grouped according to those strands. To show that, in the following

chapters, we will use for several programme tables and graphics four different colours: Learning in the group - Learning as a trainer - Learning as a self-directed learner - Learning about training aspects.

The result of this grouping is clearly subjective but very relevant. Without simplifying the ATTE structure, this grouping helps a lot for the understanding of the ultimate educational intention of each programme session and of the whole course. Moreover, the grouping of training sessions according to those four learning strands is very useful to visualise and reflect upon the articulation of the curriculum of ATTE.

## -----> 5.2. The “production/contribution”

One of the dimensions of ATTE is what we have called “production/contribution”. It refers to the ATTE outcomes which go further than the learning of the participants trainers, which have an impact and are a contribution to the European Youth Training field.

This production strand within ATTE is strongly linked with its Political and strategic objectives (see 3.1). We could include in this strand the Practice I, the Practice II, the Training Quality Products, Portfolios and other punctual outcomes which transcend the internal dynamic of the course.

The already described learning strands and this production/contribution dimension are strongly linked and overlap with each other. The production of ATTE has a strong learning component, no learning process would have been complete without this production outcome...

But as it happened with the learning strands, the differentiation of this “production/contribution” dimension help us to understand the ultimate intention and the overall structure of ATTE course.

## 6. Structure and course elements

“The course is organised over a period of 2 years. The first year provides a common structure for all participants and the second year an individualised structure for each participant.

The starting activity is an Introductory Seminar which is aimed at an initial assessment of the competencies and experience of the invited course applicants in the field of youth work and training as well as of their further training needs. This will allow the course team to better design the course in a needs oriented way. Furthermore, this meeting is aimed at developing a common understanding of the course content, objectives, programme and methodology and the implications with respect to the commitment and involvement expected from the course participants. This will also allow the participants to better prepare for the first seminar of the course. Finally, it is intended to allow for a final selection of the course participants as well as final decision of course participants on their commitment to the course.

The first year consists of three residential seminars plus a practical training activity designed, implemented and evaluated by the participant trainers as a part of the programme (“Practice I”) between the seminars... The third seminar includes an interim assessment of the learning process and professional development as well as a look at the further training needs of the participants trainers.

Based on this assessment individual objectives and individual training plans for the second year will be negotiated and agreed between the participant trainers and the course team.

The second year is a “practice period” for the participant trainers during which they will be “learning-on-the-job” as trainers in European level training activities in the youth field (“Practice II”). This allows the participant trainers to apply the competencies and skills acquired during the first programme year... At the end of the second year there is a final evaluation seminar including a final assessment of the competencies and professional qualifications acquired by the participant trainers through the course. This assessment includes a description of the strengths of the participant trainers in the field of training as well as of areas where further development is recommended.”

*(excerpt from the course description)*

Time Line	Seminar		Ongoing learning features			ATTE “Production /Contribution”		Ongoing external evaluation	
Nov. 2001	“Introductory Seminar”		Mentoring						
Jan. 2002	1st Seminar “Laying the Foundations”								
				Open learning Comm.  Virtual Comm.					
May. 2002	2nd Seminar “Theory and Practice of Training”								
							Practice I		
Jan. 2003	“Consolidation and Development”								
						Topic Groups	Practice II		Training Quality products and Portfolios
Oct. 2003	4th Seminar “Quality Assessment”								

## **Seminars:**

“Introductory Seminar” EYCB, 7th -11th November 2001:

- Initial assessment; common understanding of course content, objectives and methodology

1st Seminar “Laying the Foundations” EYCS, 10th -20th January 2002

- European Citizenship, training youth

2nd Seminar “Theory and Practice of Training” Radovljica, 7th - 17th May 2002

- Theory and practice of training and methodologies

3rd Seminar “Consolidation and Development” EYCS, 21st - 31st January 2003

- Evaluation of Practice I, interim assessment training competencies, consolidation, specialised training, planning for second year

4th Seminar “Quality Assessment” EYCB, 11th - 18th October 2003

- Evaluation of Practice II, Feedback on TQPs and Portfolios, final assessment, course evaluation, future perspectives, certificate

## **On going learning features:**

Mentoring

- Each participant trainer has a tutor/mentor (member of the team) who supports and supervises the learning process during the full duration of the course

Open Learning Community - Virtual Community

- a interactive web-site used for communicating everything related to the course – organisational issues, feedback, reflection, ideas, practice projects of the participant trainers...

Peer support groups

- Groups of 3-5 participants trainers without any intervention of the trainers team to consult each other, to support each other, to share ideas, concerns, experiences and good practice.

Topic groups

- Optional groups, facilitated by a team member and working on a training topic. Their work took place using e-mail and the virtual discussion groups created in the open learning community

## **Practice Periods and ATTE “Products/Contributions”:**

Practice I

- training courses/projects in the youth field run by teams of ATTE participant trainers. The teams were formed in the 2nd ATTE seminar and they were responsible for the conception, planning, running and evaluation of those training projects.

Practice II

- multilateral European training courses in the youth field involving a minimum of 4 countries with a minimum length of five consecutive training days. In those training courses ATTE participant trainers were involved as trainers and without necessarily working together with other ATTE participant trainers.



### Training Quality Products

- “Training Products” related to Practice II, consisting on a documentation of a training/learning process, or on a conceptualisation of existing practice, or on a training manual or on a comparative study... in the form of a text, a video, a web-site, a CD-ROM...

### Portfolios

- Documents in which participants trainers assembled and display in a systematic way, a record of their qualifications, achievements and experiences in training, together with samples of work they have themselves produced.

Another way of looking at this overall ATTE structure, would be according to the previously identified learning strands (Chapter I 5.1) Learning in the group, Learning as a trainer, Learning as a self-directed learner and Learning about training aspects

Time Line	Seminar	Ongoing learning features				ATTE “Production /Contribution”		Ongoing external evaluation
Nov. 2001	“Introductory Seminar”							
Jan. 2002	1st Seminar “Laying the Foundations”	Mentorship						
May. 2002	2nd Seminar “Theory and Practice of Training”		Open learning Comm. Virtual Comm.					
						Practice I		
Jan. 2003	“Consolidation and Development”			Peer Support Groups				
					Topic Groups	Practice II		
Oct. 2003	4th Seminar “Quality Assessment”						Training Quality products and Portfolios	

- Learning in the group
- Learning as a self-directed learner
- Learning as a trainer
- Learning about training aspects

There are overlaps between those strands but, without simplifying the ATTE structure, this visualisation can help us a lot for the understanding of the ultimate educational intention of each element of ATTE and of the whole course. Those four learning strands are very useful to visualise and reflect upon the articulation of the curriculum of ATTE.

As we see, in almost all the seminars and in the practice periods, the four strands were nuclear part of the learning process. In the ongoing learning features we can observe different combinations of educational purposes.

In the following chapters, within each Seminar, in the Curriculum description, the different sessions grouped according to those strands.

## 7. Roles, responsibilities and list of actors

### -----> 7.1. Roles and responsibilities

The “participants trainers”<sup>3</sup> were the starting point of the course. Each participant had the space and is expected to contribute with his/her own experiences.

The team of the course is responsible for the planning, organisation, implementation and evaluation of the programme of the course.

The course directors were responsible for the co-ordination and supervision of the educational dimension of the Seminar and for securing the interaction between all actors involved in the implementation of the course.

The team was supported by resource persons/experts who provided specific input and expertise on concrete issues for specific parts of the programme.

The effectiveness of ATTE with respect to individual learning, group learning, institutional investment was evaluated by external evaluators. This evaluation was specially relevant due to the pilot nature of the course.

The documentalist was in charge of editing a complete description of the course curriculum and a detailed documentation of the last two seminars.

The function of the course secretariat was assumed by staff members of the secretariat of the Partnership Programme on European Youth Worker Training.

### -----> 7.2. List of actors

PARTICIPANTS	ORGANISATION
ALBANIA	
HOTI Bujana Rr. Hasan Sufa , pall 3 ap 12, Tirana Albania Tel mobile: + 355 69 22 58 143 Fax: 355 4 25 33 93 bujanahoti@yahoo.com	Co-operation and Development Institute Tirana Albania www.cdi.org

3. “Participants trainers” was the expression chosen by the team to refer to ATTE participants. This to underline that they were trainers and colleagues. This same expression is used in the documentation of the course.



## AUSTRIA

---

STABAUER Carina  
Schwarzindien 77  
5310 Mondsee  
Austria  
Tel: 43 6232 7445  
Fax: 43 6588 7368-4  
cartaruga@hotmail.com

Akzente Salzburg – Jugendinfo  
Fanny-von-Lehnert-Strasse 1  
5020 Salzburg  
Austria  
Tel: 43 662 849 291 71  
Fax: 43 662 849 291 77  
c.stabauer@akzente.net

## BELARUS

---

LOUKCHA Nikolai  
Rokosovsky ave. 118/15  
220101 Minsk  
Belarus  
Tel: +375 172 48 13 32  
Fax: +375 172 22 78 73  
Mobile : +375(0) 296 48 13 33  
rzenter@yahoo.com

“Interactive”  
K. Marxstreet 40  
220030 Minsk  
Belarus  
Ingys\_interactive@yahoo.com

## BELGIUM

---

HILDEBERT Pascal  
rue du Radium, 4  
1030 Brussels  
Belgium  
Tel: 32 486 92 30 87  
Fax: 32 2 514 2929  
Pascal\_hildebert@yahoo.fr

European Federation for Intercultural  
Learning  
Ave. Emile Max, 150  
1030 Brussels, Belgium  
Tel: 32 2 514 52 50  
Fax: 32 2 514 29 29

KEERSMAEKERS Ronald  
Sellaerstraat 14 bus 3  
1820 Melsbroek  
Belgium  
Mobile: +32 476 43 71 78  
Ronald.keersmaekers@usa.net

The Knot  
Sellaerstraat 14 bus 3  
B-1820 Melsbroek  
Belgium  
phone : +32 (0)476 43 71 78  
ronald@theknotweb.net  
www.theknotweb.net

NICOLAI Felix  
Rue Désiré Desmet 72  
1030 Bruxelles  
Belgium  
Tel: +32 22 16 73 90  
Mobile : +32 475 902 118  
felix-nicolai@tiscalib.be

Rue Désiré Desmet 72  
1030 Bruxelles  
Belgium  
Tel.: +32 (0) 2 216 73 90  
Mobile: +32 (0) 475 90 21 18

## BOSNIA AND HERZEGOVINA

---

RAKONJAC Sladjana  
Romana Petrovica 7  
71000 Sarajevo

Quaker Peace and Social Witness  
Kralja Tvrtka 10  
71000 Sarajevo



BiH  
Tel : +387 61 172 609  
Fax : +387 33 212 912  
cutieo33sa@yahoo.com

BiH  
Tel: +387 61 482 281  
Fax: +387 33 212 912  
qpsw@bih.net.ba

---

## FRANCE

MOREL Denis  
Le Bois Grignon  
56220 Malansac  
France  
Tel: 33 2 97 43 41 32  
luciole.ara@mageos.com

ENOA  
Calçada se Sto Amaro nº 38º3  
1300-515 Lisbonne  
Portugal  
Tel: 351 91 72 92090

---

## GERMANY

MÜTTER Annette  
Am Roemerkestel 21  
53111 Bonn  
Germany  
Tel. +49-228-9655855  
annette.muetter@gmx.de

IKAB-Bildungswerk e.V.  
Poppelsdorfer Allee 92  
53115 Bonn, Germany  
Tel: 49 228 636 460  
Fax: 49 228 694 848  
studienleitung.ikab@t-online.de

WICKE Peter  
Littenweilerstr. 36 A  
79117 Freiburg  
Germany  
Tel: +49 761 696 6315  
Mobile: +49 175 857 5726  
peter-wicke@web.de

Freelance trainer

---

## GREECE

KOUTENTAKI Xenia  
Dervenion 42-44  
106 81 Athens  
Greece  
Tel : +30 210 330 3046  
Fax : +30 210 380 1809  
xenia@mailbox.gr

Citizens in Action  
Emm. Benaki 93-95,  
106 81 Athens  
Greece  
Tel.: 30 210 3801881  
Fax. 30 210 3801809  
citizensinactiongr@yahoo.gr

---

## HUNGARY

JÁROSI Éva  
Orgona u. 9/4  
2000 Szentendre  
Hungary  
Mobile: 36 30 283 2757  
eva\_jarosi@mailbox.hu

MOBILITAS-National Agency for the  
Youth Programme  
Amerikai ut 96, 1145 Budapest  
Hungary  
Tel: 36 1 273 4292  
Fax: 36 1 273 4296  
jarosi.eva@mobilitas.hu





PETES Beáta  
Bajnok u. 1. fszt 4.  
1063 Budapest  
Hungary  
Mobile: +36 30 994 1526  
petesb@freemail.hu

Ministry of Children, Youth and  
Sports  
Hold u. 1  
1054 Budapest  
Hungary  
Tel: 36 1 301 92 44  
beata.petes@gyism.hu

## ICELAND

---

STEFANSDOTTIR Ragnheidur  
Hagamelur 27  
107 Reykjavik  
Iceland  
Tel: 354 552 5514  
Fax: 354 510 6610  
ragga@itr.is

Sport and Youth Council of Reykjavik  
Frikirkjuvegur 11  
101 Reykjavik  
Iceland  
Tel: 354 510 66 00  
Fax: 354 510 66 10

## ITALY

---

D'AGOSTINO Mario  
Via Rodolfo Lanciani 1  
00019 Tivoli, Roma  
Italy  
Tel : +39 329 908 5465  
Fax : +39 773 40 00 12  
mariodago@tiscalinet.it

Youth Express Network  
Strasbourg  
France  
Tel: +33 3 88 35 37 45

MAISTRELLI Giulio «Mac»  
63, Via Luigi Cibrario  
10143 Torino  
Italy  
Tel: +39 011 750 90 80  
Mobile : +39 335 13 444 88  
mac@nkonl.org

Cooperativa VEDOGIOVANE  
16, Via dei Frassini  
28021 Borgomanero  
Italy  
Tel: +39 0322 836 449  
Fax: +39 0322 831 504

MOLARI Simona  
Via Pietro Piffetti n° 48  
10143 Torino  
Italy  
Tel : +39 011 74 52 31  
Fax : +39 011 74 12 643  
Mobile: +39 339 27 61 340  
simocclown@libero.it

VOLPI Silvia  
Via Tinto da Battifolle 7  
50053 Empoli (FI)  
Italy  
Mobile: +39 335 786 2302  
Fax: +39 055 234 56 98  
s.volpi@vebaccademia.it

VEB ACCADEMIA EUROPEA  
Via S. Egidio 12  
50122 Firenze  
Italy  
Tel: +39 055 244 200  
Fax: +39 055 234 56 98



## **LATVIA**

---

STRAZDINA Aija  
Elizabetes Street 8-10  
1010 Riga  
Latvia  
Tel: +371 733 23 15  
a\_strazdina@hotmail.com

Latvian and European Cooperation  
Centre  
Stabu Street 35 – 16A, K-3  
1011 Riga  
Latvia  
Tel: +371 929 9292  
lecc\_latvia@hotmail.com

SAMSONOVA Evija  
Juglas Street 41-3  
1064 Riga  
Latvia  
Tel: +371 910 6868  
Fax: +371 722 22 36  
samson@latnet.lv

Agency for International Programs for  
Youth  
Merkela Street 11-531  
1050 Riga  
Latvia  
Tel: +3717221 874  
Fax: +371 722 2236  
samson@latnet.lv

## **LITHUANIA**

---

GAILIUS Zilvinas  
Partizanu 27"G" - 46  
LT-3043 Kaunas  
Lithuania  
Mobile: +370 699 32 204  
Fax: +370 37 320 319  
zilvinas.gailius@takas.lt  
zilviakas@yahoo.com

Association of Youth Non-Formal  
Education in Lithuania  
Partizanu 27"G" - 46  
LT-3043 Kaunas  
Lithuania  
Mobile: +370 699 32 204  
Fax: +370 37 320 319  
zilvinas.gailius@takas.lt

## **MOLDOVA**

---

KYURKCHU Vitalii  
87, Lenina Street  
v. Kongaz  
Komrat region, ATU Gagauzia  
MD-3819, Moldova  
Tel: +373 38 41 091  
Tel/fax: +373 38 25 972  
Mobile: +373 95 14-741  
kiurkchu@mail.md  
kiurkchu@mail.ru

Centre for Social and Cultural  
Development and Cooperation  
17, Galatsana street, t. Comrat  
ATU Gagauzia, Moldova, MD-3805  
Tel : +373 38 41 091  
Tel / fax : +373 38 25 972  
cscdc@mail.md

## **POLAND**

---

MEDLINSKA Marta  
Paslecka 14 C / 60  
03-137 Warsaw  
Poland  
Tel: + 48 (0) 502 734 579  
medla@wp.pl  
m.medlinska@youth.org.pl  
<http://www.youth.org.pl>

Narodowa Agencja Programu  
MLODZIEZ  
Ul. Mokotowska 43, IV p.  
PL - 00 551 Warsaw  
Tel: +48 22 622 37 06 / 628 60 14  
Fax: +48 22 622 37 08 / 628 60 17  
marta.a5@youth.org.pl



## PORTUGAL

---

BREDA TEIXEIRA Sonia  
Avenida Uruguai Nº 10-3º Dto.  
1500-613 Lisboa  
Portugal  
Tel: +351 21 714 43 05  
Mobile : +351 91 498 3631  
sonia\_breda@hotmail.com  
breda\_sonia@yahoo.co.uk

Youth Express Network  
Tel: +33 3 88 35 37 45  
Fax: +33 3 88 35 01 63  
network@y-e-n.org

PINTO Luis  
Rua Tomás da Anunciação, 70 - 1º Dt.  
1350-330 LISBOA PORTUGAL  
Mobile: +351 91 683 5045  
lm.pinto@sapo.pt

INDUCAR  
R. Pereira e Sousa, 24-A  
1350-243 LISBOA PORTUGAL  
Tel: +351 21 381 3996  
inducar@sapo.pt

## ROMANIA

---

NEDELICU Anca  
B-dul Bucurestii Noi, nr. 74, Bl. A 11,  
ap. 17  
Bucharest, Romania  
Tel: +40 1 668 92 14  
anedelcu@cedu.ro

Center Education 2000  
33, Caderea Bastiliei  
Bucharest, Romania  
Tel: +40 1 212 07 80  
Fax: +40 1 212 07 79

## RUSSIAN FEDERATION

---

BELIAEVA Tatiana  
Soldatova str. 42/3 app. 46  
614000 Perm  
Russian Federation  
Tel: +7 34 22 12 83 62  
TaniaBB@yahoo.com

Department of Youth of Perm  
Sibirskaya str. 8  
614000 Perm  
Russia  
Tel: + 7 3422 12 83 62  
otddm@perm.permregion.ru

## SLOVAK REPUBLIC

---

LEXMANN Miriam  
Hrobakova 26  
85102 Bratislava  
Slovak Republic  
Tel: +421 2 623 14 939  
Mobile: +421 905 492 170  
mirindao2@hotmail.com  
miriam@xboard.sk

## SPAIN

---

TONON Davide  
C/Magalhaes 46, 4º, 2º  
08004 Barcelona Spain  
Tel: +34 93 443 14 59  
Mobile: +34 686 297 937  
inflanubes@virgilio.it

NEXES  
C/Sant Antoni Abat 6, 2a  
08001 Barcelona  
Spain  
xenaole@hotmail.com



## TURKEY

---

NEMUTLU Gülesin  
Barbaros Bulvari  
Dortyuzlu Cesme Sok. Cigdem  
Apt. no 1. Daire 6  
Besiktas, Istanbul  
Turkey  
Tel and fax: + 90 212 327 60 65  
Mobile: + 90 535 963 66 26  
adsoadso@hotmail.com

YEU – Youth for Exchange and  
Understanding  
Apartado 953  
P-8001 911 Faro  
Portugal  
Tel: + 351 289 804 952  
Fax: + 351 289 804 507  
gulesinemutlu@yahoo.com

### Course directors

The Course Directors were responsible for the co-ordination and supervision of the educational dimension of the Seminar and for securing the interaction between all actors involved in the implementation of this Seminar.

*(adapted from the course description)*

FENNES Helmut -Course director  
Council of Europe  
Directorate of Youth and Sport  
30, rue Pierre de Coubertin  
F-67000 Strasbourg  
Tel: 33 3 88 41 23 00  
Fax: 33 3 88 41 27 77 / 78  
Helmut.fennes@coe.int

GOMES Rui - Course director  
Council of Europe  
Directorate of Youth and Sport  
Zivatar utca 1-3  
1024 Budapest, Hungary  
Tel: 36 1 212 40 78  
Fax: 36 1 212 40 76  
rui.gomes@coe.int

### Preparatory team

The Preparatory Team consists of trainers with extensive experience in the field of European level youth worker training and in training trainers. It was responsible for the design and implementation of the programme of all elements of this Seminar.

*(adapted from the course description)*

KLOOSTERMAN Paul  
Geernoutstraat 3  
3813 BV Amersfoort  
The Netherlands  
Tel: 31 33 47 00 052  
Mobile: 31 654 321 608  
paulkloosterman@planet.nl

KOVÁCS Erzsébet  
Kanizsai u. 4/C  
1114 Budapest  
Hungary  
Tel: 36 1 361 47 07  
e.team@axelero.hu

STUER Inge  
Council of Europe  
Directorate of Youth and Sport  
30, rue Pierre de Coubertin  
F-67000 Strasbourg  
Tel: 33 3 88 41 23 00  
Fax: 33 3 88 41 27 77 / 78  
inge.stuer@coe.int

TAYLOR Mark  
c/o Council of Europe office  
Vuka Karadzica 12  
YU-11000 Belgrade  
brazav@yahoo.com  
brazavil@noos.fr



VRETHEM Karolina  
Jacob Westins 6. V.  
112 20 Stockholm  
Tel: 46 8 651 7189  
Mobile: 46 70 768 5381  
kavre@chello.se

### Secretariat

The function of the Seminar Secretariat was assumed by staff members of the secretariat of the Partnership Programme on European Youth Worker Training run by the European Commission and the Council of Europe.

LAURITZEN Peter  
HIDVÉGHI Balázs  
OSAYANDE Dianna  
VAN MIGEM Sabine<sup>4</sup>  
POUGARY Laetitia<sup>5</sup>

Council of Europe  
Directorate of Youth and Sport  
30, rue Pierre de Coubertin  
F-67000 Strasbourg  
Tel: 33 3 88 41 23 00  
Fax: 33 3 88 41 27 77 / 78  
peter.lauritzen@coe.int  
balazs.hidveghi@coe.int  
dianna.osayande@coe.int  
sabine.vanmigem@coe.int  
laetitia.pougary@coe.int

### Evaluators

Responsible for the ongoing evaluation of the individual learning, group learning and institutional investment.

#### *Evaluator*

Prof. Lynne CHISHOLM  
Sommerhalde 22  
D-72213 Altensteig  
+49 (7458) 455253  
DWRLAC@t-online.de

#### *Assistants of the evaluator Until the 3rd Seminar*

Bryony HOSKINS –  
75, rue Maurice Flandin  
F - 69003 Lyon  
Tel.: + 33 4 72368929  
BryonyHoskins@hotmail.com

*From the 4th Seminar  
on Marianne SORENSEN  
Danish University of  
Education  
Emdrupvej 101*

---

4. was working in the secretariat of the Partnership Programme for the 1st year of ATTE  
5. webmaster of the ATTE Open Learning Community



From the 4th Seminar on  
Lejf MOOS  
Danish University of Education  
Emdrupvej 101  
DK-2400 Copenhagen NV  
Denmark  
Tel.: +45 8888 9511  
Fax: +45 8888 9706  
moos@dpu.dk  
www.dpu.dk

2400 Copenhagen NV  
Denmark  
Tel.: +45 8888 9460  
mass@dpu.dk

### **Documentalist**

Responsible for the documentation and the Curriculum description of ATTE

Miguel Angel GARCIA LOPEZ  
Penter Weg 11  
D-49565 Bramsche  
Tel: +49 5461 880 364  
Fax: +49 403 603 305 266  
rmbercia@aol.com

### **Resource persons/experts**

#### *1st Seminar*

For the Session "Visit to l'Etage"

Club de Jeunes Strasbourg L'Etage  
19 quai Bateliers  
F – 67000 Strasbourg  
Tel: 33 388357076  
Fax: 33 388371936

For the Session "Training experiences from another field: Training in theatrical contexts"

Andreas Thimmer  
Andreas Simma  
15, rue La Bruyère  
F – 75009 Paris  
ansi@gmx.net

#### *2nd Seminar*

For the Session "Outdoor education and training"

Dirk De Vilder  
Dorpsstraat 27  
B - 3080 Tervuren - Vossem  
Tel: 32 2 767 84 56  
dirk.devilder@skynet.be

For the Session "Quality criteria in European youth worker training"



Bernard Abrignani  
INJEP - Agence du Programme Europeen "JEUNESSE"  
Parc du Val Flory,  
9-11, rue Paul Leplat,  
F-78160 Marly-le-Roi, France  
Tel: 33 139172755  
Fax: 33 139172757  
abrignani@injep.fr

### *3rd Seminar*

For the Session "European Citizenship in training"

Miguel Angel GARCIA LOPEZ  
Penter Weg 11  
D-49565 Bramsche  
Tel: +49 5461 880 364  
Fax: +49 403 603 305 266  
rmbercia@aol.com

### *Between 3rd – 4th Seminar*

For the setting up of the virtual community

Colin McCullough  
Assistant to the Director of CEDEFOP  
<http://www.cedefop.eu.int>  
cmc@cedefop.eu.int

### *4th Seminar*

For the elaboration of the Study on Trainer Competencies, the Self-Assessment Form and for the discussion on them

Hendrik OTTEN  
IKAB  
Poppelsdorfer Allee 92  
D-53115 Bonn  
Germany  
Tel.: +49 228 636-460; 653-788  
Fax: +49 228 694-848  
IKAB-Bonn@t-online.de

For the feedback sessions and the panel discussion on Portfolios and Training Quality Products

Teresa CUNHA  
Rua Cidade de Sao Paulo  
Edificio Quinta do Carmo  
Lote 120, 3 -DT  
3000 Coimbra  
Portugal  
Tel.: +351 917 808 526  
Fax: +351 239 642 816  
tahine@esec.pt  
Peter FRIESE  
Director National Institute for Social Education



Peter Sabroes Gade 14  
8000 Aarhus  
Denmark  
Tel.: +45 20 22 84 43  
pf@petersabroe.dk  
www.petersabroe.dk

Gavan TITLEY  
Renvall Institute for Area and Cultural Studies  
University of Helsinki  
Unioninkatu 38  
00100 Helsinki  
Finland  
Mobile: +358 40 837-9861  
gavan.titley@helsinki.fi

For the input/panel on policy and practice (SALTO, National Agencies and DYS of the CoE)

Tony GEUDENS  
SALTO-JINT  
Rue Duquesnoy 26  
B-1000 Brussel  
Belgium  
Tel.: +32 (2) 209 07 44  
Fax: +32 (2) 209 07 49  
salto-be@salto-youth.net  
Goran BULDIOSKI  
Council of Europe  
Directorate of Youth and Sport  
European Youth Centre Budapest  
Zivatar utca 1-3  
1024 Budapest, Hungary  
Tel: 36 1 212 4078  
Fax: 36 1 212 4076  
goran.buldioski@coe.int

László FÖLDI  
Mobilitás Hungarian National Agency  
for the YOUTH programme  
Amerikai ut 96,  
1145 Budapest  
Hungary  
Tel: +36 1 273 2599  
Fax: +36 1 273 4296  
foldi.laszlo@mobilitas.hu

Howard WILLIAMSON  
Cardiff University  
School of Social Sciences  
Glamorgan Building  
King Edward VII. Avenue



Cardiff, CF10 3WT  
Wales, UK  
WilliamsonHJ@Cardiff.ac.uk

For the external evaluation for the Partnership  
WESTIN Ulrika  
Deloitte & Touche  
energeia.utveckling@telia.com



## **ii - introductory ATTE Seminar**

*EYC Budapest, 7th -11th November 2001*





## 1. Place and function of the Seminar

The starting activity is an Introductory Seminar which is aimed at an initial assessment of the competencies and experience of the invited course applicants in the field of youth work and training as well as of their further training needs. This will allow the course team to better design the course in a needs oriented way. Furthermore, this meeting is aimed at developing a common understanding of the course content, objectives, programme and methodology and the implications with respect to the commitment and involvement expected from the course participants. This will also allow the participants to better prepare for the first seminar of the course. Finally, it is intended to allow for a final selection of the course participants as well as final decision of course participants on their commitment to the course.

*(excerpt from the course description)*

As it was already foreseen in the course description, the Introductory Seminar was the starting point of ATTE where the first informations and ideas on the whole ATTE course were shared. This was very important for the future of the course. Together with that, the Introductory Seminar made possible something uneasy but very important for a two years long course: the final selection of participants and their final decision on their commitment to ATTE.

## 2. Aim and objectives

The ATTE course team defined the aims and objectives of the “Intro” Seminar as follows:



### 2.1. Aim

- To create the conditions and frame (understanding of the course, assessment of participants competencies and needs, first ideas on training and European Citizenship and final selection of participants) to start ATTE.



### 2.2. Objectives

- To develop of a common understanding of the content, objectives, programme, structure and methodology of ATTE and the implications with respect to the commitment and involvement expected from the course participants.
- To introduce the concept of European Citizenship in the context of ATTE.
- To introduce to the role and context of training in European youth work
- To assess the competencies and experience of the participants in the field of training

- To assess the training needs of the participants
- To provide a basis for the participants to take a final decision whether they want to commit themselves to ATTE 2001 to 2003, and for the course team for a final selection of the participants of ATTE.

### 3. Programme, list of contents, according to the learning strands

#### → 3.1. Programme

For the achievement of the described aim and objectives of the Seminar, the ATTE course team prepared the following programme:

Wednesday 7th	Thursday 8th	Friday 9th	Saturday 10th	Sunday 11th
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Arrivals	Opening of the seminar Getting to know each other: Me as a Trainer Introduction to ATTE	Trainers and Training / Training in European Youth Work / Roles of Trainers	Dialogues between participants and the training team In parallel: Work on the SPI	Departures
Lunch	Lunch	Lunch	Lunch	Lunch
Arrivals	Introduction to ATTE (continued): Questions and answers European Citizenship	Trainers and Training / Training in European Youth Work / Roles of Trainers – (continued) Self-Perception Inventory (SPI): Introduction	SPI: Deadline for completion Expectations and evaluation of the seminar Closing of the seminar	Departures
Dinner	Dinner	Dinner	Dinner	Dinner
Welcome evening	Free evening	Free evening	Free evening	



### **Wednesday, 7 November**

Arrival of participants during the day

19:00 Dinner

20:30 Welcome evening

### **Thursday, 8 November**

09:30 Opening of the seminar

09:45 Getting to Know Each Other / Me as a Trainer

11:50 Introduction to ATTE

12:30 Lunch

14:30 Introduction to ATTE (continued): Questions and Answers

16:00 European Citizenship

19:00 Dinner

Free evening

### **Friday, 9 November**

09:30 Opening of the day

09:45 Trainers and Training / Training in European Youth Work / Roles of Trainers

12:45 Lunch

14:30 Trainers and Training / Training in European Youth Work / Roles of Trainers – continued

17:30 Self-Perception Inventory (SPI): Introduction

19:00 Dinner

Free evening

### **Saturday, 10 November**

09:30 Opening of the day

09:45 Dialogues between participants and the training team begin and continue all morning In parallel: Work on the SPI

12:45 Lunch

14:30 SPI: Deadline for completion

Expectations and evaluation of the seminar

18:00 Closing of the seminar

19:00 Dinner

Free evening

### **Sunday, 11 November**

Departures

Each day: Coffee breaks during the mornings and afternoons.

At 18h closing of the day's formal programme

## **3.2. List of contents**

In the following section there is a detailed description of all the sessions of the programme. What follows is just a synthetic and chronological list of contents for a quick global understanding of the programme and its flow.

### **Welcome evening**

- Having the first contact and starting to know each other

### **Opening of the seminar and getting to know each other**

- Starting the seminar and knowing each other as persons and as trainers



### **Introduction to ATTE**

- Getting a common understanding of the structure, guidelines and main objectives of ATTE

### **European Citizenship**

- Starting to explore and discuss the notion of European Citizenship and its relevance for youth work and youth training

### **Trainers and Training / Training in European Youth Work / Roles of Trainers**

- Starting to exploring and reflect upon training issues in ATTE

### **Self-Perception Inventory (SPI)**

- Identifying participants preferences and competencies, as trainers, which need to be improved and deepened

### **Dialogues between participants and the training team**

- Allowing the participants trainers and the trainers team to have a personal dialogue on the needs, expectations and challenges in the frame of the ATTE course

### **Expectations and evaluation of the seminar**

- Getting to know the expectations of the other participants for the course and evaluating the Introductory Seminar

### **Closing of the seminar**

- Bye, bye: until the 1st ATTE Seminar

## **3.3. According to the learning strands**

Another way of looking at the Seminar is through the four learning strands as described in the Chapter I 5.1:

- 1) Learning in the group
- 2) Learning as a trainer
- 3) Learning as a self-directed learner
- 4) Learning about training aspects

According to those strands, the sessions of the programme of this 1st Seminar could be grouped as follows:

### **Learning in the group**

- Welcome evening
- Opening of the seminar and getting to know each other
- Introduction to ATTE
- Self-organised activities
- Expectations and evaluation of the seminar
- Closing of the seminar

### **Learning as a trainer**

- Trainers and Training / Training in European Youth Work / Roles of Trainers

### **Learning as a self-directed learner**

- Self-Perception Inventory (SPI)
- Dialogues between participants and the training team

### **Learning about training aspects**

- European Citizenship



This grouping indicates the main focus given to the learning process in each session and help to understand the overall logic of the programme. For this reason, in the following parts of this curriculum description, we will follow this structure (in stead of the chronological order) for the description of the different sessions of the programme.

<b>Wednesday 7th</b>	<b>Thursday 8th</b>	<b>Friday 9th</b>	<b>Saturday 10th</b>	<b>Sunday 11th</b>
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Arrivals	Opening of the seminar Getting to know each other: Me as a Trainer Introduction to ATTE	Trainers and Training / Training in European Youth Work / Roles of Trainers	Dialogues between participants and the training team  In parallel: Work on the SPI	Departures
Lunch	Lunch	Lunch	Lunch	Lunch
Arrivals	Introduction to ATTE (continued): Questions and answers  European Citizenship	Trainers and Training / Training in European Youth Work / Roles of Trainers – (continued)  Self-Perception Inventory (SPI): Introduction	SPI: Deadline for completion  Expectations and evaluation of the seminar  Closing of the seminar	Departures
Dinner	Dinner	Dinner	Dinner	Dinner
Welcome evening	Free evening	Free evening	Free evening	

## 4. Description of the programme sessions

### -----> 4.1. Learning in the group

#### 4.1.1. Welcome evening

Date and time: 7th of November 2001 – 20h-22h

Duration<sup>6</sup>: 2 hours

Responsible: The whole team

Aim and objectives:

- To break the ice and start to know each other

Session outline:

- On their arrival there was a poster at reception welcoming participants, with details of dinner and welcome evening. Each participant received a dossier containing a welcome letter, a copy of the programme and A BADGE (because of such a large number of people around, this seems to us to be a must - even though usually we hate badges!)
- Word of welcome: from Rui
- Each of the wider team members identifies themselves and gives us a recitation of a short poem or song
- Name / getting to know each other a bit exercise:
  - each person in circle says their name and says another word beginning with the first letter of their first name (e.g., marmalade Mark)
  - Form groups of people with first names beginning with the same letter - they have to find one or two things they have in common
  - Form groups of people with surnames beginning with the same letter. Again, find one or two things in common.
- Human map of Europe
- Paper Clip game:
  - teams of 4 or 5 people receive a pile of paper clips. They have to put them together in a chain as long as possible, without letting any clips fall on the floor. After 90 seconds compare the lengths of chains. Then join up all the paper clip chains into one circle - and there we have a symbol for the seminar: all have to contribute or we don't get anywhere....
- Drinks and little snacks

#### 4.1.2. Opening of the seminar and getting to know each other

Date and time: 8th of November 2001 – 9h30m-12h (coffee break included)

Duration: 2 hours 30m

Responsible: Rui

Aim and objectives:

- To welcome participants
- To open and start the seminar
- To know each other as trainers and get an overview of who is in the seminar

---

<sup>6</sup> Duration always indicates the effective working time

- To keep a record of who is there for the rest of the seminar

Session outline:

- Opening (9h 30m – 10h): Welcome, opening, presentation of the objectives and programme of this Introductory Seminar
- Title: The trainers gallery
  - Step 1: Introduction, aims of the exercise (5')
  - Step 2: Participants prepare individually a short presentation on themselves on an A4 paper (5')

Questions: What is important about you as a person? and you as a trainer?

  - Step 3: Participants find one other and have pair discussion on this (10')
  - Step 4: Participants find another two and discuss together (10')
  - Step 5: Participants make group of eight and discuss (60')
    - They can add to their paper if they find it necessary
    - They are asked to present, at 11.30, with their group and in max. 3, the following things:
      - two things that are similar for them as a trainer
      - two things that are different for them as a trainer
    - Before 11.30 they had to stick their paper on the wall
  - Step 6: 11h 30m – 12h Presentation in plenary

Note: The trainers team took part in the exercise

#### 4.1.3. Introduction to ATTE

Date and time: 8th of November 2001 — 12h-13h — 15h-16h

Duration: 2 hours

Responsible: Helmut

Aim and objectives:

- To introduce the ATTE course
- To get a common understanding of the structure, guidelines and main objectives of ATTE

Session outline:

Introduction – Presentation (12h – 13h):

Based on the last report of the QCDG and on the ATTE course description, Helmut introduced the main ideas behind ATTE and some important characteristics: institutional frame, aims, objectives, target group, structure of the course, expected outcomes, calendar and some particular learning features (assessment, mentoring, quality, distance learning, practice periods...)

Questions and discussion (15h – 16h):

Even if at this stage of ATTE some issues were not yet completely clear /decided, participants trainers had the opportunity to ask and clarify several points: the implications of their participation, the time investment, some learning features and topics of ATTE (European Citizenship, Practice periods, Quality...)



#### 4.1.4. Expectations and evaluation of the seminar

Date and time: 10th of October 2001 — 15h-18h (coffee break included)

Duration: 2 hours 30m

Responsible: The whole team

Aim and objectives:

For the course team:

- To receive input for the planning of the course programme
- To be able to assess ATTE in a wider and long-term perspective
- To evaluate if the aims and objectives of the Introductory Seminar were met
- To receive feedback from the participants
- To be able to adapt future seminars accordingly
- To start the overall evaluation of the course and introduce evaluation as an ongoing process

For participants:

- To become aware of and clarify their expectations at the beginning of the course (partly a result of the self assessment)
- To mentally prepare for the course
- To get to know the expectations of the other participants; eventually, to recognise the diversity/complementarities of expectations and training needs

Session outline:

— Introduction (15h – 15h 10m): objectives, procedure

Reference to the objectives of the Introductory Seminar

— Questionnaire (15h 10m – 16h) (coffee break included):

Participants complete a questionnaire (20' plus coffee break)

Expectations

1. Participating in ATTE, in my opinion,
  - gives some advantages to the participants, namely ...
  - gives some disadvantages to the participants, namely ...
2. Which expectations would you have concerning the content of ATTE?
3. Which expectations would you have concerning the ATTE course methodology?
4. Which recommendations/expectations would you have for seminar 1 in January 2002?
5. Which ideas would you have now for the training project in “practice I” in 2002?
6. How do you think you could contribute to the course?

Evaluation

7. In which respect have your expectations in the Introductory Seminar been met/not met?
8. In which way has the Introductory Seminar been beneficial for you?
9. If you were to plan this Introductory Seminar ...
10. The role of the course team in this seminar ...
11. Any other comments/remarks/suggestions ...

Sharing (16h – 16h 45m):

The answers in small groups (5 to 6 participants each, random composition)  
Produce a summary flip chart on questions 2. and 3. (expectations) and question 8. (evaluation) –indicate what you have in common/differences in the group

Poster show (16h 45m – 17h):

Questionnaires were collected and become part of the personal files of participants – also to be used for the individual and course assessment

Interactive evaluation (17h-18h):

Everybody got 3 sheets/cards with different possible descriptions, i.e. “enlightening”, “boring”, “interesting”, “European Citizenship became clearer to me”, “lively”, “now I understand the concept of ATTE”, etc., and then there is a market where they can trade these descriptions so that they end up with the ones they agree with; extra copies can be obtained from the team members if necessary.

Everybody posted two cards on a wall (which describes his/her opinion best) and explains the choice.

#### **4.1.5. Closing of the seminar**

Date and time: 10th of November 2001 — 18h-18h15m

Duration: 15m

Responsible: Rui

Aim and objectives:

- To close the Seminar

Session outline:

- Closing words:

The ATTE course has just started. Most of us will meet again in some months for the 1st Seminar. Good luck and thanks to everybody for your participation and involvement in ATTE.

### **4.2. Learning as a trainer**

#### **4.2.1. Trainers and Training / Training in European Youth Work / Roles of Trainers**

Date and time: 9th of November 2001 — 9h30m-13h (coffee break included)  
15h-16h30m

Duration: 4 hours 30m

Responsible: The whole team

Aim and objectives:

- To explore and reflect upon Trainers and Training, Training in European Youth Work and Roles of Trainers
- To start the process of dealing with training issues in ATTE

Session outline:

- Intro (9h 30m –10m): Of the day and of the sessions
- Sessions ( 10 – 13m coffee break included) and (15h –16h30m):

Three sessions that take place as well in the morning as in the afternoon. Participants can choose two; one in the morning and one in the afternoon. Maximum of 16 pax per session



### Session 1: “Taking for granted?”

This session is run as a simulation of preparatory meeting of trainers team. One team is consisting of participants and one ATTE trainer. All of them take part in the simulation as invited trainers for a TC 1 type of activity. The organiser of this training course is an imagined European youth organisation with good level of experience in youth training. That's why they asked the trainers team to change some routine of international youth trainings and not to repeat those elements again participants are used to and quite often bored with.

In two or three groups (5 – 6 pax and one team member) a training should be designed on the level of TC 1. (With the same aims and objectives as used in TC 1).

The organisers of this training have asked the team of trainers not to use:

- international evening
- a free day in the middle
- a final evaluation
- a session on intercultural learning
- correction of pax mistakes
- reflection groups

Another difficulty is that in the chosen training centre the chairs and tables are fixed, so there is no way to work in a circle of participants.

Teams have to decide on at least four of the above mentioned elements that will not be a part of the program because the trainers can find another way to run the training course .

### Session 2: “The roles of a trainer”

In groups pax discuss what are the roles of a trainer. (after a clear instruction about what we mean by roles)

Results are presented in the group and we also present our model. Models are discussed and then the discussion goes on about the following questions:

- where do you find yourself most often?
- are there priority roles?
- are roles in conflict with each other?
- should each and every trainer be able to cover all the identified roles?

### Session 3: “Training in European youth work“

Writing exercise in which groups of 3-4 people have to write a letter (maximum 400 words) to the national governmental body (ministry, inter-ministerial committee, etc.) responsible for youth affairs. The reason for the letter is a debate on European level about cutting the budget for training in European youth work.

The letter should address arguments on the following issues:

- recommendation for the standing point of governmental representative at the coming international meeting
- the specific role of training on European level
- what characterises European youth training
- what is the political dimension/implication of European youth training.



### -----> 4.3. Learning as a self-directed learner

#### 4.3.1. Self-Perception Inventory (SPI)

Date and time: 9th of November 2001 — 17h-18h

Duration:

- 1hour for the introduction and first working Session on the SPI
- Participants used the free time and the time in parallel with the “Dialogues between participants and the training team”.
- The deadline for completing it was the 10th of November at 15h.

Responsible: Erzsébet

Aim and objectives:

- To help participants trainers (with this self-assessment tool) to understand their actions and reactions as trainers.
- To identify participants trainers preferences and competencies which they feel need to be improved and deepened.
- To support participants trainers in their further development as trainers.
- To help the ATTE trainers team in the preparation of the course.
- To initiate the self-assessment in ATTE which was one of the learning guidelines during the whole course.

Session outline:

- Introduction (17h – 17h 30m):

... introduced the aims of this session, the idea of self assessment in ATTE and why this SPI at the very beginning of the course.

- Working on the SPI (17h 30m – 18h):

This was just the first working session on it. As it was mentioned participants used other moments (until the 10th at 15h) to continue working on it.

Note: The Self Perception Inventory (SPI) can be found in the Annex A

#### 4.3.2. Dialogues between participants and the training team

Date and time: 10th of November 2001 — 9h30m-13h (coffee break included)

Duration: 2 hours 30m in total — Around 20m per participant

Responsible: The whole team

Aim and objectives:

- To allow the participants trainers and the trainers team to have a personal dialogue on the needs, expectations and challenges in the frame of the ATTE course.
- To check the willingness of participants trainers to take part in ATTE.

Session outline:

- The dialogues were between one course trainer/director/expert and one participant each (“one-to-one”).



- The dialogues were planned to last up to 20 minutes per participant (there should be a break between dialogues and some time to look at the application before the next).
- There was privacy (closed rooms, no disturbance).
- No notes during the dialogue – notes were taken afterwards; the application was available equally to both.
- There was a “dialogue”, it was clear that the participants could also ask questions and took an equal role in the dialogue.

Issues which were discussed

“How are you?”

- Perspective of the course in the professional career of the participant – what does s/he expect to make/get out of the course?
- Questions the participant has after two days of Introductory Seminar
- One professional challenge which the participant is concerned about and which s/he would like to discuss
- Training needs of the participant
- Does the participant still want to take part in the course?

Question number 5 has to be addressed.

At least one of the questions 1. to 4. has to be addressed.

Dialogues schedule

	Erzébet (Secret.)	Helmut (room D)	Inge (Secret.)	Karolina (Secret.)	Mark (Secret.)	Paul (Secret.)	Rui (Secret.)
9:30	Carina Stabauer	Bujana Hoti	Nikolai Loukcha	Pascal Hildebert	Ronald Keersm.	Felix Nikolai	Sladjana Rakonjac
10:00	Luis Pinto	Barbora Bauerova	Anna Kivimae	Sylvie Floris	Denis Morel	Peter Wicke	Xenia Koutentaki
10:30	Mario d'Agostino	Eva Jarosi	Beata Petes	Annette Muetter	Silvia Volpi	Ragga Stefansdottir	Emiliano Iannone
11:00	Break	Break	Break	Break	Break	Break	Break
11:30	Anca Butuca	Giulio Maistrelli	Simona Molari	Martina Hudcovska	Zaneta Godzik	Evija Samsonova	Zilvinas Gailius
12:00	Aleksandra Filinska	Davide Tonon	Vitalii Kyurkchu	Hakki Camur	Marta Medlinska	Sonia Breda	Teixeira Schroeder
12:30	Miriam Lexmann		Aija Strazdina		Maja Jovovic	Gilesin Nemutlu	Tania Beliaeva





## -----> 4.4. Learning about training aspects

### 4.4.1. European Citizenship

Date and time: 8th of November 2002 — 16h-18h (coffee break included)

Duration: 1 hour 30m

Responsible: Rui + Erzsébet

Aim and objectives:

- To introduce the notion of European Citizenship as one of the key ones in ATTE
- To start to explore and discuss the different understandings of European Citizenship and its relevance for youth work and youth training.

Session outline:

- Intro (16h-16h 15m):

Of the notion of European Citizenship and its relevance within the ATTE.

- Working groups (16h 15m – 17h):

On: What does it mean for us the notion of European Citizenship?

Which aspects would we like to discuss / explore in ATTE?

- Coffee break (17h – 17h 30m)
- Plenary sharing (17h 30 m– 18h)

## 5. Annexes

Annex A: Self-Perception inventory (SPI)

This self-assessment will help us all in understanding the actions and reactions of trainers. It will also be particularly helpful to the team in charge of preparing the Advanced Training for Trainers in Europe. Therefore, we ask you to answer all questions as comprehensively and completely as possible. But if you are completing the form electronically please respect the number of given pages.

This questionnaire is designed to identify your preferences and also your training competencies which you feel need to be improved and deepened. There are no right or wrong answers. The self-assessment serves your further development and depends on your honesty.

This self-perception inventory remains confidential to you and the ATTE team.

Please type or write your answers according to your understanding of the meaning of all questions. Please remember to put your name at the top of each sheet. You may find useful to make a copy of your self-perception inventory for yourself.

Please fill in and return the questionnaire by Saturday 3.00 p.m. to the team.

Thank you!

*Helmut, Rui,  
Inge, Erzsébet, Karolina,  
Mark, Paul*



Name: .....

## "ME AS A TRAINER"

Budapest, 7-11 November 2001

What made it natural for me to become a trainer:

### **My main personal characteristics and beliefs**

*(maximum 5; 1 is the most important):*

1. ....
2. ....
3. ....
4. ....
5. ....

### **My values as a trainer**

*(maximum 5; 1 is the most important):*

1. ....
2. ....
3. ....
4. ....
5. ....

### **My previous studies and training courses**

*(maximum 5; 1 is the most important):*

1. ....
2. ....
3. ....
4. ....
5. ....



**Name:** .....

**My previous experiences**

*(maximum 5; 1 is the most important):*

1. ....

2. ....

3. ....

4. ....

5. ....

**My reasons for wanting to be a European/international youth trainer**

*(maximum 5; 1 is the most important):*

1. ....

2. ....

3. ....

4. ....

5. ....

As a trainer I consider myself to be

--	--	--	--	--

a beginner very well experienced

*(please indicate on the scale)*

Comments:



**Name:** .....

### III. When being invited as a trainer

- Types of training activities I feel comfortable to undertake:

.....

.....

because

.....

.....

- Types of training activities I don't feel comfortable to undertake yet:

.....

.....

because

.....

.....

- Themes of training activities/sessions I feel comfortable to undertake

.....

.....

because

.....

.....

- Themes of training activities/sessions I do not feel comfortable to undertake:

.....

.....

because

.....

.....



Name:

IV. When working as a trainer

(please comment in each box)

	I am usually good at	I often have difficulties in	One thing I hate to do in this is
Identifying the kind of knowledge, skills and attitudes of participants which are needed to develop			
Designing a training programme			
Managing a training project			
Choosing appropriate methodology and methods			
Running group learning activities			
Assisting individual learning processes			
Changing the planned programme during a training course			
Evaluating the achieved results			
Working with other trainers in a team			
Updating my trainer's skills and knowledge			



**Name:** .....

What changes I would like to implement as a trainer in one year:

**My learning preferences**

- I learn better when

.....

.....

.....

.....

- how do I feel other colleagues could contribute to my learning process

.....

.....

.....

.....

- how do I feel the ATTE team could support my learning process

.....

.....

.....

.....

**I would also like the ATTE team to know**

.....

.....

.....

.....

.....

.....

.....

.....

### **iii - 1st ATTE Seminar: "Laying the Foundations"**

*EYC Strasbourg, 10th -20th January 2002*







## 1. Place and function of the Seminar

“The Introductory Seminar (November 2001) showed that neither tutors nor participants were accustomed to selection procedures in the non-formal education environment.”

*(excerpt from the midterm evaluation)*

After the uneasy Introductory Seminar, the 1st ATTE Seminar “Laying the Foundations” was very important. It helped a lot to form the ATTE community and to clarify the aims of all the elements of the course.

In terms of learning, the Seminar laid the foundations of very important issues and methods for the rest of the Course: European Citizenship in relation to training in youth work, The training project as the central unit for Practice I, Mentoring, Personal development plans, Open Learning Community...

In the following sections we can see that those points were key ones in the programme of this 1st Seminar and in the articulation of the whole ATTE course.

## 2. Aim and objectives

The ATTE course team defined the aims and objectives of the “Laying the Foundations” Seminar as follows:




### 2.1. Aim

- To lay the foundations of the course and to create a basic common understanding of:
  - The resources, the needs of participants and planned learning for the course
  - European Citizenship in relation to training in youth work
  - The training project as the central unit for Practice I



### 2.2. Objectives

- To form the ATTE group
  - To complete the Self-Perception Inventory
  - To plan the individual and the group learning process
  - To identify the participants needs and the resources for learning, and the meanings of learning
  - To start the process of describing the competencies relevant for ATTE
  - To share understandings of European Citizenship
  - To develop a common understanding of the framework (conceptual, political, institutional, educational...) of European citizenship in ATTE
- 

- To explore the function of the trainer in relation to European Citizenship
- To identify areas of further research on European Citizenship
- To clarify and agree upon common criteria for the projects in Practice I
- To explore possibilities for partnerships in Practice I
- To provide space for concrete development of project ideas
- To assess participants specific needs in relation to project planning and project management
- To initiate the reflection groups and the mentoring relationships

### 3. Programme, list of contents, according to the learning strands

#### -----> 3.1. Programme

For the achievement of the described aim and objectives of the Seminar, the ATTE course team prepared the following programme:

Thursday 10th	Friday 11th	Saturday 12th	Sunday 13th	Monday 14th	Tuesday 15th
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Opening – Join the ATTE Express  Institutional vision of ATTE  ATTE Introductory Seminar revisited  Looking forward to 20th January 2002	Working with the Self-Perception Inventory  Introduction and practice of planned Reflection Time  Reflection groups	Learning & Training exercises  Learning preferences inventory  Input: Learning preferences and possibilities	Exploring European Citizenship: “Our contribution” exercise	FREE  Optional visit to the Palais de l’Europe
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Arrivals	Group exercise: “Building the Station”  Intro to ATTE structure and evaluation  Introduction to the 1st Seminar programme	Visit to L’Étage	Pub and competencies  Personal development plans (1)  Reflection groups	Personal development plans (2)  Introduction to the mentoring  Reflection groups	FREE
Dinner	Dinner	Dinner Crêpes	Dinner	Dinner	Dinner
Welcome and group building					Dinner in town



Wednesday 16th	Thursday 17th	Friday 18th	Saturday 19th	Sunday 20th
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Linking European Citizenship to Youth Training	Preparation of Practice I - Crossroad exercise (2):	Training experiences from another field: Training in theatrical contexts	Preparation of Practice I - Crossroad exercise (3):  Research possibilities	Departures
Lunch	Lunch	Lunch	Lunch	Lunch
Preparation of Practice I - Crossroad exercise (1)  Reflection groups	Mentoring: Participant and mentor dialogues (2)  Discussion with Frank Marx and Peter Lauritzen  Reflection groups	Training experiences from another field: Training in theatrical contexts (continued)  Reflection groups	Introduction to the Open Learning Community (OLC)  Evaluation: Developing a method  Visual evaluation and closing	Departures
Dinner	Dinner	Dinner	Dinner	Dinner
Mentoring: Participant and mentor dialogues (1)			Farewell party	

### Daily timetable

8:30	Breakfast
9:30 – 13:00	Working sessions (including a break of 30m)
13:00	Lunch
15:00 – 17:00	Working sessions
17:00	Break
18:00	Reflection groups (Most of the days - See exact timing 4.1.9.)
19:00	Dinner
20:30	Evening programme

### 3.2. List of contents

In the following section there is a detailed description of all the sessions of the programme. What follows is just a synthetic and chronological list of contents for a quick global understanding of the programme and its flow.

#### Welcome and group building

- Rebuilding the group



### **Opening – Join the ATTE Express**

- Starting the course in a metaphorical way

### **Institutional vision of ATTE**

- Understanding the role of ATTE in the institutional framework

### **ATTE Introductory Seminar revisited**

- Looking back at the Introductory Seminar

### **Looking forward to 20th January 2002**

- Imagining where we would be at the end of this seminar

### **Group exercise: “Building the Station”**

- Creating a space of services and interaction for the whole seminar

### **Intro to ATTE structure and evaluation**

- Getting to know the structure of ATTE and the role of the evaluation

### **Introduction to the 1st Seminar programme**

- Presenting the programme, its flow and its elements

### **Working with the Self-Perception Inventory**

- Reintroducing the self-perception inventory

### **Introduction and practice of planned Reflection Time**

- Introducing the reflection time and the reflection groups

### **Reflection groups**

### **Visit to L’Étage**

- Getting to know an example of local youth work reality

### **Learning & Training exercises**

- Reflecting on how and why we learn

### **Learning preferences inventory**

- Getting acquainted and working on a learning model

### **Input: Learning preferences and possibilities**

- Emphasising our own responsibilities as learners

### **Pub and competencies**

- Working on the content of competencies

### **Personal development plans**

- Creating an instrument for personal development

### **Exploring European Citizenship: “Our contribution” exercise**

- Experiencing the complexity and richness of European Citizenship

### **Introduction to the mentoring**

- Knowing the thinking behind this learning tool

### **Linking European Citizenship to Youth Training**

- Integrating European Citizenship into the projects of Practice I



### **Preparation of Practice I - Crossroad exercise**

- Developing partnerships and quality criteria for Practice I

### **Mentoring: Participant and mentor dialogues**

- Starting the mentoring dialogues

### **Discussion with Frank Marx and Peter Lauritzen**

- Reflecting of ATTE in the light of the institutional developments

### **Training experiences from another field: Training in theatrical contexts**

- Introducing the theory and practice of another training field

### **Research possibilities**

- Starting to work together on themes

### **Introduction to the Open Learning Community (OLC)**

- Introducing the OCL and getting motivated to use it after the seminar

### **Evaluation: Developing a method**

- Involving participants trainers in the design of the seminar evaluation

### **Visual evaluation and closing**

- Sharing the evaluation in the group... Bye bye!

## **3.3. According to the learning strands**

Another way of looking at the Seminar is through the four learning strands as described in the Chapter I 5.1:

- 5) Learning in the group
- 6) Learning as a trainer
- 7) Learning as a self-directed learner
- 8) Learning about training aspects

According to those strands, the sessions of the programme of this 1st Seminar could be grouped as follows:

### **Learning in the group**

- Welcome and group building
- Opening – Join the ATTE Express
- Institutional vision of ATTE
- ATTE Introductory Seminar revisited
- Looking forward to 20th January 2002
- Group exercise: “Building the Station”
- Intro to ATTE structure and evaluation
- Introduction to the 1st Seminar programme
- Reflection groups
- Discussion with Frank Marx and Peter Lauritzen
- Introduction to the Open Learning Community (OLC)
- Evaluation: Developing a method
- Visual evaluation and closing



### Learning as a trainer

- Linking European Citizenship to Youth Training
- Preparation of Practice I - Crossroad exercise

### Learning as a self-directed learner

- Working with the Self-Perception Inventory
- Introduction and practice of planned Reflection Time
- Learning & Training exercises
- Learning preferences inventory
- Input: Learning preferences and possibilities
- Personal development plans
- Introduction to the mentoring
- Mentoring: Participant and mentor dialogues

### Learning about training aspects

- Visit to L'Étage
- Pub and competencies
- Exploring European Citizenship: "Our contribution" exercise
- Training experiences from another field: Training in theatrical contexts
- Research possibilities

This grouping indicates the main focus given to the learning process in each session and help to understand the overall logic of the programme. For this reason, in the following parts of this curriculum description, we will follow this structure (in stead of the chronological order) for the description of the different sessions of the programme.

Thursday 10th	Friday 11th	Saturday 12th	Sunday 13th	Monday 14th	Tuesday 15th
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Opening – Join the ATTE Express  Institutional vision of ATTE  ATTE Introductory Seminar revis- ited  Looking for- ward to 20th January 2002	Working with the Self- Perception Inventory  Introduction and practice of planned Reflection Time  Reflection groups	Learning & Training exercises  Learning preferences inventory  Input: Learning preferences and possibilities  Exploring European Citizenship: "Our	contribution" exercise	FREE  Optional visit to the Palais de l'Europe
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch



Arrivals	Group exercise: “Building the Station”  Intro to ATTE structure and evaluation  Introduction to the 1st Seminar programme	Visit to L'Étage	Pub and competencies  Personal development plans (1)  Reflection groups	Personal development plans (2)  Introduction to the mentoring  Reflection groups	FREE
Dinner	Dinner	Dinner Crêpes	Dinner	Dinner	Dinner
Welcome and group building					Dinner in town

Wednesday 16th	Thursday 17th	Friday 18th	Saturday 19th	Sunday 20th
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Linking European Citizenship to Youth Training	Preparation of Practice I - Crossroad exercise (2):	Training experiences from another field: Training in theatrical contexts	Preparation of Practice I - Crossroad exercise (3):  Research possibilities	Departures
Lunch	Lunch	Lunch	Lunch	Lunch
Preparation of Practice I - Crossroad exercise (1)  Reflection groups	Mentoring: Participant and mentor dialogues (2)  Discussion with Frank Marx and Peter Lauritzen  Reflection groups	Training experiences from another field: Training in theatrical contexts (continued)  Reflection groups	Introduction to the Open Learning Community (OLC)  Evaluation: Developing a method  Visual evaluation and closing	Departures
Dinner	Dinner	Dinner	Dinner	Dinner
Mentoring: Participant and mentor dialogues (1)			Farewell party	



## 4. Description of the programme sessions

### -----> 4.1. Learning in the group

#### 4.1.1. Welcome and group building

Date and time: 10th of January 2002 — 20h-22h

Duration: 2 hours

Responsible: Inge + Mark

Background / Rationale:

- The ATTE course started with the Introduction seminar in Budapest, November 2001. The selection of 30 participants (out of 40) was made after this seminar. In order to facilitate the transition between the two seminars, the team developed a group building bowling activity. This activity is built on the idea that group and individual work is essential for the ATTE course.

Aim and objectives:

- To rebuild the group after the Introduction seminar and the selection
- To start in a competitive but group environment
- To give participants trainers a place to discuss already possibilities for further co-operation without having the environment of the course;

Session outline:

- Participants were welcomed and informed about the evening activity
- They walked or cycled to the Parc de l'Orangerie.
- The Activity started with a welcome from the team and a brief outline of the aims of this welcome evening and an explanation of the rules of bowling. The participants trainers played in mixed teams together with the trainers-team. They dealt with the aspect of individual results as well as team results.

#### 4.1.2. Opening – Join the ATTE Express

Date and time: 11th of January 2002 — 9h30m-10h15m

Duration: 45m

Responsible: Paul & Mark

Aim and objectives:

- To mark the beginning of the course
- To introduce the course in a metaphorical way
- To welcome the participants

Session outline:

- Announcement by speaker system inviting participants to collect.
- Participants got blindfolds and went silently down to the basement, guided by a rope, where they are brought to their compartments by the team. Accompanied by sounds of a train and blues harmonica. Still blindfolded participants were asked to identify, without speaking, with whom they are in the compartment.



- Then blindfolds could be taken off and the “movie” of the ATTE express started.
- The movie stopped and the team read, in turn, a welcome speech.

#### **4.1.3. Institutional vision of ATTE**

Date and time: 11th of January 2002 — 10h15m-11h

Duration: 45m

Responsible: Helmut

Aim and objectives:

- To achieve a shared vision of ATTE regarding the last developments in the Partnership -on youth work and youth training- between the European Commission and in the Council of Europe
- To understand the expected role of ATTE within the European Training scene

Session outline:

- Input (10h 15m – 10h 45m):

On the institutional vision of ATTE, using overhead slides and the course presentation as a first reference

- Questions and discussion (10h 45m – 11h):

Mainly on the expectations of the institutions towards ATTE participants trainers

#### **4.1.4. ATTE Introductory Seminar revisited**

Date and time: 11th of January 2002 — 11h30m-12h

Duration: 30m

Responsible: Inge

Background:

The Introductory Seminar was not an easy one mainly due to the selection process of participants trainers on the spot. This is something unusual in non formal education and the first experience of this kind for most of the participants trainers and team members.

It was necessary to deal with this experience before starting, as a group, the learning process in ATTE.

Aim and objectives:

Aim: To look back at the ATTE Introductory Seminar

Objectives:

- To share experiences about the Budapest seminar
- To air these experiences

Session outline:

- Introduction of the session
- In buzz groups of two participants shared their experiences about the Introductory Seminar (5m)



- Participants were asked to “shout” back “adjectives” for the Introductory Seminar. These were collected on a flipchart

#### **4.1.5. Looking forward to 20th January 2002**

Date and time: 11th of January 2002 — 12h-12h30m

Duration: 30m

Responsible: Inge

Background:

After dealing with the experiences of the Introductory Seminar, it would be convenient to take a motivating look at the future of this 1st Seminar.

Aim and objectives:

Aim: To look forward to the end of the Laying the Foundations Seminar

Objectives:

- To imagine where you will be at the end of the seminar LTF
- To keep a record of this

Session outline:

- Introduction of the session
- Participants are asked to imagine themselves at the end of the seminar (emotionally, socially, etc.)
- Individual exercise accompanied by relaxing music: participants were asked to note this down in their notebook and to keep this (15m). These results of this exercise were used at the final evaluation of this First Seminar.

#### **4.1.6. Group exercise: “Building the Station”**

Date and time: 11th of January 2002 — 15h-17h30m (coffee break included)

Duration: 2 hours

Responsible: Erzsébet and Karolina

Aim and objectives:

Aim: To rebuild the group and get to know each other, for participants to create their own space, to provide services that could be useful during the seminar.

Objectives:

- To create parts/services of a train station and to visit each other
- To share a symbol of training

Session outline:

- Introduction to the metaphor of the train station related to the seminar.
- Participants could choose to work on the following services in groups of minimum two: information, meeting point, luggage, exchange, complaints, tickets and café and choose their own location.
- Time in groups to prepare the services and materials.
- Walk together to visit the different services in the station.



- Final visit to the café where participants also shared the objects they brought with them to symbolise training.

#### **4.1.7. Intro to ATTE structure and evaluation**

Date and time: 11th of January 2002 — 17h30m-18h

Duration: 30m

Responsible: Helmut and Lynne

Background / Rationale:

After in Introductory Seminar, this First Seminar was the „new starting” point of ATTE. At this moment it was good to take a look, once again, to the overall ATTE structure with a particular attention to the ongoing evaluation.

Aim and objectives:

- To introduce the structure of the whole ATTE course
- To clarify, as much as possible, any doubt or misunderstanding on the main characteristics of ATTE
- To introduce the objectives, methods and role of the ongoing evaluation.

Session outline:

- Inputs (17h 30m – 17h 50m):

By Helmut on the ATTE structure and by Lynne on the ongoing evaluation

- Questions (17h 30m – 17h 50m):

Particularly on the implications of participating ATTE (in terms of engagement and work load)

#### **4.1.8. Introduction to the 1st Seminar programme**

Date and time: 11th of January 2002 — 18-18h20m

Duration: 20m

Responsible: Karolina

Aim and objectives:

Aim: To present the course programme.

Objective: To visualise and explain the programme flow and elements.

Session outline:

- The programme was presented in plenary explaining its flow and main strands: self-assessment – learning-competencies – personal development plans – European citizenship – mentoring – projects
- The programme was given out in 2 versions: overview and day-by-day
- The day-by-day programme was presented and participants had a possibility to ask questions.

#### **4.1.9. Reflection groups**

Date and time:

12th of January 2002 — 12h15m-13h

13th of January 2002 — 18h-18h30m



14th of January 2002 — 17h30m-18h30m

6th of January 2002 — 18h30m-19h

17th of January 2002 — 18h-18h30m

18th of January 2002 — 8h-18h30m

Duration: 3 hours 45m

Responsible: The whole team

Background / Rationale:

“Reflection groups: Mixed groups of participant trainers are established in order to reflect on the process of the seminars at the end of each seminar day. Their composition can also serve for other purposes, e.g. within specific activities of the programme.”

*(excerpt from the course description)*

Aim and objectives:

- Reflect as trainers on the learning process and different sessions of the seminar.

Session outline:

- Each group was free to decide the agenda and method used for their work. But in general the contents of their discussion followed the programme of the seminar.
- The facilitation of the groups was initiated by the team but after some meetings, it was taken by the participants trainers.

#### **4.1.10. Discussion with Frank Marx and Peter Lauritzen**

Date and time: 17th of January 2002 — 17h-18h

Duration: 1 hour

Responsible: Frank Marx and Peter Lauritzen

Background / Rationale:

After in Introductory Seminar, this First Seminar was a good opportunity to get the view on ATTE of two representatives of the Partnership.

Aim and objectives:

- To get to know, from the European Commission and the Youth Directorate of the CoE, their visions on ATTE and the expected outcomes

Session outline:

- Inputs (17h – 17h30m):

As representatives of the European Commission and the Youth Directorate of the Council of Europe, Frank and Peter shared the intentions, hopes and expectations of both institutions.

- Questions and discussion (17h30m – 18h):

Mainly on the implications, impact and links between ATTE and the youth programme of both institutions



#### 4.1.11. Introduction to the Open Learning Community (OLC)

Date and time: 19th of January 2002 — 15h30m-16h

Duration: 30m

Responsible: Mark + Paul

Background / Rationale:

“Virtual Community: It is planned to establish a web-site for this training programme. This should have a part which can be accessed publicly and an internal section for the use of the participant trainers and the persons in charge of the supervision and implementation of the programme (course team, course secretariat etc.). The internal web-site could also be used for communicating everything related to the course – organisational issues, feedback, reflection, ideas, practice projects of the participant trainers, personal portfolios etc.”

*(excerpt from the course description)*

Aim and objectives:

- To introduce the Open Learning Community and to motivate participants to use the OLC after the seminar.
- To invite participants to give feedback on the composition and content of the website.

Session outline:

- Input with visual support.

The website was shown on screen. Introduction of “how the team is going to use the OLC”

- Participants discussion

in buzz groups how they want to use the OLC

- Feedback in plenary

#### 4.1.12. Evaluation: Developing a method

Date and time: 19th of January 2002 — 16h-16h30m

Duration: 30m

Responsible: Inge + Paul

Background / Rationale:

The participants, working as trainers in other contexts, are often responsible of evaluation processes. It would be good for this reason to involve them in the design of the evaluation of the Seminar.

Aim and objectives:

- To evaluate the LTF Seminar.
- To involve participants directly in the evaluation.

Session outline:

- Working groups



On different topics to formulate questions for the evaluation questionnaire of the Seminar. The six different topics were: Content, methodology, features of ATTE, ATTE group, the team, conditions. Participants have to design the in their groups the questions (max. 1 page). The groups could consult each other for avoiding overlaps.

- After the group work the pages are handed to the team
- During the coffee break the pages were put together and then handed out to the participants to fill in. Therefore they had time till 20h.

#### **4.1.13. Visual evaluation and closing**

Date and time: 19th of January 2002 — 17h-17h30m

Duration: 30m

Responsible: Inge + Paul

Aim and objectives:

- To evaluate the LTF seminar
- To share evaluation within the group

Session outline:

- Evaluation in posters (17h – 17h 20m):

related to the “train” metaphor on which participants could value eight different aspects of the training course. The posters referred to: speed, seats, conductors, fellow passengers, view, track and stations, luggage, remarks

- Closing (17h 20m – 17h 30m):

Last words by Rui Gomes

### **4.2. Learning as a trainer**

#### **4.2.1. Linking European Citizenship to Youth Training**

Date and time: 16th of January 2002 — 9h30m-13h (coffee break included)

Duration: 3 hours

Responsible: Mark + Karolina + Erzsébet

Background / Rationale:

One of the objectives of the ATTE course (see Chapter I - 3.1) is:

To improve and deepen the specific training competencies of the course participants (“participant trainers”) for them to be able to competently design, implement and evaluate European level youth worker training activities, specifically with respect to integrating European Citizenship into the projects and practice of youth leaders and youth workers in Europe.

Aim and objectives:

Aim: Linking European Citizenship to youth training

Objectives:

- To introduce some of the concepts of European Citizenship
- To link the concepts to participants own training practice



- To get ideas for how to integrate European Citizenship into Practice I projects.

Session outline:

Inputs (9h30m-10h30m)

- by Erzsébet on concepts behind previous E.C exercise;
- by Mark on complexities of E.C. and context from global to local; influences from other educational areas;
- by Karolina on the objectives; on the sense of dealing with it at this moment of the course

Individual work (10h 30m-11h)

- Looking back at your own training practice – where to you see links with E.C?

Group work (11h 30m-12h30m)

- Participants trainers choose a topic among the followings: Conflict management, Co-operation between different regions in Europe, Youth mobility, Intercultural learning, Project management, Human rights, Youth participation.
- Participants trainers found groups of min. 3 (topics displayed on tables outside plenary)
- In groups, participants trainers shared their individual reflection and looked at how E.C. should be developed within the chosen area of training. What are the links? Each group had to prepare a report back with clear visual information.

Reports back and questions/comments (12h30m-13h)

#### **4.2.2. Preparation of Practice I - Crossroad exercise**

Date and time:

16th of January 2002 — 15h-18h30m (coffee break included)

17th of January 2002 — 9h30m-13h (coffee break included)

19th of January 2002 — 9h30m-12h (coffee break included)

Duration: 8 hours

Responsible: Erzsébet + Inge

Background / Rationale:

The training projects developed and implemented by the participant trainers during “Practice I” are a very important element of the whole course.

Participant trainers should go through a full cycle of a training project in the field of non-formal education/youth from the first preparation until the evaluation. These training projects may be implemented with the support or within the framework of the activities of the National Agencies of the YOUTH Programme or of the Directorate of Youth and Sport of the Council of Europe or another training provider/NGO in non-formal education applying the quality standards for a European youth project.

This step was a very important one: it defines which participants are working together within Practice I and the framework (aims & quality standards) of Practice I.



### Aim and objectives:

**Aim:** To develop possible partnerships for Practice I among the ATTE participants and to define quality criteria for Practice I projects.

### Objectives:

- To clarify project ideas that were developed prior to the LTF seminar.
- To develop possible partnerships for practice I among ATTE participants.
- To develop project proposals together with ATTE participants.
- To clarify project proposals with ATTE participants.
- To clarify project proposals with the team.
- To define quality criteria for the joint projects.

### Session outline:

#### Setting:

During the “leaving from the station” activity, participants developed different places in the house with different functions e.g. waiting room, meeting point, PDP pub, information point, etc. These places are also used within the crossroad exercise maintaining their specific functions.

- Information board near the reception area: team information space.
- Information point near the television area: information board for messages and concrete proposals & meeting point (among participants trainers/for participants trainers).
- Meeting point & PDP pub: coming up with joint projects and project writing.
- First floor landing: waiting room / individual reflection space.
- Second floor landing: working on quality criteria and European Citizenship dimension of Practice I.

#### Method:

Participants were asked to form project groups for Practice I, starting from concrete project proposals or from project ideas. They have 8 working hours, spread over 3 working days for reaching the aims of the exercise: develop partnerships and training proposals according to the rules & criteria for Practice I. This included defining the quality criteria (European citizenship dimension). It is important to mention that the participants trainers were given the responsibility to ensure that every finds a project to work on as a group.

**Session 1:** 16th of January 2002 — 15h-18h 30m (coffee break included):

- Introduction (15h-15h45m)

of the activity, aims & objectives, the role of Practice I in the ATTE course, explanation of the rules, the role of the different working spaces in the house and questions of clarification. The activity starts on the 2nd floor landing and is explained by one of the team members. The workspaces are visited and their specific functions are explained.

- Participants trainers started the activity (15h45m-18h30m — coffee break included)

individually or in pre-negotiated project groups in the waiting room (further reflection on their project ideas or at the meeting point and in the PDP pub). The information board was used by participants trainers to put their project proposals and



ideas, their requests for trainers, and to follow the development of the group (group responsibility).

The following objectives were mainly dealt with:

- To clarify project ideas that were developed prior to the LTF seminar.
- To develop possible partnerships for Practice 1 among ATTE participants.
- To develop project proposals together with ATTE participants.
- To clarify project proposals with ATTE participants.

Session 2: 17th of January 2002 — 9h 30m-13h (coffee break included)

During the reflection groups in the evening the team got information on the progress participants trainers have made during the day and questions were collected.

— The activity started again (9h30m-10h)

on the second floor. The team repeated the aims of the activity and the rules and answered the questions that were raised during the reflection groups.

— Participants trainers continue working (10h-13h - coffee break included)

on partner finding and projects. The team was present to assist participants.

Session 3: 19th of January 2002 — 9h30m-12h (coffee break included)

During the reflection groups in the evening the team got information on the progress participants have made during the day and questions were collected.

The activity started again (9h 30m-10h)

on the second floor. The team repeated the aims of the activity and the rules and answered the questions that were raised during the reflection groups. Furthermore the project groups were asked to fill in a basic information sheet to present their project to all the participants at the end of the activity. The project groups are requested to contact the team members to consult and check if their project complies with the criteria for Practice I.

— Participants trainers continued working (10h-11h30m — coffee break included) and consulted intensively with the team.

— The project groups presented their projects (11h30m-12h)

briefly at the meeting point. The project groups were asked to send a more detailed outline of their project to the ATTE secretariat in order for the team to get an overview of the state of preparation of the project and for participants to have a minimum consensus on paper.

## → 4.3. Learning as a self-directed learner

### 4.3.1. Working with the Self-Perception Inventory

Date and time: 12th of January 2002 — 9h30m-11h

Duration: 1 hour 30m

Responsible: Erzsébet and Mark

Background / Rationale:

One of the objectives of this seminar (see 2.2) was to complete the Self-Perception Inventory initiated in the Introductory Seminar using it as a learning tool.

Aim and objectives:

Aim: To reintroduce and work with the Self-Perception Inventory (SPI).

Objectives:

- To explain why we work with the SPI;
- To provide a space for participants to share their experience of completing the SPI;
- To ask certain participants what they have learned from this experience.

Session outline:

- Short input on why we work again with the SPI:
  - The Introductory Seminar was, as we have seen, a challenging time for all and this may well have affected the work on the SPIs, so here we have a chance to review, adapt and change.
  - It is a second chance to gain a deeper self-perception, especially by sharing with others.
  - It is part of the process of getting to know each other better.
- Participants were requested to make groups of three (maximum four), trying to choose people with whom they have not talked with so much before. The task: to share experiences about how it was to complete the SPI and then to look at what they have learned from it.
- Report back in plenary from each group.

#### **4.3.2. Introduction and practice of planned Reflection Time**

Date and time: 12th of January 2002 — 11h30m-13h

Duration: 2 hours 30m

Responsible: Inge and Paul

Background / Rationale:

In addition to the foreseen reflection groups (see 4.1.9) and as a complement to them, the team planned some time for personal reflection. This would help the participants/trainers to “digest” and learn from the experiences of the seminar.

Aim and objectives:

- To introduce the daily reflection time and the tools for it: personal reflection time and reflection groups

Session outline:

- Introduction (11h30m-11h45m):
  - Of why individual reflection time (linked to the emphasis on individual learning process). People were free to use the time as they want (taking a walk, writing a diary, etc.)
  - Of the reflection groups; idea behind composition and role of the team (not facilitating but just joining the reflection to get informed)
- Time for personal reflection (11h 45m-12h 15m)

#### **4.3.3. Learning & Training exercises**

Date and time: 13th of January 2002 — 9h30m-10h30m

Duration: 1 hour

Responsible: Paul + Mark

#### Background / Rationale:

One of the aims of this 1st seminar (see 2.1) was to create a basic common understanding of (among others) the planned learning for the course. For this purpose it was important to have a session on learning exercises and strategies and to link it with the learning in ATTE.

#### Aim and objectives:

- To facilitate participants' reflections on how and why they learn.
- To facilitate participants' reflections on their own learning strategies.
- To lead into the discussions around competencies for the ATTE course.

#### Session outline:

- Up, down, left, right, etc. (9h30m-9h40m)

An energiser in which participants were asked to learn a simple set of commands in one minute – pointing their arms in a required direction. List on a flip chart: Up – left, Down – front, Back – up, Front – right, Right – up, Left – down

After a quick “test”, the debrief consists of simple questions: How did you learn that?, What strategies did you use?, If you didn't learn it, why not? , What does this exercise tell us about learning?

- Let's learn something: Juggling with Spiffy balls (9h40m-10h30m)

Each person received three Spiffy balls. There was a short demonstration – how to juggle- and time for practising.

The debrief used similar questions to the first exercise and went one step further with: how would you train others to do this? Why?

### 4.3.4. Learning preferences inventory

Date and time: 13th of January 2002 — 10h30m-12h15m (coffee break included)

Duration: 1 hour 15m

Responsible: Mark + Paul

#### Background / Rationale:

See above; continuation of the previous session “Learning & Training exercises”

#### Aim and objectives:

The overall objectives were the same as the ones the previous session “Learning & Training exercises” but putting an special emphasis on the first objective; on exploring and reflecting upon how and why participants trainers learn.

- To facilitate participants' reflections on how and why they learn;
- To facilitate participants' reflections on their own learning strategies;
- To lead into the discussions around competencies for the ATTE course.

#### Session outline:

- Introduction to a model learning preferences inventory
- The learning preferences inventory was briefly introduced and participants received a copy to complete in 40 minutes
- the final sheet of the catalogue (where participants compare their results with the findings on the sheet) was distributed



- In groups of three, the participants trainers compared their answers and tried to find out what the consequences were for their own learning and that of their participants.
- The outcomes of individual participants trainers were put anonymously on post-its.
- Short discussion in plenary.

#### **4.3.5. Input: Learning preferences and possibilities**

Date and time: 13th of January 2002 — 12h15m-13h

Duration: 45m

Responsible: Mark + Paul

Background / Rationale:

See above; continuation of the previous session “Learning preferences inventory”

Aim and objectives:

- To reflect upon our own responsibility as learners
- To explore the planning of our own learning process
- To lay the foundations of the personal development plans

Session outline:

- Input on “Learning preferences and possibilities”

The input emphasised the “own responsibility of the learner” and the need to plan and to take advantage from others in the learning processes. The input was, in a way, an introduction to the afternoon when the participants trainers started to work on their personal development plan.

#### **4.3.6. Personal development plans**

Date and time:

13th of January 2002 — 17h-18h

14th of January 2002 — 15h-16h30m

Duration: 2 hours 30m

Responsible: Karolina + Paul

Background / Rationale:

“The participant trainers will also be encouraged to develop a Personal Development Plan as a basis for planning and evaluating their individual learning processes with respect to the competencies they want to develop further while at the same time following a group learning process being part of an intercultural group of participant trainers.”

*(excerpt from the course description)*

Aim and objectives:

- To create an instrument for personal development

Session outline:

- Input (17h-17h20m)

using transparencies to introduce the idea and guidelines of the Personal development plans.

— Personal time (17h20m-18h)

for the participants trainers to start to work on their PDPs

#### **4.3.7. Introduction to the mentoring**

Date and time: 14th of January 2002 — 17h-17h30m

Duration: 30m

Responsible: Mark + Karolina

Background / Rationale:

“Mentoring: Each participant trainer has a mentor who is a member of the course team. The mentor supervises the learning process during the full duration of the programme and is involved in consulting with the participant trainers specifically with respect to the training activities designed, implemented and evaluated in the practice periods.”

*(excerpt from the course description)*

Aim and objectives:

- To introduce mentoring as an element of the course and to present who mentors whom.
- To give information about the thinking behind mentoring and give personal reflection of experiences.

Session outline:

- Input (12h-12h15m):

The main contents of the input were:

- Introduction to mentoring
- Why it is an element of this course
- Examples of mentoring practices
- Features and principles of mentoring in this course
- Explain the selection of mentor
- How it will work in practice
- Present who is mentoring whom

#### **4.3.8. Mentoring: Participant and mentor dialogues**

Date and time:

16th of January 2002 — 20h-21h30m

17th of January 2002 — 15h-16h30m

Duration: 3 hours; 6 participants per mentor;  
30m for each participant - mentor dialogue

Responsible: The whole team

Aim and objectives:

- To have an initial discussion between mentor-mentee.
- To get to know each other, to talk about mentoring, to look at participants personal development plan, to agree communication strategy.



Session outline:

Meeting in couples in sessions of 30 minutes each

#### -----> **4.4. Learning about training aspects**

##### **4.4.1. Visit to L'Étage**

Date and time: 12th of January 2002 — 15h-18h30m (coffee break included)

Duration: 3 hours

Responsible: Inge and Mark

Aim and objectives:

Aim: To introduce participants to an example of local youth work reality.

Objectives:

- To discover the local network of organisations involved in international work;
- To learn about work with disadvantaged youth in Strasbourg;
- To give participants the chance to make contacts with local organisations and see the possibilities when organising courses or study sessions in Strasbourg;
- To enjoy an evening together outside the EYC.

Session outline:

- Participants used bicycles to reach the premises of L'Étage;
- Representatives of member organisations of SAPIA (association which brings together 20 organisations involved in international (youth) work in Alsace) presented their work;
- A member of the ATTE team explained what the course is and who the participants are;
- Two volunteer chefs from L'Étage prepared crêpes with the assistance of ATTE participants;
- Informal communication between all concerned.

##### **4.4.2. Pub and competencies**

Date and time: 13th of January 2002 — 15h-16h30m

Duration: 1 hour 30m

Responsible: Paul + Karolina

Background / Rationale:

One of the objectives of this seminar was (see 2.2) “to start the process of describing the competencies relevant for ATTE”

Aim and objectives:

- To create a different learning environment;
- To introduce the element of competencies.
- To work on the content of competencies as a starting point for making the personal development plans (PDP).



Session outline:

- Participants were welcomed into the PDP Pub, sitting around tables with snacks. The pub was decorated with different (weird, funny) interpretations of the acronym PDP.
- The objectives of making a PDP was introduced. Then the competencies as mentioned in the course description were presented. Then the team did an input on a competence as skill/knowledge/attitude.
- Eight of the competencies were on paper and the participants trainers could choose one and form groups. Each group worked on their understanding of the chosen competence and presented in a A4 paper.

#### **4.4.3. Exploring European Citizenship: “Our contribution” exercise**

Date and time: 14th of January 2002 — 9h30m-13h (coffee break included)

Duration: 3 hours

Responsible: Erzsébet + Inge

Background / Rationale:

One of the aims of this seminar (see 2.1) was “ to lay the foundations of the course and to create a basic common understanding of European Citizenship in relation to training in youth work”

Aim and objectives:

To experience and understand:

- Why and how to be part of a community
- How to define and put norms and values into practice
- Why and how to take part in the decision making processes
- How to be open towards new people and groups

Session outline:

- Introduction of the exercise (9h30m – 9h45m)

“Our contribution” is an experiential exercise on values, norms, and citizenship. The characteristics, rules, and tasks of the exercise were introduced. (See annex A for the detailed description of it).

- Running of the exercise (10 h – 11 h 45m):

Different groups with different resources and tasks start to work: communicating -or not- and collaborating -or not- with the others.

- Debriefing (12h 15m – 13h):

After reviewing the exercise, several of the debriefing questions (see Annex A) were discussed. But the main focus of the debriefing was about co-operation: is it convenient?, do we need to cooperate? Why?...

Note: This exercise was created and run for the first time for this seminar. It was used with slight changes in two other seminars. In Annex A is described the last version of it.

#### **4.4.4. Training experiences from another field: Training in theatrical contexts**

Date and time: 18th of January 2002 — 9h30m-18h (lunch and coffee breaks include)



Duration: 5 hours 30m

Responsible: Andreas Thimmer

He is an actor and theatre trainer. He studied in: Ecole Internationale de Théâtre Jacques Lecoq à Paris, Ecole de Théâtre du Volkstheater Vienne/Autriche, Etudes universitaires à Vienne et à Paris (langues et littératures romanes, études théâtrales) Between 1992-2000 he participated in training courses on: Kathakali (in India), Polish theatre (with Wieszlav Komaza) and Greek theatre (with Mirka Yemendzakis).

Aim and objectives:

Aim: To introduce the theory and practice of training from another field, specifically in theatrical contexts.

Objectives:

- To allow participants to experience theatrical training methods.
- To look at possible ways to transfer this type of training to youth work contexts.

Session outline:

The workshop was based very strongly on the Lecoq school of theatre, which concentrates on physical expression. After warming up exercises for the body and the voice in the morning, he went on to animate participants in their acting possibilities, both individually and in groups.

#### **4.4.5. Research possibilities**

Date and time: 19th of January 2002 — 12h-13h30m

Duration: 1 hour 30m

Responsible: Paul + Mark

Background / Rationale:

One of the intentions for the whole ATTE course is to encourage the further exploration, the research on some themes related to the training seminars. This session was a kind of initiation to it.

Aim and objectives:

Aim: To encourage participants to start working together on themes.

Objectives:

- To work in groups on researching different themes.
- To look at different ways of finding out about themes related to the course.
- To demonstrate some of the resources available.

Session outline:

- Short input

on the reasons for the exercise and the resources available in the EYC, including the library (the librarian had come in specially for this Saturday session) and the whereabouts of computers linked to the internet.

- Distribution of a short list of printed and internet resources



- Introduction of research themes and request for other suggestions which resulted in the following groups being formed:
  - European Citizenship
  - Education for democratic citizenship
  - Non-formal education
  - Intercultural learning
  - Evaluation and reviewing
  - Feedback
  - Group dynamics
  - Education for global development
- The groups went away and did the research
- They reported back their findings in plenary

## 5. Annexes

### Annex A: “Our contribution” exercise

#### Description of the exercise:

- The group of 30 participants is divided into 3 groups of 7 people: Group A, B and C.
- 5 participants play the exercise not belonging to any of these groups at the beginning of the process, 4 participants were observers. Instructions of the exercise are given separately to these 3+1 subgroups of participants.
- There is 1 participant observer with each subgroup.
- The groups have to work on given tasks in given places.
- The tasks can be solved by the group members themselves or by co-operation with other groups.
- The places are connected but separated by borders.
- The exercise will end when the 4 groups have finished their tasks.

Place: European Youth Centre Strasbourg, 2nd floor

#### Instructions

##### GROUP A

...Your task is to provide information on this training course (topic, challenges, and group of participants, etc.) for the European youth training magazine “Coyote” (published by the Partnership of the European Commission and the Council of Europe in English and French). You have been invited to publish an article or interviews or practical information etc. in an attractive way. The article should have the title “Has citizenship already been built?” The editorial board of “Coyote” would be happy to have your article for the first reading by today 12:00 hrs. To facilitate their work they would need 12 copies of the written text in French or English.

...Your place to work during the exercise is room A and the Citizen Café. This place should be protected and kept in right conditions. There has to be at least one participant of the group always guarding the objects you have (furniture, technical equipment, given materials, other requisites of the place) in your working room.



Your place is separated from Group B by a borderline.

...You have A4 paper, a flipchart board and pens at your disposal.

...You have to set up regulations in the first 30 minutes on how your group decisions and individual decisions will be made and on who is allowed to enter into your place and under which conditions. The relevant information should be put to your borderlines in order to make it known to the people not belonging to your group.

...You have a limited chance to contact the other groups: You can visit them at their places. Each group can be visited maximum three times and the visits in one place can not be longer than 30 minutes altogether.

...The members of your group may leave and join another group but nobody should step out of the exercise before the end of it.

...People with the sign "Neutral People" can come into your place but they are not allowed to contribute to your work in any way (they are independent observers or in duty for logistic conditions).

#### GROUP B

...Your task is to set up a clear and democratic communication and negotiation system for the two other groups [since groups A and C have no possibilities to communicate with each other directly and develop an own agreement]. The regulations should at least cover the way, place and time limit of negotiations; a selection process for delegations as well as their size and their rights; rules for decision-making processes.

to make a report on the negotiation processes.

to present this report with visual support to the large group at the end of the exercise.

...You have flipchart boards, paper, slides, pens at your disposal.

...Your place to work during the exercise is the foyer, separated from Group A and C by border lines. This place should be protected and kept in right conditions. There always has to be at least one participant of the group guarding your borders and the objects in your possession.

...You have to set up regulations on how your group decisions and individual decisions will be made and on who is allowed to enter into your place and under which conditions.

...No one can pass your territory before you agree on the above-mentioned regulation. Nobody can pass your territory without your permission. Written information about the rules should be put to your borderlines in order to make them known to the people not belonging to your group.

...You have a limited chance to contact the other groups: You can visit them at their places. Each group can be visited maximum three times and the visits in one place can not be longer than 20 minutes altogether.

...The members of the group may leave the group and join another group but nobody should step out of the exercise before the end of it.

...People with the sign "Neutral People" can come into your place but they are not allowed to contribute to your work in any way (they are independent observers or in duty for logistic conditions or the documentation).

#### GROUP C

Your task is to prepare an interactive performance on some challenges youth workers may most probably face while working on a youth project related to European Citizenship. The style of this performance is up to you (can be a short theatre play, pantomime, musical event, etc.) but at least one musical instrument should be used during the performance. You will present this play at 12:00 hrs.



There always has to be at least one participant of the group guarding your facilities and your borderline. Your place is separated from Group B by a borderline. You have to set up a regulation in the first 30 minutes on how your group decisions and individual decisions will be made and on who is allowed to enter into your place and under which conditions. The relevant information on these regulations should be put to your borderline in order to make it known to the people not belonging to your group.

You have a limited chance to contact the other groups: You can visit them at their places. Each group can be visited maximum three times and the visits in one place can not be longer than 30 minutes altogether.

The members of the group may leave and join another group but nobody should step out of the exercise before the end of it.

People with the sign "Neutral People" can come into your place but they are not allowed to contribute to your work in any way (they are independent observers or in duty for logistic or documentation tasks).

#### GROUP D

3 groups are working on very interesting different tasks. Well, you are not part of any of these groups at this moment, but you have the opportunity to join one of them freely

Approach the groups and collect information about their work and group life in order to make a choice on which group you would like to join. You can go to visit them not earlier than 20 minutes from the beginning of the exercise, since they are busy with some preparations now. When visiting or joining a group you have to follow their regulations for doing so.

When you become a member of a group, please follow the objectives, instructions and rules they have.

You may leave the group later and join another one, but you shouldn't step out of the exercise before the end of it.

People with the sign "Neutral People" can come into your place but they are not allowed to contribute to your work in any way (they are independent observers or in duty for logistic or documentation tasks).

#### INTRUCTIONS AND QUESTIONS FOR THE OBSERVERS

- How did the group start to work? How were the work and the group organised?
- Did everybody have a role? Was there anybody excluded and if yes, what was the reason of it?
- Did anybody leave and join another group? Why? If yes, what was the reaction of the chosen group?
- How was the decision making process? Did the group change the rules of their work and group life and if yes, for what reasons?
- How did the group (community) identity change? What were the signs and the symbols of the community identity? Could you identify explicit or implicit norms and values?
- Was there any conflict in the group and if yes, how was it solved?
- How did the group try to approach the other groups?
- How did the group react to being approached by the "foreigners"?
- How did the group react to being approached by the other groups?
- How was the communication and co-operation with the other groups? What were the main barriers of communication and co-operation?



- What was the impact of having borderlines?
- Any other observation...

### **Logistic and tools for every group:**

Group A is working in room A. Their task is to provide information on this training course (topic, challenges, group of participants, etc.) for the European youth training magazine “Coyote” (published by the Partnership of the European Commission and the Council of Europe in English and French). The deadline is 12:00 hrs and there are 12 copies of the written text needed in one of the languages.

Given materials: A4 paper, pens, flipchart board + a guitar and a CD player. They have human resources (people familiar with all languages) and musical instruments, but no adequate technical resources (e.g. nothing for typing, editing, copying).

Group A has a common border with Group B. In order to make any contact with Group C they have to cross the place of Group B or go around the corridors at the back of the building and the Austrian room.

Group B Their task is to set up a clear and democratic negotiation system for the 2 other groups [since groups A and C have no possibilities to communicate with each other directly and develop an own agreement]. The regulation of negotiations should at least include the way, place and time limit of negotiations; a selection process for delegations as well as their size and their rights; rules for the decision-making processes. They should also make and present a report on their negotiations to the large group.

Given materials: A4 papers, post-its, flipchart board, slides, marker pens + drums.

They have only human resource but they don't need anything else to do the task.

Group B has common borders with both groups A and C.

They don't have access to the basic facilities (water, coffee, toilets) and cannot use room B or C.

Group C is working in English in room D. They can use the computer room.

Their task is to prepare an interactive performance: “Il Mare – The Sea” on some challenges youth workers may most probably face while working on a youth project related to European Citizenship.

The style of this performance is up to the group (can be a short theatre play, pantomime, musical event, etc.), but at least two musical instruments should be used during the performance. They will present this play at the end of the exercise to the large group.

Group C has a very good infrastructure, but they actually don't need these resources. At the same time they don't have any musical instrument.

Group C has a common border with Group B. In order to make any contact with Group A they have to cross the place of Group B or go around the Austrian Room and the corridors.

Those participants who are not members of Group A, B, C have to join any of the groups A, B or C after a given time (20 minutes) and can do so freely [of course depending on eventual restrictions or conditions established by the groups they want to join]. They don't know anything about the profile and tasks of the groups

## Debriefing

The debriefing for the exercise is comprised of two parts:

- First quick debriefing and de-rolling in small groups.

Every participant can decide for him- or herself which group to join during the exercise, but the starting point for the debriefing is the group that they belonged to at the beginning of exercise. The focus should be on a reflection on the [internal] group work and the different events that took place during the process. The relation between the groups should not be part of this reflection.

- Then a plenary debriefing and discussion about:

- Internal relation & organisation of groups (rules, decisions, priorities, conflicts)
- External relations (strangers, other groups, observers, authorities)
- What is it like to approach others and being approached by others? Before the plenary debriefing started it needs to be explained to the participants that “Our Contribution” “s a so-called structured experiential exercise, which implies that the exercise is a means, and not a goal.

Therefore the plenary debriefing is NOT meant...

...To analyse individual behaviour.

...To judge if a group accomplished its task

... To draw generalising conclusions or to be translated to models that reflect real life patterns.

Then what is it?

- Shared common experience of different group processes
- Common reference of analysis, food-for-thought
- Departure point for understanding realities and difficulties of changing actions, behaviour

## Hints for the debriefing/observers

- Communication/co-operation/conflict handling in the group
- Task-orientation, motivation for achievement – balance between the work on their topic and other responsibilities
- Development of community identity
- Individual – group relation; acceptance of individual rights and community expectations
- Decision making processes › individual and group decisions
- Explicit/implicit norms and values; evolution of the regulation
- Different understandings of European citizenship; comparison of earlier discussed dimensions of the concepts and the actions during the exercise
- Communication/conflict situations/co-operation with other groups
- Restriction of rights
- Reactions to outside impacts (visitors, information on the borderline, messages, representatives of other groups, Neutral People)
- Impact of the borderlines - solutions
- Resource management (human resources, technical resources)



## **iV — Mentoring**







## 1. Background

Mentoring was foreseen, as a key learning tool, in the initial course description of ATTE:

“Mentoring: Each participant trainer has a mentor who is a member of the course team. The mentor supervises the learning process during the full duration of the programme and is involved in consulting with the participant trainers specifically with respect to the training activities designed, implemented and evaluated in the practice periods.”

*(excerpt from the course description)*

Mentoring was thought to be a learning tool to support the personal learning process of ATTE participants trainers. This is particularly relevant in a two years long training course. Mentoring would then contribute to increase the quality and consistency of the learning through the whole ATTE Course.

## 2. Objectives

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

## 3. Guidelines


It is not easy to identify common guidelines for mentoring. In practice, the mentoring depends very much on each mentor-mentee professional and personal relationship. Nevertheless, the ATTE team discussed and identified, some common guidelines that they tried to develop -together with the participant trainers- in their mentoring work.

Those ideas which constitute the shared approach to mentoring in ATTE, are summarised in the following points:



### 3.1. 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 relayed upon the mentoring skills of the mentor and the participants trainers’ capacity to learn from the level of work undertaken.



### -----> 3.2. The role of the mentors

The primary role of the mentors was to support ATTE participants trainers in their development process as trainers (and as persons). In concrete, this supportive role of the mentors implied the following attitudes and ways of working:

- asking questions instead of giving advice
- challenging the participant trainer on practice as well as “thinking” (i.e. planning & analysing)
- giving time for reflection
- giving space to talk both about professional and private matters
- in most of the occasions let the participant trainer set the agenda
- trying to make participant trainer observant on what you perceive as blocks or obstacles to development
- helping the participant trainer to a positive mental attitude
- listening when the participant trainer has a problem; identifying his feelings and legitimising them
- providing information when needed
- encouraging exploration of options
- effectively confronting negative behaviours

### -----> 3.3. Mentoring process

- establish relationship (e.g. make a contract)
- identify points/areas of concern to the participant trainer
- establish “objectives”
- reflect, discuss
- make plan for development (if useful)
- discuss, revise

## 4. When and how ?

The mentoring started in the first ATTE Seminar and continued until the end of ATTE.

In the first Seminar, the ideas and mechanisms of the mentoring in ATTE were introduced and the first mentor-mentees dialogues took place. There were mentoring sessions in the programme of all the following seminars. In the last one, those sessions were specially devoted to the self assessment. Very often, part of the free time of the Seminars was used to prolong the mentoring.

In between the Seminars, there was an ongoing mentoring work via telephone, internet, the open learning community and virtual community... Additionally, some mentors and mentees used the opportunity of being together at other meetings or training activities, to continue their work.

This permanent and intensive mentoring work allowed mentors and mentees to follow, link and consolidate the learning features and activities within ATTE: seminars, practice I, practice II, Training Quality Products, Peer support groups...

**V – Open Learning Community /  
Virtual Community**





## 1. Background

The creation of a Virtual Community was planned before the course started, as a communication and learning tool:

“Virtual Community: It is planned to establish a web-site for this training programme. This should have a part which can be accessed publicly and an internal section for the use of the participant trainers and the persons in charge of the supervision and implementation of the programme (course team, course secretariat etc.). The internal web-site could also be used for communicating everything related to the course – organisational issues, feedback, reflection, ideas, practice projects of the participant trainers, personal portfolios etc.”

*(excerpt from the course description)*

## 2. Objectives

- To have a good tool for communication and sharing of information among all the actors involved in ATTE (particularly during the inter-seminars periods).
- To facilitate and reinforce the learning process in ATTE.
- To explore and use the possibilities of distance learning in the frame of European Youth Work and Training.

## 3. First step: The Open Learning Community

The Open Learning Community (OLC) was created at the beginning of ATTE. It was specifically designed for ATTE within the Partnership website: [www.training-youth.net](http://www.training-youth.net).

The OLC has two areas:

- A visitors area for any visitor who may be interested in learning about the course.

This area included a brief presentation of ATTE with its main characteristics. Additionally, there are several links with further information: list of participants, course schedule, course description, projects in the framework of ATTE and evaluation.

- A participants and team area (accessible only with individual passwords) for the participants trainers, team, evaluators, documentalists and administration of the course.

This area contains numerous relevant documents for all the actors directly involved in ATTE: list of participants, detailed information about the course schedule and

about each seminar, descriptions and working material about the different ATTE learning features, questionnaires, reports, evaluation material...

Apart from that, the participants and team area of the OLC offer various services for interaction and discussion like the Discussion Forum and Chat Room.

#### **4. Second step: "Distance Learning"**

After the first year of ATTE, after the 3rd Seminar, the Team promoted the use of the OLC and decided to use the OLC not just for communication and sharing of information but as a tool for "Distance Learning"; a quite new feature in Training and Youth Work at European level.

"... "Open and distance learning" will be an important element in the period following the "Different pATTErns" seminar. The Open Learning Community (OLC) website will be an important tool in this. One of the things that want to contribute to making the OLC livelier and being used more intensive will be regular inputs from the team on the OLC. Inputs that will invite and challenge you for discussion and exchange on certain topics."

(excerpt from the team input on Distance Learning during the 3rd ATTE Seminar)

During the second year of ATTE, the ATTE team, using the OLC, gave inputs and launched discussions on: "Open and distance learning", "The Thing that was coming..." and "Working in Conflict Regions; some questions"

#### **5. Third step: The Virtual Community**

After the Prep. Meeting in April 2003 the team looked for a virtual platform-environment more adequate for the needs of ATTE, in particular, for the creation of the topic-groups which should work via internet.

This was possible thanks to the co-operation with CEDEFOP ([www.cedefop.eu.int](http://www.cedefop.eu.int)). CEDEFOP provided technical support for the creation of an interactive platform for discussion and exchange: a virtual community for the ATTE course.

This ATTE virtual platform started to be operation in summer 2003. Apart from many links and interesting documents on Vocational Training, the virtual platform offer a lot of possibilities: file sharing and management, discussions, regular update via e-mail, chat, polls, notes, feedback, contributions, images... All these services in a very adequate and user friendly environment.

The virtual platform made possible the creation of the topic groups (See Chapter X) and facilitated a lot the preparation and follow-up of the last ATTE Seminar. In other case, the distribution of numerous and big files like the Training Quality Products and Portfolios would have been much more difficult.

**Vi - 2nd ATTE Seminar:**  
**"ATTENTiON! HERE WE GO! -**  
**THEORY AND PRACTiCE OF TRAiNiNG"**

*Radovljica, Slovenia, 7th - 17th May 2002*







## 1. Place and function of the Seminar

“The first year consists of three residential seminars plus a practical training activity designed, implemented and evaluated by the participants trainers as a part of the programme (“Practice I”) between the seminars.”

(excerpt from the course description)

This 2nd Seminar was in the middle of the first year process of ATTE. After the 1st ATTE Seminar “Laying the foundations” and before starting the Practice I period, this 2nd ATTE Seminar “Theory and Practice of Training” gave participants trainers the opportunity to explore different training concepts and methodologies, to bring together different concepts of European Citizenship and to continue preparing the Practice I (defining quality criteria for it). Additionally the peer support groups for the rest of the course were introduced and the co-operation within the ATTE community was further developed.

## 2. Aim and objectives

The ATTE course team defined the aims and objectives of the “Theory and Practice of Training” Seminar as follows:



### 2.1. Aim

- To explore theory and practice of training in the context of European Citizenship with special emphasis on:
- changing the focus from learning to training;
- developing co-operation and support within the ATTE community.



### 2.2. Objectives

- To introduce and explore different training concepts and methodologies for European youth worker training;
- To continue the work on competencies required for European youth worker training;
- To start reflecting on what could be quality criteria in European youth worker training;
- To agree on quality criteria for Practice I projects;
- To bring together different concepts of European Citizenship;
- To review the projects for Practice I concentrating on quality criteria and inclusion of European Citizenship;
- To reconnect the ATTE community;

- To review and continue the mentoring process;
- To introduce and form the peer support groups;
- To provide data for the external evaluation of the ATTE course;
- To explore the local environment.

### 3. Programme, list of contents, according to the learning strands

#### -----> 3.1. Programme

For the achievement of the described aim and objectives of the Seminar, the ATTE course team prepared the following programme:

Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th	Saturday 11th	Sunday 12th
	Breakfast	European Breakfast	Breakfast	Breakfast	Breakfast
	Walk about (Intro of partic- ipants and sur- roundings)  ATTE movie Opening of the seminar  Learning - Juggling  Presentation of the Evaluation	Exchange of Training experience  Reflection groups/focus group	European Citizenship: a conceptual framework  Reflection groups/focus group	Training design- simulation exercise-	Project consultancy  Feedback
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Arrivals	“Adam’s will” (2) - Transfer of the role play  Youth in Slovenia  Personal development time	Training concepts  Mentoring so far and during this seminar  Personal development time	Training methods  Peer support groups (1)  Personal development time	Training design-simula- tion exercise-  Reflection groups/focus group  Personal development time	Workshops / discussion groups  Reflection groups/focus group
Welcome toast	Dinner	Dinner	Dinner	Dinner	Dinner in Bled
“Adam’s will” (1) - Running of the role play			Intercultural evenig		



Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Free	Outdoor education, experiential learning and training	Reflection groups/focus group External evaluation: concept and structure Quality criteria in European youth worker training	Reflection groups/focus group Follow-up: Open Learning Community (OLC)
Departures	Lunch	Lunch	Lunch	Lunch
	Free	Optional workshops Personal development time	Quality criteria for Practice I projects Peer support groups (2): finaising composition	Personal development time Seminar evaluation Closing
Departures	Dinner	Dinner	Dinner	Dinner
			Farewell party	

### Daily timetable

8:30	Breakfast
9:30 – 13:00	Working sessions (including a break of 30m)
13:00	Lunch
15:00 – 16:30	Working session
16:30	Break
17:00	Personal development time (Most of the days - See exact timing 4.3.1.)
19:00	Dinner
20:30	Evening programme

### External evaluation

As part of the external evaluation the external evaluators (primarily Bryoni Hoskins) arranged individual interviews and small group discussions during the seminar. Interviews and group discussions took place during lunch breaks, personal development time, in the evenings or during other periods where they do



not interfere with the seminar programme. During the whole seminar, each participant was involved in the external evaluation process for one to two hours.

### -----> **3.2. List of contents**

In the following section there is a detailed description of all the sessions of the programme. What follows is just a synthetic and chronological list of contents for a quick global understanding of the programme and its flow.

#### **“Adam’s will”(1) - Running of the role play**

- Reconnecting the ATTE community

#### **Walk about (Intro of participants and surroundings)**

- Discovering the surrounding and sharing of what has happened since the last ATTE seminar

#### **ATTE movie**

- Enjoying some scenes from the previous seminar

#### **Opening of the seminar**

- Reviewing the ATTE course and the role of this seminar in it. Presentation of the aims, objectives and programme

#### **Learning -Juggling**

- Learning to juggle and forming coaching teams

#### **Presentation of the Evaluation**

- Informing about the state and process of the ATTE evaluation

#### **“Adam’s will“(2) - Transfer of the role play**

- Transferring the learning of “Adams's will“

#### **Youth in Slovenia**

- Getting to know the situation of youth in Slovenia within an international framework

#### **Personal development time**

- Reflecting on a personal level and meeting with the colleagues

#### **European Breakfast**

- Enjoying the European diversity from the beginning of the day

#### **Exchange of Training experience**

- Sharing and discussing Training experiences

#### **Reflection groups/focus groups**

- Reflecting on the contents of specific programme elements

#### **Training concepts**

- Exploring the training concepts using the European Youth Centre as example

#### **Mentoring so far and during this seminar**

- Looking at the mentoring in this seminar and in the ongoing learning of ATTE

#### **European Citizenship: a conceptual framework**

- Exploring a conceptual framework for European Citizenship



### **Training methods**

- Designing and adapting training methods

### **Peer support groups**

- Establishing peer support groups for the duration of the ATTE Course

### **Intercultural evening**

- Enjoying an “old-fashioned” intercultural evening

### **Training design -simulation exercise-**

- Designing a training course using building blocks

### **Project consultancy**

- Informing about the project consultancy by the ATTE trainers team during the Project Practice I phase.

### **Feedback**

- Experiencing and reflecting on giving and receiving feedback

### **Workshops / discussion groups**

- Discussing issues raised in the seminar so far

### **Outdoor education, experiential learning and training**

- Testing and experiencing the experiential and outdoor education methodologies

### **Optional workshops**

- Exploring relevant training fields

### **External evaluation: concept and structure**

- Getting to know the purpose, structure and process of the external evaluation

### **Quality criteria in European youth worker training**

- Exploring the quality criteria from the point of view of the Youth Programme

### **Quality criteria for Practice I projects**

- Reflecting, discussing and formulating on the quality criteria for Practice I

### **Follow-up: Open Learning Community (OLC)**

- Re-launching its functioning

### **Seminar evaluation**

- Evaluating, as a movie, the whole Seminar

### **Closing**

- Thanking, wishing the best and closing the Seminar

## **3.3. According to the learning strands**

Another way of looking at the Seminar is through the four learning strands as described in the Chapter I 5.1:

- Learning in the group
- Learning as a trainer
- Learning as a self-directed learner



- Learning about training aspects

According to those strands, the sessions of the programme of this 2nd Seminar could be grouped as follows:

#### **Learning in the group**

- “Adam’s will” - Role play
- Walk about (Intro of participants and surroundings)
- ATTE movie
- Opening of the seminar
- Learning -Juggling
- Presentation of the Evaluation
- European Breakfast
- Reflection groups/focus groups
- Peer support groups
- Intercultural evening
- External evaluation: concept and structure
- Follow-up: Open Learning Community (OLC)
- Seminar evaluation
- Closing

#### **Learning as a trainer**

- Exchange of Training experience
- Training concepts
- Training methods
- Training design -simulation exercise-
- Workshops / discussion groups
- Optional workshops
- Quality criteria for Practice I projects

#### **Learning as a self-directed learner**

- Personal development time
- Mentoring so far and during this seminar
- Project consultancy

#### **Learning about training aspects**

- Youth in Slovenia
- European Citizenship: a conceptual framework
- Feedback
- Outdoor education, experiential learning and training
- Quality criteria in European youth worker training

This grouping indicates the main focus given to the learning process in each session and help to understand the overall logic of the programme. For this reason, in the following parts of this curriculum description, we will follow this structure (in stead of the chronological order) for the description of the different sessions of the programme.



<b>Tuesday 7th</b>	<b>Wednesday 8th</b>	<b>Thursday 9th</b>	<b>Friday 10th</b>	<b>Saturday 11th</b>	<b>Sunday 12th</b>
Breakfast	European Breakfast	Breakfast	Breakfast	Breakfast	
Walk about (Intro of participants and surroundings) ATTE movie Opening of the seminar Learning - Juggling Presentation of the Evaluation	Exchange of Training experience Reflection groups/focus group	European Citizenship: a conceptual framework Reflection groups/focus group	Training design -simulation exercise-	Project consultancy Feedback	Lunch
Lunch	Lunch	Lunch	Lunch	Lunch	Arrivals
"Adam's will" (2) - Transfer of the role play Youth in Slovenia Personal development time	Training concepts Mentoring so far and during this seminar Personal development time	Training methods Peer support groups (1) Personal development time	Training design-simulation exercise- Reflection groups/focus group Personal development time Workshops / discussion groups	Reflection groups/focus group	Welcome toast
Dinner	Dinner	Dinner	Dinner	Dinner in Bled	"Adam's will" (1) - Running
of the role play			Intercultural evenig		



Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Free	Outdoor education, experiential learning and training	Reflection groups/focus group External evaluation: concept and structure Quality criteria in European youth worker training	Reflection groups/focus group Follow-up: Open Learning Community (OLC)
Departures	Lunch	Lunch	Lunch	Lunch
	Free	Optional workshops Personal development time	Quality criteria for Practice I projects Peer support groups (2): finaising composition Personal development time	Seminar evaluation Closing
Departures	Dinner	Dinner	Dinner	Dinner
			Farewell party	

## 4. Description of the programme sessions

### → 4.1. Learning in the group

#### 4.1.1. “Adam’s will” - Role play

Date and time: Running 7th of May 2002 — 21h30m-23h30m  
Transfer 8th of May 2002 — 15h-16h

Duration: 2 hours

Responsible: Erzsébet + Paul

Background / Rationale:

A very participative and interactive way of starting the Seminar.

Aim and objectives:

— To reconnect the ATTE community





Session outline:

Running: 7th of May 2002 — 21h30m -23h30m

- Participants are invited into the lobby where they get their role cards and where Adam's will is read out (See annex A).

Transfer: 8th of May 2002 15h-16h

- In groups

Discussion and reflection on the relevance of the exercise with the help of a questionnaire (See Annex A)

#### **4.1.2. Walk about (Intro of participants and surroundings)**

Date and time: 8th of May 2002 — 9h30m-10h30m

Duration: 1 hour

Responsible: Karolina + Nikolai + Mark

Background / Rationale:

The surroundings of the venue were going to be used for several outdoor activities. That is the reason why it was important to get to know them from the very beginning of the seminar.

Aim and objectives:

Aim: To re-connect the group and to get familiar with the surrounding

Objectives:

- To let everybody present what their present and recent reality looks like
- To bridge the gap from the last meeting
- To receive useful knowledge about the place of the seminar

Session outline:

- Everybody was given a paper with 3 beginnings of sentences: "Since the seminar in January I: laughed about...; I cried about...; I seriously thought about..." which was marked by a sign (a cloud, sun etc).
- An outdoor tour was prepared where the group walked around a path circling the venue.
- The group stopped at specific places where people with the same sign were asked to share their sentences. At these places people were also pointed to useful places nearby (bank, shop, pool etc) and/or given information about currency, prizes, geographic location.

#### **4.1.3. ATTE movie**

Date and time: 8th of May 2002 — 10h30m-10h45m

Duration: 15m

Responsible: Paul

Aim and objectives:

- To reconnect the ATTE community



Session outline:

- Showing the movie with scenes from the LTF seminar and other scenes

#### **4.1.4. Opening of the seminar**

Date and time: 8th of May 2002 — 10h45m-11h15m

Duration: 30m

Responsible: Helmut

Aim and objectives:

Aim: to provide an introduction into the seminar

Objectives:

- To formally open the seminar
- To describe the role of this seminar in the whole course
- To create a link between the “Laying the Foundations Seminar” and this seminar
- To review the aims and objectives of this seminar
- To introduce the programme of the seminar

Session outline:

- Presentation using overhead slides. The main points of the presentation were the following:
  - Welcome of participants; mention of late arrivals
  - Why in Slovenia?  
In the spirit of a European course – third location after Budapest and Strasbourg  
Offer by MOVIT/National Agency of Youth Programme in Slovenia  
Only exceptionally outside the European Youth Centres
  - Looking back to the “Laying the Foundations Seminar”: covered a wide range of topics, introduced the different ATTE features
  - This seminar will go deeper into the issue of Training  
Different aspects and facets of Training  
Theory and practice of Training with respect to European Citizenship and referring to the Practice I projects
  - Presentation of aims and objectives of the seminar
  - Introduction of the programme
  - Practical information on the seminar centre

#### **4.1.5. Learning -Juggling**

Date and time: 8th of May 2002 — 11h45m-12h30m

Duration: 45m

Responsible: Erzsébet + Karolina + Paul

Aim and objectives:

Aim: to reconnect the ATTE community

Objectives:

- to continue the juggling learning process started in Strasbourg
- to take further steps in the juggling process
- to form juggle learning groups



Session outline:

- Participants showed the progress they made in the last months.
- They decided on their “level of juggling“
- Groups with coaches were established and these groups decided on how to work on during the seminar.

Note: During the seminar some of the groups met daily to practice. On the last day people showed again their progress.

#### 4.1.6. Presentation of the Evaluation

Date and time: 8th of May 2002 — 12h30m-13h

Duration: 30m

Responsible: Bryony

Background / Rationale:

Evaluation is one of the important features of ATTE. It was considered convenient to have at this moment of the course, an informative session about the evaluation process specially on the interviews, which started during this seminar.

Aim and objectives:

Aim: To inform participants about the state and process of the ATTE course evaluation

Objectives:

- To inform the participants about the evaluation process since the “Laying the Foundations Seminar“
- To clarify the evaluation methods and schedule foreseen for this seminar, in particular about the interviews and focus groups
- To explain the rationale for the selection of participants to be interviewed and to reach agreement on it
- To explain how the data from interviews and focus groups will be used and documented (confidentiality)

Session outline:

- Presentation followed by questions, comments and clarifications

Bryony presented what was done so far in terms of collection of information and analysis for the evaluation.

At this moment evaluators needed to know what participants trainers think. In particular about the background and future aims of the participants trainers; how the ATTE course may help them to achieve their aims, how the ATTE course was so far and how the quality in ATTE was assured.

Bryony introduced a planning for the collection of this information during the seminar. It consisted on different moments for: observation, individual interviews and focus groups.

#### 4.1.7. European Breakfast

Date and time: 9th of May 2002 — 8h-9h30m

Duration: 1 hour 30m

Responsible: Inge

Background / Rationale:

A variation, early in the morning, of the so used “European evening banquet”.

Aim and objectives:

Aim: To enjoy a “European” breakfast on Europe day

Objectives:

- To share with participants the breakfast they have in their country
- To celebrate Europe day

Session outline:

- Participants trainers were asked before the seminar to bring with them products of their local breakfast.
- On the first day of the seminar participants trainers were asked to show their entry ticket for the ATTE movie, a ticket they got at the end of the LTF-seminar. Participants trainers who did not bring their ticket for Slovenia, were requested to organise the European breakfast the next day.
- Participants trainers prepared the next morning the European breakfast, with products brought by all participants trainers and team.

#### **4.1.8. Reflection groups/focus groups**

Date and time:

9th of January 2002 — 12h-13h

10th of January 2002 — 12h-13h

12th of January 2002 — 17h-18h

16th of January 2002 — 9h30m-10h30m

Duration: 4 hours

Responsible: The whole team

Background / Rationale:

In this seminar the “reflection groups” did not meet at the same time, neither every day, to look back to the programme. Their place and function were linked to certain themes, specially relevant in the programme, which were the focus of the discussions.

Aim and objectives:

- To reflect in groups on certain seminar contents after specific programme elements.

Session outline:

- Reflection and discussion time in groups with the presence of a team member.

The most important contents and programme elements discussed were: Training experiences, European Citizenship, Quality criteria and other topics related to the workshops

#### **4.1.9. Peer support groups**

Date and time: 10th of January 2002 — 16h45m-17h



15th of January 2002 — 16h30m-17h

Duration: 45m

Responsible: Erzsébet

Background / Rationale:

The idea of having peer support groups is based on past experiences and research, that the training and learning aims and objectives of a training course can not be successfully realised if after residential seminars trainees are not supported when applying their new skills, attitudes and knowledge. The social environment at home quite often is not prepared yet to accept new approaches, critical analysis, initiatives or changes.

“Peer groups: The participant trainers will be encouraged to establish peer groups for the duration of the programme. These peer groups will allow participant trainers to support and consult each other and to share ideas, concerns, experiences and good practice. Peer groups can have the same composition as the reflection groups.”

*(excerpt from the course description)*

Establishing peer support groups was a new methodological element of a youth training and, as far as we know, the ATTE course is the first to put this concept into practice.

Aim and objectives:

- to establish peer support groups for the duration of the ATTE Course.

Session outline:

- Introduction: 10th of January 2002 (17h-17h 20m)

On the aims, objectives, forming, composition, operation and technical conditions of the peer support groups. (See the following Chapter VII for details)

- Forming the groups: 10th of January 2002 (17h-17h 20m)

The participants trainers started the discussions for the formation of the peer support groups

- Finalising composition: 15th of January 2002 (17h – 17h 30m)

#### **4.1.10. Intercultural evening**

Date and time: 10th of January 2002 — 21h-1h (11th of January)

Duration: 4 hours

Responsible: Ronald Keersmaekers

Aim and objectives:

- To have an “old-fashioned” intercultural evening
- To exchange cultural aspects (food, drinks, gestures and games) among the participants trainers of the ATTE course



Session outline:

At 21h all the participants and trainers of the ATTE course meet in the party house! Every person could put the cultural things he brought with him on one big table.

After a brief introduction of the evening (welcoming, + aim) every country presented his items he brought with him.

Games were introduced, songs were presented and gesture (Italians) were learned to the group.

Afterwards the intercultural party busted out.

#### **4.1.11. External evaluation: concept and structure**

Date and time: 15th of May 2002 — 10h30m–11h30m

Duration: 1 hour

Responsible: Lynne

Background / Rationale:

There were some doubts and questions, among the participants trainers, about the rational, role and function of the external evaluation. This session was an informative session to clarify all this.

Aim and objectives:

Aim: To inform the participants about the purpose, structure and process of the external evaluation

Objectives:

- To clarify the purpose of the external evaluation
- To clarify the rational for having external evaluators
- To clarify the role of the external evaluators
- To inform about the structure and state of the external evaluation

Session outline:

- Presentation (10h 30m – 11h 15m)

Using overhead slides Lynne presented the purpose, structure and process of the external evaluation within ATTE. The main points of this presentation were: What is the external evaluation for?, Why external evaluators?, Structure of the external evaluation and Specific examples of the evaluation.

- Questions and answers (11h 15m – 11h 30m)

Mainly on the roles and interests of the different actors in ATTE.

#### **4.1.12. Follow-up: Open Learning Community (OLC)**

Date and time: 16th of May 2002 — 11h-13h

Duration: 2 hours

Responsible: Paul



## Background / Rationale:

Between the first and the second ATTE seminars, participants trainers didn't make use of the whole potential OLC. In order to improve its functioning, they took the initiative to discuss about it.

## Aim and objectives:

**Aim:** To evaluate the use of the OLC till now and to explore how to improve this ATTE feature

## Objectives:

- getting an overview of the individual use of the OLC
- to reflect on the different parts and possibilities of the OLC
- to come up with concrete plan to use the OLC in the future
- to involve participants in the further development of the OLC

## Session outline:

- On the third day of the seminar a group (Raga, Mac, Mario, Karolina, Paul) was established to work on the above mentioned objectives and to come up with a proposal by the end of the seminar. The group decided to have individual interviews with all members of the ATTE community to find out how they experienced the OLC so far.
- With these results proposals were made to be introduced to the whole group on the last day. Small groups were formed, around the different topics, to make more concrete proposals. These proposal then were discussed in the whole group. The small groups agreed on carrying out some of the proposals that they made in the period following the seminar.

### 4.1.13. Seminar evaluation

Date and time: 16th of May 2002 — 15h-17h (coffee break included)

Duration: 1 hour 30m

Responsible: Paul + Inge

## Aim and objectives:

- To evaluate the Seminar

## Session outline:

- Personal reflection on the Personal Development (15h – 15h 30m)
- Evaluation of the seminar in the Reflection groups (15h 30m – 16h 30m)

without trainers and using the metaphor of a movie, participants trainers evaluated:

- the flow/rhythm of the movie
  - kind of movie (horror, comedy, western etc.)
  - which scenes were your favourite
  - how colourful was the movie
  - what do you think about the décor
  - how do you see the different actors
- Creative presentation of results (16h 30m – 17h)



- Individual questionnaires were hand out and participants were asked to fill the form in after the seminar and to send them before the end of the month.

#### **4.1.14. Closing**

Date and time: 16th of May 2002 — 17h-17h30m

Duration: 30m

Responsible: Helmut

Aim and objectives:

- To close the seminar
- To reflect on the seminar
- To thank everyone
- To wish everybody the best for the coming months

Session outline:

- Closing speech, group sitting in a large circle outside
- Group picture

### **-----> 4.2. Learning as a trainer**

#### **4.2.1. Exchange of Training experience**

Date and time: 9th of May 2002 — 9h30m-12h (coffee break included)

Duration: 2 hours

Responsible: Karolina + Paul

Background / Rationale:

The aim of this seminar (see 2.1) was “to explore theory and practice of training in the context of European Citizenship with special emphasis on changing the focus from learning to training...”

This “training” theme started in the programme with this session on “exchange of training experience”.

Aim and objectives:

Aim: To look into concepts of training by sharing and discussing experiences

Objectives:

- To share training experience
- To discuss and examine this experience
- To get a picture of training concepts endorsed by the group

Session outline:

- Introduction of the session (relating to training moments that you remember)
- Each individual was to think about: “What was a good training moment for you?”
- Participants trainers were divided in groups of 5 where according to film titles. In groups everyone explained “Why was it good that training moment?” and the group discussed “What does it tell us about training?”
- Report back on the main guidelines for successful training and discussion in plenary





#### 4.2.2. Training concepts

Date and time: 9th of May 2002 — 15h-16h45m

Duration: 45m

Responsible: Rui Gomes

Background / Rationale:

This session was a continuation of the previous one (Exchange of Training experience) with the intention of conceptualising different features of a certain training concept

Aim and objectives:

- Get acquainted with existing training concepts
- Explore the different features which could define a certain training concept
- Reflect upon which could be our own training concept

Session outline:

- Interactive input

with questions and small debates in between. The input explored the training concepts using The case of the European Youth Centre as example of possible indicators for a concept of training. The main contents of the input were:

- Concept, Training, Formation,
- From Education to Training?...,
- Is there a training concept of the EYC?, Is it possible to do training without a training concept?
- Values
- The institutional framework
- The aims and objectives
- Target groups
- The Trainers
- The Methodology
- The Programme
- The Results
- And you?

#### 4.2.3. Training methods

Date and time: 10th of January 2002 — 15h-16h45m (coffee break included)

Duration: 1 hour 15m

Responsible: Mark

Aim and objectives:

- To move forward from the morning session on theory of European Citizenship
- To facilitate participants' creativity in designing and/or adapting methods

Session outline:

- Short input on what the exercise was meant to do.
- Participants choose idea/tool to work with.



- Preparation time
- Brief reports and discussion in plenary.

#### *Exercise description*

The Hypothetical Situation:

You are members of the team in a training course with the theme of “Responsibility” – (one which had arisen a few times in the morning session). The course is for 30 participants, aged 18-21 years and all coming from rural areas of Southern Europe.

*You choose one of these tools or ideas:*

A set of objects plus a maximum of 10 chairs

The scenario – “We are in the street”

A video without words called “Adagio”

Information technology

The publication “JUMP into education for democratic citizenship”

*Your task in teams:*

To find out how to use this tool or idea in this context. Your method should help the young people to experience what “responsibility” means. You have until 16.20 to complete your work and then a short time to report.

Each team was invited to write up their resulting methods.

### **4.2.4. Training design simulation exercise**

Date and time: 11th of January 2002 — 9h30m-13h (coffee break included)  
15h-17h (coffee break included)

Duration: 4 hours 30m

Responsible: Erzsébet

Background / Rationale:

This session on “training design” was the last one devoted to training (following the previous ones on Exchange of Training experience and Training concepts). In this session the participants trainers could put into practice all the ideas around training in the frame of an international youth training programme.

Aim and objectives:

- To develop a common understanding of the basic elements of an international youth training programme design and their coherency through practising a process of training design in teams
- To understand and practise different relevant ways of programme design

Session outline:

- Introduction (9h 30m-10h)

of the day and of the simulation exercise

- Running of the exercise (10h-16h 15m)

The “Design-Day” exercise has given time, rules and tools. Participants are asked to design an imagined but realistic training course in ATTE joint project teams. There are `Building Block` places named by different elements of designing/con-



structuring a training programme. Project teams are free to decide which `Building Blocks` they want to visit and in which order. At each place an ATTE trainer will give a task (written questions to answer, grids or tables to fill in) and, after completing the task, will consult the project team in critical areas. The chosen questions and grids represent one of the possible ways of training design. A detailed description of the exercise can be found in the Annex B.

— Ending and debriefing (16h 15m-17h)

Presentation of the results of each team and debriefing of the exercise

#### 4.2.5. Workshops/discussion groups

Date and time: 12th of January 2002 — 15h-17h

Duration: 2 hours

Responsible: The whole team

Aim and objectives:

Aim: To respond to the need to address issues raised so far in the seminar

Objectives:

- To discuss in smaller groups issues of concern of participants
- For participants to run their own discussion groups - workshops

Session outline:

- Participants proposed topics for discussion (the previous day)
- Everybody signed up, team participated
- Participants ran their own workshops – discussion groups.

Three parallel groups were being held: The responsibility of a trainer, Gender, European Citizenship and Local Youth Work

#### 4.2.6. Optional workshops

Date and time: 14th of January 2002 — 15h-17h (coffee break included)

Duration: 1 hour 30m

Responsible: Participants trainers

Background / Rationale:

The team wanted to create the possibility for participants to offer to the group their specific methods and competencies.

Aim and objectives:

“Looking at alternative working methods”

To provide space for participants to work with a group of colleague participants and to offer alternative working methods.

Session outline:

The three workshop organised were:

- Outdoor education (continuation of the morning session)

This workshop was offered by Dirk de Vilder who was invited as an external for this day. He worked with the whole group during the morning and for those who



wanted to get deeper into outdoor education the workshop in the afternoon was offered.

- Role of the trainer in the socio-political context

This workshop was offered by three of the participants and was partly developed during the training course in Slovenia. Several questions around the topic were discussed.

- Body work in training

This workshop was the result of putting together two workshops around the issue of bodywork. The two involved participants combined the different elements from their original workshops in one program.

#### **4.2.7. Quality criteria for Practice I project**

Date and time: 15th of May 2002 — 15h-16h30m

Duration: 1 hour 30m

Responsible: Karolina

Background / Rationale:

The development of quality in youth worker training is one of the aims of ATTE, therefore the need to address criteria for quality. However, the term quality and subsequently quality criteria has not been defined within in European Youth worker training. This session aimed at taking a small bite of the portion by introducing participants to the word quality and applying quality criteria to their own forthcoming projects in Practice I.

Aim and objectives:

- To address the issue of quality and measurement of quality
- To introduce the ambition to develop quality criteria for European youth work and youth worker training
- To develop possible quality criteria for Practice I

Session outline:

- Different ways at looking at quality

The example of a jumper; different generations have used different quality criteria: i.e.

- What material is it made of?
- How many times can it be washed?
- How tight is the knitting?
- Who made it, what is the brand?
- Under what conditions was it made? Etc
- Background to Quality discussion: short excerpts from the report of the Curriculum and Quality Development Group + looking back at inputs from Rui Gomes and Bernard Abrighani + so far there is no commonly agreed quality criteria for European youth worker training
- Quality triangle: People, Process, Product (in some areas in society not all corners have the same value, youth work very much looks at all different angles to see if something was a success or not)
- Quality “sun”: things to take into account (no order of importance); performance, outcome, conditions, participants, content, aims, participation...



- Group work: choice of topics; European Citizenship, Teamwork – teamwork process, Objectives – outcomes, Programme design and delivery, Evaluation, Participants - group
- Each group develops quality criteria within their topic that could be applicable to all Practice I projects.
- Report in plenary

### -----> 4.3. Learning as a self-directed learner

#### 4.3.1. Personal development time

Date and time:

8th of January 2002 — 17h-18h

9th of January 2002 — 17h-18h

10th of January 2002 — 17h-18h

11th of January 2002 — 17h-18h

14th of January 2002 — 17h-18h

15th of January 2002 — 17h-18h

Duration: 6 hours

Responsible: The whole team

Background / Rationale:

In the Chapter I - 5.5, talking about the methodology of the ATTE course we can read:

“The methodology of ATTE tried to find an adequate balance between the personal and group learning. In order to achieve this balance, ATTE putted -compared with other trainings- an special emphasis on the individual learning processes. Specific methods and spaces were created for those individual learning processes to take place; personal development plans, individual work, personal reflection time, the training quality product...”

Aim and objectives:

This time was meant for individual reflection, exchange between participants, informal group meetings etc.

Session outline:

- Personal time, informal sharing and meetings

#### 4.3.2. Mentoring so far and during this seminar

Date and time: 9th of May 2002 — 16h45m-17h

Duration: 30m

Responsible: Karolina + Mark

Background / Rationale:

After the first seminar (in which the basis for the participant - mentor dialogues were fixed) and looking at the ongoing learning in ATTE, it was convenient to revisit the mentoring as a learning tool.



Aim and objectives:

Aim: To repaint mentoring in the picture of the ongoing learning for ATTE and to introduce mentoring in this seminar

Objectives:

- To emphasis differences in how to use tools and that this is positive
- To give a small feed-back on the overall situation of mentoring
- To go back to mentoring as a tool for learning in this course
- To give the team's perception of mentoring practices and contacts in this course
- To introduce the time for mentoring dialogues and its flexibility

Session outline:

Presentation in plenary (OH).

The content of this input had two parts: Mentoring so far and mentoring in this seminar.

In the first part, the team refer to some observations, tendencies and reflections on the mentoring experience so far. In the second part, the team informed about the timing and guidelines for the mentoring during this seminar.

### **4.3.3. Project consultancy**

Date and time: 12th of January 2002 — 9h30m-9h45m

Duration: 15m

Responsible: Erzsébet

Background / Rationale:

The aim of the consultancy as such was to support the high quality realisation of planning, implementation and evaluation of joint projects carrying out during the Practice I phase.

Aim and objectives:

The objective of this session was to Inform about the possibility of project consultancy by the ATTE trainers team during the Project Practice I phase.

Session outline:

- Input

on the nature, objectives and mechanism of the project consultancy. The consultation would mainly focus on content wise and methodological questions, challenging and innovative pedagogical aspects of a given project. On one hand the consultation was part of the mentoring process and based on the individual needs of participant trainers, on the other hand each ATTE trainer could act as ATTE consultant of one or two project teams.

All the details of this input on project consultancy can be found in the following Chapter VIII as part of curriculum description of Practice I.

- Clarification questions



## -----> 4.4. Learning about training aspects

### 4.4.1. Youth in Slovenia

Date and time: 8th of January 2002 — 16h20m-17h

Duration: 40m

Responsible: Inge & Helmut

Background / Rationale:

One of the objectives of this Seminar (see 2.2) was “to explore the local environment”. For this it was particularly interesting to get to know the situation of young people in Slovenia.

Aim and objectives:

Aim: To give participants information and reflection on youth in Slovenia within an international framework

Objectives:

- To give participants information and to reflect about the situation of Youth in Slovenia, a country in transition;
- To give participants information and to reflect upon the impact of the YOUTH – programme in Slovenia and;
- To give participants information on the South – East Europe Resource Centre;
- To reflect with participants on the impact of international training on the national and local level.

Session outline:

- Input by the director of MOVIT (16h20m-16h50m)

on the situation of young people in Slovenia, on the Youth Programme in Slovenia

- a country in transition- , on the South - East Europe Resource Centre
- Plenary discussion (16h 50m - 17h)

Some of the points of discussion were:

- Why do international youth organisations not facilitate international co-operation at the local level?
- How did the European Voluntary Service change the understanding of voluntary work?
- What is the active role of young people in a youth exchange? How can a National Agency influence this role?
- Do organisations use the new skills and knowledge after participants return from an international training?

### 4.4.2. European Citizenship: a conceptual framework

Date and time: 10th of January 2002 — 9h30m-12h (coffee break included)

Duration: 2 working hours

Responsible: Inge + Mark

Background / Rationale:



The aim of this seminar was (see 2.1) “To explore theory and practice of training in the context of European Citizenship with special emphasis on changing the focus from learning to training and developing co-operation and support within the ATTE community.”

This session exclusively devoted to “European Citizenship” was a central one in the programme of this seminar.

Aim and objectives:

Aim: To explore further the conceptual framework of European Citizenship

Objectives:

- To present participants a conceptual framework of European Citizenship
- To reflect on the conceptual framework
- To share these reflections within and the ATTE community through the open learning community
- To share these reflections with the authors

Session outline:

- Introduction:
  - to the background of the activity and its relation to the rest of ATTE
  - to the background of the text: European Citizenship – A conceptual framework
    - a. Within the framework of the Partnership, and the relation to the training course on European Citizenship and the Curriculum and Quality Development group
    - b. The writers
    - c. The T-Kit and its elements
- Regional groups

Participants trainers divided themselves into regional groups and read the text: A conceptual framework, draft text for the T-kit on European Citizenship Possible questions for reflection within the groups were:

- Is this conceptual framework helpful to explain European Citizenship to other? Why?
- What is the most challenging in this text?
- What do you disagree with the most?
- What is (are) the key point(s) missing?

— Report back in plenary

on the following issues:

- Their most important message to the authors (on A4 paper)
- One sentence of the text that you could use in explaining European Citizenship to others (on a flipchart)

Note: The team encouraged the participants trainers to continue the further reflection by two main means:

- Sending their messages to the authors of the T-Kit
- Posting the discussions they had within the small group on the discussion forum of the OLC

#### **4.4.3. Feedback**

Date and time: 12th of January 2002 — 9h45m-13h (coffee break included)

Duration: 2 hours 45m





Responsible: Paul

Aim and objectives:

Aim: to introduce feedback as a tool

Objectives:

- to give some theoretical background about “feedback”
- to give participants the opportunity to practice giving and receiving feedback

Session outline:

- Input (9h45-10h15m)
- on giving and receiving feedback
- Individual work (10h15m-10h45m)

With the help of the grid “my behaviour in this group” to think about how they behave and on what they want to receive feedback (15 minutes)

- In project groups: (10h45m-13h - coffee break included)

one by one, participants trainers receive feedback from the others.

#### **4.4.4. Outdoor education, experiential learning and training**

Date and time: 14th of January 2002 — 9h30m-13h (coffee break included)

Duration: 3 hours

Responsible: Dirk de Vilder (assisted by Mark and Paul)

Background / Rationale:

An integral part of ATTE is to introduce and work with different training concepts and methodologies. Building on the evaluation of our previous experience of introducing theatrical methodology in the ATTEntion here we go seminar, it was decided to include a block on outdoor education and experiential learning which have gained in both resonance and importance in international youth work over the past years. Another strong reason for its inclusion was a specific demand from ATTE participant-trainers in both the evaluation of the previous seminar and in their expectations for this one. Originally, we had invited Stanka Hederovka from Outward Bound Slovakia but, due to professional obligations at home, she had to cancel only days before the seminar was due to begin. She had been invited because of her wide experience, especially as a woman operating in what is often considered as a “man’s world”. Despite the short notice, Dirk De Vilder from Outward Bound Belgium accepted our invitation. Dirk is well-known in the European level youth worker training field, having worked for both the Youth Programme and the Council of Europe in support measures and long-term training courses. His current post involves him in constructing and running courses for a wide range of target groups: from youth at risk to social workers to business managers.

Aim and objectives:

- to introduce the concepts of experiential and outdoor education methodologies to ATTE trainer-participants
- to demonstrate several activities requiring very limited equipment, thereby giving ATTE trainer-participants direct experience of the methodology in a way which would allow them to use such activities in the future



- to facilitate communication between ATTE trainer-participants at different levels
- to engage in dialogue about the bases and practice of such methodology

Session outline:

- input, introducing the concepts and methodology
- division of trainer-participants into three separate groups (facilitated by Dirk, Paul and Mark)
- Experiencing a series of progressively more difficult exercises, each followed by reflection:
  - as a group stand on a carpet and turn the carpet over
  - when blind folded, use the full length of a piece of rope to create a square
  - half the group are blindfolded, half can see; organise non-verbal communication between yourselves in such a way that the blindfolded members can retrieve objects from a circle in the forest.
- Collective debriefing session and final input by Dirk on programme design, building up group processes (see Annex C) and processing the experience.

Note: during the afternoon, an optional workshop was run by Dirk for those who wished to go deeper into the subject

#### **4.4.5. Quality criteria in European youth worker training**

Date and time: 15th of May 2002 — 12h-13h

Duration: 1 hour

Responsible: Mark

Background / Rationale:

Establishing quality criteria within European youth worker training is a work-in-progress. The principal actors in the field have been addressing this issue for a number of years and, with the establishment of the Partnership between the European Commission and the Council of Europe, a new impetus has been given to this work. ATTE is a part of the process, so right from the beginning of the course, attention has been paid in different ways to looking at factors which contribute to quality. In this seminar it was decided to invite Bernard Abrignani to bring in his experience to the debate within ATTE. His responsibilities fit him ideally for this task: within INJEP (the French National Agency for the Youth Programme) he has been co-ordinator of training activities including Action V and, more lately, has become head of the SALTO dealing with EuroMed and dissemination of good practice. He is also active within the Partnership – on the editorial committees of the T-Kits and Coyote magazine. His presence was also welcomed as a way to inform the national agency network about ATTE's content, spirit and the work done by the trainer-participants.

Aim and objectives:

- to hear the vision of a key figure in Youth Programme training
- to explore quality criteria from the point of view of the Youth Programme
- to continue the debate on quality criteria within ATTE

Session outline:

The session consisted of an input using PowerPoint with opportunities for trainer-participants to intervene, make comments or ask questions.

The main content of the input were:

- Introductory remarks
- Decoding the Youth Programme: important concepts including: Non-formal education, Active participation, Intercultural learning, Active citizenship and European dimension
- The need to improve quality in training applications for funding in the Youth Programme and the EuroMed Youth Programme
- Quality criteria in youth exchanges
- Keywords for quality criteria, including: approach and methodology, aims and objectives setting, project management and organisation
- What is the impact of training? question and debate

## 5. Annexes

### Annex A - 4.1.1.: "Adam's will" role play

#### Adam's LAST WILL

Dear Family and Friends,

When you hear these lines I'll be dead and gone. Some of you will be mourning some of you will be glad that the old bastard has finally gone.

I had a long life with many ups and downs. I went over big hills and through deep valleys. I remember when I was a young boy playing the saxophone on the corner of the street, dirty and smelling, getting just enough money to buy some bread.

But I also remember travelling around the world with the famous "Adam's orchestra" playing in all the big theatres, clubs, stadiums and tv shows. Earning so much money that up till now we can live from that.

As you know this successful period didn't last very long. After 12 years people forgot about me and my music was called "out of fashion". There were new young artists coming up and we played only for very small audiences. That's when I started to drink. 15 years of my life the only thing that really mattered was the bottle. I must not have been a very nice man to live with at that time.

It was Aya my lovely wife that helped me to stop drinking. It was not easy for her but I'm convinced that without her I never would have managed and I would have been dead for years already.

I realise very much that I haven't been a very good father to my children. I was travelling round the world or drunk. Everything you learned you learned from your mothers.

I haven't been a good husband either for my three wives.

From Raga I stole the best years of her life. I know she hates me and I understand.

Eva never trusted me. In a way she was right about that.

Aya had hard times with me but she survived and in the end life was good with her.



Anyway, now you are sitting here altogether and I'm no longer there. I used to dream of setting up a centre for poor musicians, but sadly all my money ran out – and Inge was so good at advising me too!

So now you are all waiting to hear what happens to my property. There is no money left – I am so sorry. But I have a lot of trust in you and therefore I decided to leave this big enormous house to all my wives and all of my children and to two other important persons in my life: my best friend Peter and Xenia.

Other people are invited here and I'm sure they can help you to make the right decisions.

I am sure that all together you will find a good solution for this beautiful house.

I love you all.

*Adam Roles*

Raga

You were married to Adam for 10 years. You were still young then, he was some years older but you were his first true love. You got two children. Then Adam left you, totally unexpected for another woman(Eva).You still hate that bitch. You had a hard time raising the children on your own. You still blame Adam for that. You never found another man and dedicated your whole life to your children. You are 58 years old now and still bitter and disappointed about your life.

Eva

Because of you Adam divorced his first wife. When you met him you were already a successful economist. You were married to Adam for 6 years and got two children from him. The big problem during the marriage was that you never really trusted him. You always had the impression that there was another woman I his life but you had no proof. At a certain moment this feeling became so strong and overwhelming you that you decided to leave him. After a few months he remarried a very young women but your not sure if they had already something going on when he was married to you. Anyway, you don't care really anymore, a bit curious maybe. At the moment you are a successful bank manager and you married Denis a few years ago. You raised your daughters, Sonia and Sladjana, in a relaxed way in good balance with your career. You are very proud of the two. Sonia living together with her girlfriend Annette and choosing the life she wants after being married to this terrible Helmut and Sladjana who married this wonderful guy Ronald with which she runs a nice hotel.

Aya

You are the wife of Adam and now his widow. When you met him you were 22 years old while he was already 48. He had two other wives before and was only divorced a few months from his second wife when he fell in love with you. He adored you and did that till his last breath. You are 30 now so were married to Adam for 8 years. Since you are his last wife and his official widow you want to stay in the house and live here.

Xenia

You have been Adam's secret lover since his first marriage. In a way you were the only "love of his life". But it was always a secret. You worked all those years in the library and he pretended to be a "book lover". He came to the library every other day during almost his whole life and took loads of books home, he never

read. He came to see you. It happened twice that he arranged a wonderful trip to a tropical island for the two of you but all the other encounters you had with him were in a little room in the attic of the library. You never married someone else; Adam was the only love in your life. And you never could tell anybody. Everybody sees you as an old spinster. You want to shout it out; you would like to tell the whole world about the two of you. But he never let you, it was strictly forbidden. But now he's dead, will you have the guts to tell the others?

Sonia

You are the daughter of Adam and Eva. Your mother raised you, together with you sister Sladjana, after she left Adam. You have been married to Luis for a couple of years but then found out that you like women more than men. You left him and now you live together with Annette already for five years. Since that happened your father didn't want to talk to you anymore. Luis is still shocked about this and feels insulted. You are still in contact with him because he takes care of your children in the weekends. After all he is their father.

Being here together with Annette causes a lot of tension with the other people around. Your father kept your relation with Annette as a big secret and when people knew about it they were not supposed to talk about it.

Annette

You are the girlfriend of Sonia. When you met her she was still married but at the point of discovering that she was lesbian. So, exactly the right moment for you to meet her. Sonia was married to Luis. After their divorce this man is still bothering the two of you. He comes every Friday to pick up the children. It seems that he, now after 5 years already, cannot accept the fact that Sonia prefers you above him. You hate the guy. But of course he's here because he's related being the father of Adam's grandchildren. You never met Adam because he never wanted to meet you and even didn't want to see Sonia anymore after the two of you started your affair. Nobody here around seems to know about your relation with Sonia. There seems to be a kind of tension around it. Anyway you came with Sonia to support her in these difficult moments.

Luis

You are the ex-husband of Sonia. You thought to have a happy marriage but 5 years ago she left you. And the worst thing is: she left you for a woman! You felt insulted, in fact you still do. You think it's a big mistake and in a way you still hope she will come back to you. You still are in contact because of your two children. They stay with you during the weekends.

At the same time you realise that she will maybe never come back to you. So you are looking for a new love in your life. And tonight there might be a chance. The widow of Adam is a beautiful and very nice woman and still young and attractive. Tonight could be your chance. She is the kind of woman that needs some support from a man in difficult situations like this. So ...

Gülesin

You're a very beautiful women. In fact that's your profession because you are a famous model. In a way there is no reason for you to be on this party. The brother of Adam invited you. These kind of men like to have beautiful women around them. But you for yourself have better reasons to be here. You are supporting a big project in Nigeria for homeless children. That project definitely needs spon-



sors. Since the will of old Adam is the central issue of this evening you see here a chance to get some money here for the children in Nigeria. Evija, the daughter of Raga and Adam, is a good friend of yours and she very much supports the “Nigeria idea“. The two of you together found a strategy to make things work out. Evija, using her status as being one of Adam’s children, will deliver a speech in which she will explain the importance of the Nigerian project. But before that you will use the attraction you have on men to lobby a bit with some of the important men around.

Oh, whoops!! Ronald is here too. He seems to be married to one of Adams children, Sladjana. You once spend the night with him. Just a one-night affair that wasn’t that special and the consequence of too much wine. He will sure remember. But does his wife know.

Davide

You are married to Evija and the son of Adam and Raga (Adam’s first wife). You are an international trainer tired of travelling. For a while it was nice to go all over Europe, especially when you had this love affair with a Finnish participant. Shht Evija doesn’t know!

You see some real big opportunities for yourself now that your father died. This building is great. With just some minor changes it could be a very well equipped training centre for international training. Wouldn’t that be nice, to have your own training centre. No travel anymore, everyone will come to you. And you can make some extra money with that! The problem is your wife. She seems to have a stupid idea to sell the house and give the money to some street kids in Nigeria. Hey, it’s sunny and warm out there, why not live on the streets. Evija is working on this together with Gülesin. So you have to find a way to stop their idea. Problem is off course that Evija is your wife and you love her a lot. The other problem is this Gülesin, a professional model. She is so amazing beautiful that every time you talk to her you melt. The only thing you can do when you talk to her is stumble and stammer and agree on everything she says.

And the there is this women who looks so familiar! Who is she?

Evia

You are married to Davide the son of Adam and Raga (Adams’ first wife). He is often away from home because he is an international trainer. You have a good job at a fashion magazine as an editor. That’s how you know Gülesin, who is a famous model and was on he cover of your magazine a few times already. Together with her you discussed the heritage of your father in law. In a way you don’t need any money. You are a wealthy family. Davide doesn’t earn that much as being an international trainer but you do get a lot for your job.

So why not spend what comes out of the selling of the house and the bank accounts of Adam on something useful. Gülesin had an excellent idea. She is involved in a Nigerian project for homeless children and that project needs a lot of money.

The two of you set out a strategy. Whenever the time is right you will deliver, using your status as being married to one of Adam’s children, a short speech in which you explain the importance of the Nigerian project. Gülesin will use her charm and beauty to lobby with some important men, to be sure that you will get some support after your speech.



Helmut

Only just a few days after Adam died you found out that he is your father. The sister of your mother, who always kept this as a secret, told you after she got the news that he died. Your mother died young, when you were only a six-year-old boy. After her death you spend 4 years in an orphanage and then your aunt took you in her family. But that was years ago. You have always been a poor man. There was never money for your education so you clean the streets as a profession.

Your aunt told you that your mother had a three months love affair with Adam. When he found out that she was pregnant he just left. He never paid one penny for you. It ruined your mother's life, it was probably the reasons she died so young, and it ruined your life.

So now you want to get something out of this heritage. First you have to tell a few people that you are their half brother.

Sladjana

You are the daughter of Adam and Eva. Your mother raised you, together with you sister Sonia, after she left Adam. You are married to Ronald. Together with him you run a small hotel. It's hard work but you like it. The last years you lost a bit the contact with your father. He was getting boring, always complaining about your sister being lesbian and living together with Annette.

Ronald and you have been talking about the possibilities that Adam's big house could bring you. It is situated in a very nice environment and has lots of rooms. It could be such a nice hotel. It would mean that you could keep on with the nice work you do but also to have some more time for yourself and earning some more money. If you could find some partners for the idea here tonight. You know that the husband of Evija, daughter of Raga, Adam's first wife, who's name is Davide would like to start a training centre in the house. He is involved in international training and seems to be tired of travelling. Therefore he wants to start his own training centre. Maybe you could combine the two ideas!

Ronald

You are married to Sladjana, one of the daughters of Adam and Eva, Adams' second wife. Together with her you run a small hotel. It's hard work but you like it.

Sladjana and you have been talking about the possibilities that Adam's big house could bring you. It is situated in a very nice environment and has lots of rooms. It could be such a nice hotel. It would mean that you could keep on with the nice work you do but also to have some more time for yourself and earning some more money. If you could find some partners for the idea here tonight.

You know that Davide, Adam's son from his first marriage, would like to start a training centre in the house. He is involved in international training and seems to be tired of travelling. Therefore he wants to start his own training centre. Maybe you could combine the two ideas!

Shit!! Gülesin is here too! Years ago, but when you were already married to Sladjana, you spend the night with her. Sladjana is not allowed to find out about this.

Miriam

You don't have anything to do with this family here. You are from Finland and the only reason you are here is Davide. Years ago you were in an international



training where he was one of the trainers. The two of you fell in love and you had an affair for two years. You always found new seminars and projects to meet each other. But then at a certain moment Davide started to talk about the ethical codes of trainers and just left you. You never told him you were pregnant at that time. But now his son is twelve and you are out of money so it's time to tell him about his son. You know he is married and you want to do this in a discrete way, as long as you get the money.

You organised an invitation for yourself by telling Paul, Adams brother, that you did a research on European families and their traditions.

Davide didn't recognise you till now. But you can help him off course.

Erzsebet

You have been working for Adam since his first marriage. You were there when all the children were born. You raised almost all his children. You cooked all their meals, you washed all their clothes. You know everything about Adam, his wives and his children. You were always loyal to Adam, always.

But you killed him. By chance you read the will he wrote two years ago. You were not mentioned at all!! Nothing for you!! After all these years that's what you get, nothing.

So slowly you poisoned him. And you were successful. Nobody knows, nobody even thinks that he was killed. Except for this stupid Mario, the house manager. He is giving you these strange looks since Adam died and asks this strange questions. But you still had some poison left and are now slowly killing Mario. He seems already feeling not to well at the moment. So that problem is solved.

But now how to get yourself in a position that you get something out of this. You are not in the will, that's what you know.

Mario

You are the house manager of this big estate. You worked for Adam for many, many years. You are very sad that your boss died.

And you feel very sick at the moment. The last weeks your health is really a problem. You have the same kind of problems that Adam had, just before he died.

It makes you think. Could it be that Erzsebet, Adams housekeeper, puts things in your meals. And maybe did she do the same to Adam. Did she kill Adam and is now killing you? No, that cannot be true. Or maybe it is.

Anyway you feel more and more sick every hour. Will you survive this evening?

Pascal

You are the lawyer that will readout the will, you have been the lawyer of Adam for the last 30 years and have dealt with all his divorces.

You have a deep hate towards all Adam's wives because you believe that Xenia you're best friend, who has given up her life for Adam should have been the only one in his life.

You also represent Bryony, the nun as a lawyer and if she would be able to get the estate it would mean a big boost for your career and you would benefit enormously.



Mac

You are the local pub holder and your wife is very rich very rich. You want to buy the estate at any price, so you could open the first casino in the region. This would make you even richer, the casino can be used as a perfect cover for drugs, this is really your business. O help, there is Mark your drug supplier .... What is he doing here? Nobody knows about his existence.

Sabine

Your Mac's wife and don't know anything about his plans or business. You really believe this estate should go to the church, all for the good cause. You don't like the people around here, they are all living in sin. You are the person with all the money, your husband was just a poor man when you married him.

Karolina

You were a very good friend of Adam, but you discovered that he stole your music. You had a big fight with him at the last family and friends reunion, everyone heard you threatened to destroy Adam, that was just a few weeks before he died. Now he's dead what are people going to think? Why are you invited at this will? You like to sell your story, about the stealing of the music to the papers. Look, there is Nicolai, the journalist. You have already contacted him, but the price he offered is not high enough. Maybe tonight is your chance, with the cameras around.

Uninvited guest Mark

You are a former aid worker in Afghanistan who was kicked out by the Talibans for video-filming the growth of poppy seeds. Since then you are unemployed and make a living out of growing and dealing with illegal drugs. You came uninvited to this ceremony to try to influence who gets the hand on the estate. You live nearby and if the place gets frequented by lots of visitors your business can profit from it. A neighbour, Mac, to Adam is also a dealer.

It does not matter to you who gets the estate. You can support any one of them, in any way they like, if they offer you something in return.

Nun Bryony

You are Sister Bryony who lives in the monastery in the town. You are a strong believer in God and that everything that happens is God's will. However sometimes you seem it fit to help the will of God a little. The estate that Adam owned would be perfect as a drug clinic for young drug addicts. You have long missed an opportunity to make yourself a name through some good deed. Now the Catholic Church has made available a large sum of money, enough to transform the estate into a modern anti-drug clinic. You think that it was God's will that Adam died for this to be able to happen. Pascal is your lawyer, and will deal with the business of buying the estate.

Mayor Silvia

You are the Mayor of the city. For a long time you have wanted to modernise the city and make it into a centre in the region. This is also needed for the development of the economy. You never liked Adam or his family since they never seemed to contribute to the development of the city. But the estate of Adam would make a wonderful European Conference Centre. If you could make it into that you would most probably also be re-elected.



### Journalist 1 Nicolai

You are here to document the event of the declaration of Adam's will. He was after all well known in the city. However you are more curious about what is really going on in his big family. There has always been a lot of gossip in the town and your local TV station is in great need of some selling and some smelling news, some scandals would be terrific. You have a video camera that you share with a colleague and you want to record everything.

### Journalist 2 Beate

You have been sent to document the declaration of Adam's will together with a colleague from the local TV station. You need to take turns in recording everything on video. You are a serious and hard working journalist and you are focused on the real discussions on what will happen with the estate. There has been a lot of speculations in the town. If you can make a good story this could be your career break through.

### Carina

You are the daughter of Adam and Ragga. You love each other and she spoils you in many ways. You still live with her and you never married. You don't need a man. Thanks to your father, you always got everything you wanted. But what will happen now??? You are deeply afraid that things will change in your life after your father died. Will all these silly half-brothers and sisters want their part of the heritage!

You have to stop this.

Now the good thing is that you have some information with which you can blackmail some of them.

You know that Ronald, husband of Sladjana, once slept together with Gulesin, the beautiful model. By accident you were in the same hotel when it happened and no doubt it happened, since you found a serviette on their table in the restaurant with the words of Ronald. Probably Sladjana would be surprised to see it.

Then the other daughter of Eva, Sonia is a lesbian, living together with Anette. What a shame! Your father was deeply against it. So Sonia shouldn't get anything at all.

Here is Davide, very self-confident international trainer or what, but actually he just travels around to get new love affairs. And his wife Evija doesn't know the truth!

### Denis

You are the second husband of Eva, the previous wife of Adam. You were totally against to come here. You could never get rid of this Adam and his influence over Eva. You truly loved Eva at the beginning and didn't notice there was a distance between the two of you. She is always busy with work, meetings, receptions, etc. Your daughters, Sladjana and Sonia also have their own lives. It seems like nobody needs you in this family and for the time being you can't see any solution to this permanent frustration. You can less and less control yourself. You are trying to enjoy the company here but it seems to be impossible. The only really interesting person here is Inge!



Marta

You work for a private agency as a detective. You met Mr. Adam when he asked your company to find somebody in the United States who had engaged in fraudulent business in his name. At the end of the day you became very good friends. Adam always said you were the most outgoing and energetic person around him and he appreciated very much that similarly to him, your life is your work. To be here is really exciting for you!

Inge

You are Adam's twin sister. You are identical to him in every way apart from in a couple of fields:

You are a woman, he was a man

You are alive, he is dead (we think)

Your character: he was occasionally nice to people – you never are nice! You would be unhappy if anybody ever accused you of being »nice«! You are evil and you enjoy the feeling of power which this gives to you. You are always looking for opportunities to help people misunderstand each other, enter into conflict with each other, and generally create a horrible atmosphere between them. You have had affairs with most of the people in this party (both men and women). While Adam was alive you managed to steal much of his fortune (but nobody else knows this) so you really don't give a damn about what happens to the little money he has left in the will. This party should be a perfect occasion for you to spread evil rumours about all of your female relations and generally you should have a great time!

Peter

You have been a good friend of Adam since you were young boys. Ever since you saw each other at least every month. You told each other everything.

You don't know what will be in the last will of Adam but you foresee a lot of problems, knowing his family. So, you see it as your duty, being Adam's best friend, to play the role of a mediator on this evening. In the memory of Adam this should not end in arguments and fights.

Felix

You are a very good friend of Adam. All the time you spend together in bars and all the whiskeys you drank together. My God, you had so much fun together. Then a couple of years ago he stopped drinking, the bastard.

The end of all the long parties you had with Adam. It didn't help him much because now he's dead.

You still drink like hell and you enjoy it. Many women don't like it because they think you are too aggressive and demanding towards them but what the hell. You like women and when you are drunk it's much easier to approach them. So let's party tonight and drink to Adam.



				Brother Adam (Paul)		Adam			
			Wife 1 (Raga)			Wife 2 (Eva)		Ex-husband (Helmüt)	
Wife 3 (Aya)	Wife	Son	Daughter (Evija)	Husband (Davide)	Husband (Ronald)	Daughter 1 (Sladjana)		Daughter 2 (Sonia)	Girlfriend Lesbian (Annette)
Son Single (Denis)							Unknown son (mother died after love affair Adam)		Lawyer (Pascal)
	Nun		Mayor (Felix)		Best friend 1 (Mac)	Best friend 2		Secret lover Adam (Xenia)	Uninvited guest
	Manager of the house (Mario)		Journalist 1	Journalist 2		Housekeeper (Erzsi)		Neighbour 1	The amazing beauty (Bujana)
								Neighbour 2	



**Questionnaire**

**Adam's LAST WILL**

1. What are you to do with the experience of this role play? (Please tick one box)

- ☐ The game is over, lets do something else!
- ☐ I need time to individually reflect on my performance and others' behaviour
- ☐ I would like to discuss the characteristics of group dynamics of this role play with participants
- ☐ I would like to discuss with trainers how to develop role plays
- ☐ I think a structured debriefing would be interesting
- ☐ May I have the full description of this game?
- ☐ May I have the copy of "1000 new participatory methods" handbook from the trainers?
- ☐ I would like to continue the game another night
- ☐ I would like to receive feed-back from.....  
how s/he or they perceived my behaviour in this role play
- ☐ Other: .....

2. If I were invited to develop this role play

- ☐ I would say no because
- ☐ I would say yes and I would focus on

Name:.....



## Annex B - 4.2.4.: Training design simulation exercise

### Rules of the exercise:

1. Your crew has been invited to run an international training course on European citizenship in youth work. Today is your first prep meeting. You came together to prepare the first draft of the course description, design the preliminary training programme and to make some decisions on the further steps.
2. Six weeks before the course your team will have another preparatory meeting of 20 working hours as a maximum and during the training course you will also have 20 hours team meeting time.
3. There are “Building Blocks” of your designing process today, located at different point of this venue (see information sheet). Your team can decide which Building Blocks you would like to use for the construction and in which order. You will go to the Building Blocks you have selected to work with. (So you don’t have to go through all the Building Blocks.)
4. At each Building Block a specific task will be given: questions to answer, grids to fill in etc. Only these tools and materials can be used to fulfil the task.
5. You will stay 10 to 40 minutes at each Building Block to work on the task. You can only work on these tasks while you are at the respective Building Block.
6. The number of teams working at a given Building Block is maximum of 2. You have to wait if 2 other teams are there.
7. Access to certain Building Blocks stops at 11. 50 (12.50 for Building Block “Objectives). All Building Blocks are closed at 16.00.
8. Some Building Blocks will first open at 12.00 or 15.00.
9. Three Building Blocks are fake.
10. Working with a Building Block has a price of time. When visiting a Building Block your team meeting time will be deducted from the preparatory meeting time (20 hours) and/or from team time during the training course (20 hours) – it depends on your decision: which time you rather would like to pay with.
11. The team must stay together during the design process and must be back to the plenary at the latest 16.15.
12. The task is completed when you have identified the training objectives, specified the participants profile, specified methodology and have a training programme outline. (And of course you can go as far as you like.)
13. At the end of the day you will shortly present the outcomes of the design process to the large group.

### Description of the training course

European citizenship in youth work

International training course for youth workers and youth leaders

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or wider circle of European countries, the influence and impact of “Europe” on young people is undeniable. Youth programmes and policies are an important part of this development. The major emphasis is put on the quality and content of the projects



which are organised or supported within these programmes, specially with respect to promoting European citizenship, the participation of young people in the society, intercultural learning and involvement of disadvantaged youth groups.

Training of all actors involved in the development of European citizenship is of a crucial importance. The quality of European youth projects needs a certain level of awareness and knowledge allowing youth workers to integrate European citizenship in a manner that is coherent, reflected and in line with the present realities and aspirations of young people. It also implies the ability (skills and tools) to facilitate communication between young people and European institutions. But experience of European citizenship by young people goes much beyond formal aspects. It also has to integrate the question of access to rights concerning mobility, education and labour market, as well question of the motivation of young people to actively get involved in the European dimension of their lives. Awareness is only the first step to enter a process.

Youth workers are irreplaceable mediators in this process. To take on this role implies, however, that youth workers themselves participate in the definition of the content and practice of European citizenship.

On the other evaluation of youth projects has shown that many youth workers and other partners working with youth activities feel unprepared and insufficiently equipped (in terms of methodologies, information resources and practical examples) to face this task.

To address this issue, teams of trainers started to work with the aim to develop training courses on European citizenship.

Your team has been asked to run a 6-10 day residential training course on European citizenship next year. The international training course probably will take place in Slovenia, Radovljica in April 2003.

#### Aims of the training:

The aim of any training course on European citizenship should be to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development and the knowledge required to make informed choices within this context. The aim of this training course is to support youth workers and youth leaders by extending their competencies to integrate European citizenship within their practice and projects.

#### Contents of the course

The course programme could address the following key sessions:

##### *Europe*

*For example:*

*A discourse on Europe in the XXIst century*

*European institutions*

*European funding mechanisms and programmes for young people*

##### *Citizenship*

*For example:*

*Understanding of citizenship*

The relation of a citizen to the local environment, the region, the state and Europe

Equality of rights, entitlements, opportunities, duties, obligations, responsibilities

The meaning of power and power relations

The relation of institutions to the citizens and their policy towards young people

Spaces to influence institutions and modes of influencing



## Young people and youth work practice

*For example:*

*Youth participation and democracy*

*How are young people affected by Europe?*

*How do young people affect Europe?*

*Approaches in youth work to European citizenship*

## Intercultural learning

*For example:*

*Values and attitudes related to European culture*

*Ambiguity: equality versus diversity*

## Methodology

The training course will be based on the principles and practice of non-formal education in youth worker and youth leader training. This determines that the learning process will:

- be based on the intrinsic motivation of the learner
- generally not imply testing individual learning achievements
- be learner-centred and based on the experiences of participants
- enable participants to apply and transfer what they learned to their youth work practise

## Profile of participants

Your training course is intended for youth workers and/or youth leaders who:

- have experience of at least two years in youth work (as volunteers or professionals)
- have experience in developing and managing a project with and for young people
- are committed to work directly with young people on the issues related to European citizenship
- are able to work in English.

## Building Blocks

Building Blocks	Time	Place	Price
Specification of participant profile	10:00 – 12:00	Party room	1 hour
Planning objectives of the training course	10:00 – 13:00	Plenary	3 hours
Specification of the methodology	10:00 – 12:00	Reception	2 hours
Role of participants	10:00 – 12:00	In front of house	1,5 hours
Further information	10:00 – 12:00	Team room	1 hour
Resource centre	10:00 – 12:00	Computer room	2 hours
Planning sessions/activities/methods	12:00 – 16:00	Reception	3 hours
Intercultural learning	12:00 – 16:00	Party room	2 hours
Responsibilities in the team	12:00 – 16:00	In front of house	1,5 hours
Learning environment	12:00 – 16:00	Team room	1 hour
Evaluation	12:00 – 16:00	Plenary	1,5 hours
Negotiation on trainers' contracts	15:00 – 16:00	Computer room	0,5 hours





## Registration form

Crew .....

Building Blocks	Price paid for it		In	Out
	Prep time	Team time		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

### **Questions for debriefing**

- 1 How was it to work on these elements (building blocks) within this structure?
- 2 How do you think you will be able to use this experience for your Practice One Project?

NB: please collect the A4 building block papers from each film crew. (These will be photocopied for the team and returned to each crew.)



**Assignments and worksheets for the different Building Blocks**

Specification of participants' profile

Whatever else you may wonder about before a training course, one of the main objects of concern must be the people with whom you are going to work.

Most teams start before the training course and define a profile for the participants with which they would intend to construct a training course.

The types of question to which they feel they should respond include:

- What age should the participants be?

.....

.....

.....

- What should be the balance (if any) between the sexes?

.....

.....

.....

- What kind of relevant experience should they have?

.....

.....

.....

- Where should they come from? (countries or regions of Europe?)

.....

.....

.....

- What type of professions should be included?

.....

.....

.....

- What kind of possibilities should they have to put into practice the results from the course?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Planning objectives of the training course

Plan the objectives according to the following categories:

As a result of your training course participants

must be able to do	should be able to do	can do
must know	should know	It could be useful to know





**Specification of the methodology**

What will be the principles and specific elements of the methodology applied in this course?

.....

.....

.....

.....

What will be the relation between theory and practice in this training course?

.....

.....

.....

.....

Which training methods do you intend to apply in this training course? Which function will they have?

.....

.....

.....

.....

How will you deal with knowledge transfer if necessary?

.....

.....

.....

.....

In which way will you make use of the experience and competencies of the participants?

.....

.....

.....

.....

What will be the proportion of time allocated to working time and free time, to structured and unstructured programme time, to group learning and individual learning?

.....

.....

.....



## The Role of Participants

- Influence

Shall participants have influence on the program?

If yes,

— Why?

---

---

— When? (Before the course? During the course?)

---

---

— How?

---

---

If no,

— Why not?

---

---

- Relationship pax - team

How would you characterise the relationship between the pax and the team?

---

---

- Rules

Are there specific rules of behaviour that apply to the participants? If so, how are they decided upon and communicated? If not, are there any limits to what you can accept?

---

---



Planning activities/sessions/methods

Objectives	A-S-K	Possible activities/sessions/methods *	Duration

\*) There can be alternative methods for one objective.  
he same method can be applied for different objectives.



Planning activities/sessions/methods – continued  
Programme flow/sequencing

Theme / learning area	Sub-themes/topics and objectives				
	Day 1	Day 2	Day 3	Day 4	Day 5





**Planning activities/sessions/methods – continued**  
Programme flow/sequencing – continued

Theme / learning area	Sub-themes/topics and objectives				
	Day 6	Day 7	Day 8	Day 9	Day 10

**Intercultural Learning**

1. Our symbol for intercultural learning:

.....

.....

.....

.....

.....

2. Intercultural learning will be present in our training course

a) horizontally, for example:

.....

.....

.....

.....

.....

b) vertically, for example:

.....

.....

.....

.....

.....

**Responsibilities in the team**

- Should everybody be able to do everything?  
Please explain your answer!

.....

.....

.....

.....

.....

- How do you co-ordinate the work of the team?

.....

.....

.....

.....

- How do you divide tasks in the team?

.....

.....



.....

.....

.....

- How do you decide how long your team meetings can be?

.....

.....

.....

- How are the team meetings prepared?

.....

.....

.....

- How do you chair your meetings?

.....

.....

.....

- Do you take notes of team meetings? Who does it?

.....

.....

.....

- Do you discuss how you function as a team?

.....

.....

.....

## Learning Environment

### Option 1

As the training course will take place in this training centre, how do you want to use

- The different rooms and spaces
- The facilities
- The surroundings
- Radovicja
- Slovenia



As a contribution to the learning process? What are the advantages and disadvantages of this accommodation?

*Option 2*

You don't want this accommodation. So describe the ideal learning environment for this training course taking into account

- Accommodation
- Facilities
- Surroundings
- Local reality
- National reality



**Evaluation**

Plan the evaluation using the following grid:

Please give the indicators for the objectives

Please explain how you will measure the indicators

When you will do this during, at the end or after the training course

Objectives	Indicators	How will you measure	When



## Annex C –4.4.4.: Building up a group process

“One way to look at a model to build up an experiential learning process”

Direction	Group dynamics Levels of processing	Activities	Reflection
<b>1</b> Building up a safe atmosphere Looking for equals, not for differences	GR. - Forming Ind; - Sensation, Awareness	“Easy” problem-solving activities. Touching - feeling - trust	How was it? How did you feel? What do you want to take to the next activity?
<b>2</b> How do we function as a team? as individuals? What is my role? Looking for balance. It's difficult	GR. - Storming Ind. - Awareness, Responsibility	More difficult problems. Decision-making activities. Risk - trust.	Which role did you have? Is this a typical role? Do you like this role? What was difficult - why?
<b>3</b> Recognising differences. Acceptance - trust. Rules and norms become clear.	Themes and needs become clear. GR.- Norming Ind. - Responsibility Choice	Put more risk in activities. Activities where all group is needed for feedback exercise.	How do you see yourself and each other? What do you want to try? Goals of the group of the individual?
<b>4</b> Knowing roles. Imbalance is not bad. We can handle it. Space for individual experiment.	GR.- Performing Ind. - Choice Experiment	More activities where individuals can try for themselves (e.g. rock climbing). Focused on the needs of individuals and group	How was it to take this role? to take that step? How did it affect you? What support do you need? How can we help?
<b>5</b> Ending Round- up	GR.- Reflecting Ind.- Transfer	Reflection Ritual	What do you want to take home? What do you want to do with the thing(s) you learnt?

and then....

GR. = group

Ind. = individual

“One way to look at a model to build up an experiential learning process”

- devised by Dirk de Vilder, Camp Bebrusai, Lithuania, September 1998

special adapted edition for the ATTE training course, Slovenia, May 2002

## **Vii – Peer support groups**







## 1. Background

The idea of having peer support groups was based on past experiences and research, that the training and learning aims and objectives of a training course can not be successfully realised if after residential seminars trainees are not supported when applying their new skills, attitudes and knowledge. The social environment at home quite often is not prepared yet to accept new approaches, critical analysis, initiatives or changes.

## 2. Aim and objectives

Participant trainers established peer support groups for the duration of the ATTE Course. The aim of those groups was:

- To support the learning and professional development of ATTE participants when applying the acquired knowledge, skills and competencies.


The objectives of these peer support groups between seminars were:

- to consult each other
- to support each other
- to share ideas, concerns, experiences and good practice.

## 3. Forming and composition of Peer Support Groups

- Belonging to a peer support group was an optional and not binding feature of ATTE. Therefore participant trainers on a voluntary basis formed peer support groups (3 to 5 persons each) without any intervention of the trainers team.
- One participant could be effectively part of one peer support group at a time.
- Peer support groups were distinct from project teams formed by ATTE participants during the first year of the course.
- While a trainers team could be described as a specific task- or product (training activity)-oriented group working together for a limited time. A peer support group was rather personal development-oriented and a permanently available circle of trainers having similar interests or situations.
- Peer support groups were formed taking into consideration geographic proximity for organisational and financial reasons.

## 4. Operation of Peer Support Groups

- The communication and co-operation was self-organised.
- 

- Each peer support group could have one meeting (2 days maximum) between May 2002 and January 2003 hosted by one of the members of the group. That meeting was organised in the cheapest possible way and it is financed by the ATTE budget with a maximum amount.
- The peer support group meeting had to:
  - address the needs of every participant trainer belonging to the given group
  - be reasoned (e.g. if information on innovative work or good practices can not be shared through e-communication; or the matter of consultation needs the presence of everybody at one time; or the group started a piece of comparative research; etc)
  - have a professional focus on innovation in the fields of non-formal education and/or international youth training activities decided by the group in advance
  - be planned and documented in writing.

## 5. Peer Support Groups composition

Group A: Xenia KOUTENTAKI, Denis MOREL, Davide TONON, Pascal HILDEBERT

Group B: Bujana HOTI, Giulio “Mac” MAISTRELLI, Luis PINTO

Group C: Raga STEFANSDDOTIR, Annette MÜTTER, Carina STABAUER

Group D: Anca BUTUCA, Gülesin NEMUTLU, Simona MOLARI

Group E: Marta MEDLINSKA, Sladjana RAKONJAC, Felix NICOLAI, Miriam LEXMANN

Group F: Tatiana BELIAEVA, Vitalii KYURKCHU, Evija SAMSONOVA, Zilvinas GAILIUS, Aija STRAZDINA, Nicolai LOUKCHA

Group G: Mario D’AGOSTINO, Eva JAROSI, Ronald KEERSMAEKERS, Beata PETES, Silvia VOLPI

## 6. Technical conditions for Peer Support Groups meetings

In order to obtain financial support, a peer support group meeting had to be approved by the Directorate of Youth and Sport of the Council of Europe.

Financial support for a peer support group meeting had to be requested at least 6 weeks prior to the meeting. Requests had to include the purpose, an agenda, the place and the date of the meeting. Following the approval, the course secretariat issued an invitation letter to the members of the peer support group.

Peer support group meetings had to be organised in a country of residence of one of the members of the peer support group. The choice of the country and place of the meeting had to ensure that the travel costs are kept to a minimum.

Travel reimbursements were made according to the regulations for participants of seminars of the Directorate of Youth and Sport. They did not exceed 300 ? in average for participants with international travel. In case of travel by plane only weekend fares, APEX fares or the like were reimbursed.

For food and accommodation a fixed amount of 30 ? per participant per day was paid for a maximum of two days including overnights.

Following each peer support group meeting a report had to be submitted to the ATTE secretariat within 4 weeks.



## 7. Peer Support Groups meetings

- PSG A: Xenia KOUTENTAKI, Denis MOREL, Davide TONON, Pascal HILDEBERT

Theme: The Political and Social Responsibility of a Trainer

Place of the meeting: Magalhaes 46, 4<sup>o</sup> 2<sup>a</sup>, 08004 Barcelona,

Opening of the meeting: 09h30 on 15th June 2003

Closure of the meeting: 16h00 on 16th June 2003

Report Available? NO

- PSG B: Bujana HOTI, Giulio “Mac” MAISTRELLI, Luis PINTO

Theme: Consultancy on trainer's qualities based on individual reality and European youth training's criteria comparing EU and non EU countries.”

Place of the meeting: R. Tomás da Anunciação, 70 - 1<sup>o</sup> Dto.

Opening of the meeting: 09h30 11th September 2003

Closure of the meeting: 18h00 15th September 2003

-THE MEETING WAS CANCELLED-

- PSG C: Raga STEFANSDDOTTIR, Annette MÜTTER, Carina STABAUER

Theme: Being a parent and a trainer

Place of the meeting: Haus Venusberg e.V. Haager Weg 28-30. Bonn.

Opening of the meeting: 09h30 on 29th August 2002

Closure of the meeting: 17h00 on 31st August 2002

Report Available? YES

Theme: Planning follow-up and co-operation after ATTE

Place of the meeting: Sport and Youth Council of Reykjavik

Opening of the meeting: 09h30 on 2nd June 2003

Closure of the meeting: 17h30 on 4th June 2003

Report Available? YES

- PSG F: Tatiana BELIAEVA, Vitalii KYURKCHU, Evija SAMSONOVA, Zilvinas GAILIUS, Aija STRAZDINA, Nicolai LOUKCHA

Theme: Russian speaking peer support

Place of the meeting: Lietuviu g 29., Kaunas, LT-3000 Lithuania

Opening of the meeting: 09h30 on 15th August 2002

Closure of the meeting: 17h00 on 17th August 2002

Report Available? YES

Theme: Consultancy on Quality European Youth Training and defining quality criteria specifics for training delivered in/for Eastern European countries

Place of the meeting: Latvian and European Co-operation Centre /LECC/

Opening of the meeting: 09h00 on 26th September 2003

Closure of the meeting: 8h00 on 28th September 2003

Report Available? YES



- PSG G: Mario D'AGOSTINO, Eva JAROSI, Ronald KEERSMAEKERS, Beata PETES, Silvia VOLPI

Theme: Experiences and personal feelings in being active as a trainer in Europe

Place of the meeting: Veb Accademia

Opening of the meeting: 09.30 on 20th December 2002

Closure of the meeting: 17.00 on 22nd December 2002

Report Available? YES

**Viii - Practice i**





## 1. Background

The training projects developed and implemented by the participant trainers during “Practice I” are a very important element of the whole course. Participant trainers should go through a full cycle of a training project in the field of non-formal education/youth from the first preparation until the evaluation. These training projects may be implemented with the support or within the framework of the activities of the National Agencies of the YOUTH programme or of the Directorate of Youth and Sport of the Council of Europe or another training provider/NGO in non-formal education applying the quality standards for a European youth project.

## 2. Aim

- To consolidate and apply the acquired learning by going through a full cycle of a training project

## 3. Practice I projects criteria

The training projects defined and agreed during the first two seminars met the following criteria:

- be realistic and achievable;
- take place between May 2002 and January 2003;
- represent an added value to the programmes of the Council of Europe and of the European Union in the youth field;
- contribute to European youth projects and to the promotion of European Citizenship;
- be joint projects of course participants (at least two course participants per project);
- be based on real learning needs;
- be beneficial for the participant trainers, the project participants and the organisations involved;
- be part of a learning process and represent a challenge for the participant trainers;
- be open for development and for change as a result of the course;
- be visible, evaluated, and its results made accessible to the training course and other public concerned;
- be multilateral European level training projects;
- have a duration of at least 5 seminar days (excluding travel).

## 4. Documentation and evaluation of Practice I

Practice I was documented according to the quality criteria developed in ATTE.

The sharing and evaluation on Practice I took place during the 3rd ATTE Seminar (See Chapter IX - 4.2.1. Evaluation of Practice I)

## 5. Practice I projects description

### -----> 5.1. Euro-cultures: cultural similarities and differences in youth work

Main themes:

Training of youth workers for youth exchanges in the frame of the creation of a Balkan network

Aims/objectives:

- To train youth workers coming from South Eastern Countries in the field of “Youth for Europe” exchanges
- To underline and share the importance of the animative method and of the intercultural items in setting up youth exchanges
- To start a network of organisations of the 7 Countries involved;
- To put the basis for a common work in the future
- To make functional the established network of youth exchanges involving the youngsters (and to practice the common knowledge and strength the transnational links)

Participants profile:

Youth workers, between 20 and 35 years old, who already took part at least in one youth activity (national and/or international)

ATTE participants trainers:

Anca Butuca, Gulesin Nemutlu, Xenia Koutentaki, Davide Tonon

Location: Greece

Dates: 21st –30th of June 2002

Working days: 8

Prep. meetings:

Strasbourg (ATTE January)

Radovljica (ATTE May)

Thessaloniki (before the start of the TC)

Evaluation meeting: Thessaloniki (at the end of the TC)

Total cost: 32.000 €

Total funding: 32.000 €

Funding details:

16.000 € Youth Programme

16.000 € Own funds

Participants:

Number: 20





Male: 7

Female: 13

Countries of residence: Bulgaria 2, Greece 3, Italy 3, Macedonia 3, Russia 3, Turkey 3, Yugoslavia 3

## -----> **5.2. Communication and youth organisations: tools for active participation**

Main themes:

Involvement of youth and volunteers in an organisation  
Communication in youth organisations

In three phases:

1st training in Penestin

2nd experimentation and exchange

3rd evaluation and transferability seminar

Aims/objectives:

1st phase:

- To understand the process of involvement in an organisation
- To handle communication in the organisation
- To develop a action plan for the second phase

2nd Phase:

- To use the results of the 1st phase in their home organisations exchange with the team

3rd phase:

- To evaluate the experience of the 2nd phase
- To update of the action plan
- To experiment street animation as a tool
- To promote future partnership between their organisations

Participants profile:

Volunteers and professionals on different levels of involvement

ATTE participants trainers:

Simona Molari, Eva Jarosi, Denis Morel, Peter Wicke

Location:

1st Phase: Penestin, France

2nd Phase: Budapest, Hungary

Dates:

1st Phase: 2nd-10th of June 2002

2nd Phase: 10th-17th of January 2003

Working days:

1st Phase: 7

2nd Phase: 6



Prep. meetings:

2 days in April

2 days at the beginning of the seminar

Evaluation meetings:

1st Phase: Penestin at the end of the course

2nd Phase: Budapest at the end of the course

Total cost:

1st Phase: 12.000 €

2nd Phase: 8.000 €

Total funding:

1st Phase: 12.000 €

2nd Phase: 8.000 €

Funding details:

1st Phase: EYF

2nd Phase: EYF and Hungarian NA

Participants:

Number: 16

Male: 3

Female: 13

Countries of residence: Belgium 1, Bulgaria 1, Croatia 1, Hungary 2, Ireland 1, Italy 1, Moldova 1, Netherlands 1, Romania 2, Slovak Republic 1, Spain 1, United Kingdom 1, Yugoslavia 2

### -----> **5.3. European citizens of the world**

Main themes: Global Education, European Citizenship

Aims/objectives:

To explore the various concepts / beliefs / values of the community we want to build; Identify different forms / spaces for participation

- To provide keys for understanding of global mechanisms; Contribute to the on-going reflection on the concept of European Citizenship
- To develop competencies for the promotion of active participation, with a global understanding
- To provide tools, methodologies, knowledge and competencies to further train young people on this issue
- To establish partnerships and co-operation with other participants either in the Training Course or during the North-South Centre Summer University

Participants profile: Young persons working with and for young people, encouraging them to take an active role within society or community

ATTE participants trainers: Luis Miguel Pinto, Pascal Hildebert, Simona Molari

Other trainers: Aye Aye Win (North South Centre), Hélène Barkovic, Miguel Argibay (Polygone)



Location: Malaga, Spain

Dates: 20th –27th of October 2002

Working days: 6

Prep. meetings: April and July 2002

Evaluation meeting: November 2002

Total cost: 12.000 €

Total funding: 10.599 €

Funding details: UNESCO, North South Centre, European Youth Foundation

Participants:

Number: 20

Male: 5

Female: 15

Countries of residence: Austria 1, Hungary 1, Cyprus 1, Estonia 1, France 1, Germany 2, Italy 1, Luxembourg 1, Netherlands 1, Poland 4, Romania 1, Spain 1, Ukraine 1, Korea 1, Colombia 1, Burundi 1

#### -----> **5.4. Pieces of a European puzzle**

Main themes: European Citizenship, Project management, Networking

Aims/objectives:

To train participants for designing and running projects with European Citizenship dimension including networking, promotion and funding

Participants profile: Youth workers, youth leaders, trainers

ATTE participants trainers:

Carina Stabauer, Tatiana Beliaeva, Sonia Breda Teixeira, Felix Nicolai

Other trainers: Antje Ruppert ESTA Bocholt

Location: Bocholt, Germany

Dates: 8th – 15th of December 2002

Working days: 6

Prep. meetings: 2

Evaluation meeting: 1

Total cost: 41.047, 6 €

Total funding: 41.047, 6 €

Funding details:

EYF COE

A5 Youth Programme

Participants: Number: 20

Male: 9

Female: 13



Countries of residence: Austria 2, Estonia 2, Georgia 2, Germany 1, Greece 2, Italy 2, Moldova 2, Portugal 2, Russia 3, Spain 2

## -----> **5.5. Interactive youth participation**

Main themes: Youth Participation and Citizenship

Aims/objectives:

Aims:

- To create a common frame in which to work together on the concept of “youth participation”
- To exchange ideas and experiences about possible link between youth participation and Citizenship/European Citizenship
- To develop co-operation for future projects

Objectives:

- To discover each other's realities
- To exchange information and experiences related to opportunities for youth to be involved in decision making process and to take part actively in society at local, national and international level
- To explore the meaning and the concept of citizenship and European citizenship starting from the different realities from which the participants are coming from
- To provide tools and space for self-reflection about the importance to “act” in our daily life according to our own values;
- To provide tools to experiment methods to stimulate youth participation
- To provide space and time to create new projects;
- To stimulate the participants to multiply the effect of the course at local level
- To explore the local environment

Participants profile: Youth workers and youth leaders

ATTE participants trainers: Mario D'Agostino, Bujana Hoti, Silvia Volpi, Vitalii Kiurku, Sladjana Rakojac

Other trainers: Fabrice Le Floch (expert on street animation method)

Location: Tirana, Albania

Dates: 4th – 11th of January 2003

Working days: 7

Prep. meeting: 3 days in October 2002

Evaluation meeting: Strasbourg, January 2003

Total cost: Approximately 30.000 €

Total funding: 30.000 €

Funding details:

10.500 € from EYF

19.500 € from UE Youth Programme



Participants:

Number: 26

Male: 16

Female: 10

Countries of residence: Albania 7, Belarus 4, France 3, Italy 7, Moldova 1, Monaco 3, United Kingdom 1

Other details: CD ROM on the methodology used

## → 5.6. Difference meets tolerance

Main themes: Intercultural learning as the educational concept for youth exchanges and volunteer services

Aims/objectives: At the end of the course participants should:

- understand the educational approach of the YOUTH programme
- have experienced living and working in a multicultural group
- be able to put intercultural learning as the educational approach into practice
- have some tools and methods to use in projects within the YOUTH programme
- be able to transfer their experience to a local level in order to promote active citizenship
- feel more secure to communicate and to interact in a multicultural environment

Participants profile:

Professional and voluntary youth workers and youth leaders dealing with international youth exchanges or the European Voluntary Service.

ATTE participants trainers: Annette Mütter, Ragnheidur Stefansdottir

Other trainers: Paul Kloosterman

Location: Bonn, Germany

Dates: 17th – 23rd of October 2002

Working days: 5

Prep. meeting: 1 meeting, 2 working days

Evaluation meeting: 1 day

Total cost: 20.566,77 €

Total funding: 20.000 €

Funding details:

German NA

YOUTH IKAB

Participants:

Number: 21

Male: 6

Female: 15



Countries of residence: Azerbaijan 1, Belgium 1, Estonia 1, Germany 3, Iceland 2, Italy 1, Latvia 1, Lithuania 3, Russia 1, Luxembourg 1, Slovenia 2, Spain 1, Sweden 2, Ukraine 1

## -----> 5.7. United citizens of Europe

Main themes:

- European citizenship, youth work, non-formal education
- local, regional, national and international youth work concepts of Europe,
- active citizenship and European Citizenship,
- transferring European Citizenship into practical tools in working with young people
- sharing & developing ideas for future projects communication
- follow-up and evaluation

Aims and objectives:

Aim:

- To build up a common understanding and international youth work strategy in the context of European Citizenship

Objectives:

- To develop a common understanding of terms: “youth work”, “international youth work”, “citizenship”, “European citizenship”, “Europe”
- To explore different realities and concepts of youth-work and concept of citizenship in participating countries
- To raise ability to transfer European citizenship concept into youth work practice
- To create a space for positive future co-operation, especially within the YOUTH programme

Participants profile:

Participants of the training course are youth workers from the 7 partner countries involved, representing “partner groups” – non-governmental or governmental organisations and groups, expected to contribute during the whole duration of the project, including preparation and project activities, as well as to observe and promote the follow-up. Participants / partner groups are asked to have the intention to set up their own future project(s) within the European Citizenship framework as well as motivated to take an active part when building up and facilitating the “United Citizens of Europe” network, which is a part of the long-term vision and follow-up of this project.

Participants of the Training course:

- are working in the field of youth work on professional or voluntary basis;
- preferably have international youth work experience;
- feel comfortable to communicate in English being working language of the training course.
- are 18 – 30 years of age.

ATTE participants trainers:

Aija Strazdina, Marta Medlinska, Nikolai Loukcha, Ronald Keersmaekers



Location: Roskosz, Poland

Dates: 6th – 15th of December 2002

Working days: 9

Prep. meetings:

15th of May 2002 in the 2nd ATTE seminar in Radovljica

9th – 11th of November 2002 in Warsaw Poland

3rd – 5th of December 2002 in Roskosz Poland

Evaluation meeting: 31st of January – 1st of February 2003

Total cost: 26.378 €

Total funding: 26.378 €

Funding details:

7.000 € - EYF

19. 378 € - Youth programme

Participants:

Number: 22

Male: 7

Female: 15

Countries of residence: Belgium 3, Belarus 4, Greece 1, Latvia 3, Poland 4, Russia 3, Ukraine 4

## -----> **5.8. Triangle - “How to connect three different sides”**

Main themes: Horizontal subsidiarity for Youth Policies in Europe

Aims/objectives: To connect governmental, NGOs and business sectors

Participants profile:

01 governmental, 2 non-governmental, 1 business person from each participating country

ATTE participants trainers:

Beáta Petes, Evija Samsonova, Zilvinas Gailius, Miriam Lexmann, Giulio Mac Maistrelli (only in the preparation)

Location: Vienna, Austria

Dates: 8th – 15th of April 2003

Working days: 7

Prep. meetings:

4 days in April 2002

1 day before the TC

+ at ATTE courses

Evaluation meeting: Straight after the TC

Total cost: 18.000 €



Total funding: 18.000 €

Funding details: Youth Programme, Action 5, Austrian National Agency

Participants:

Number: 25

Male: 10

Female: 15

Countries of residence: Austria 5, Slovakia 4, Hungary 4, Italy 4, Lithuania 4, Latvia 4

## -----> **5.9. Some global figures of Practice I**

Number of projects: 8

Number of training/working days: 66

Participants:

Number: 170

Male: 63

Female: 107

Countries of residence (39 different): Albania 7, Austria 8, Azerbaijan 1, Belgium 5, Bulgaria 3, Belarus 8, Croatia 2, Cyprus 1, Estonia 4, France 4, Georgia 2, Germany 6, Greece 6, Hungary 6, Iceland 2, Ireland 1, Italy 19, Latvia 8, Lithuania 7, Macedonia 3, Moldova 4, Luxembourg 2, Monaco 3, Poland 4, Portugal 6, Netherlands 2, Romania 3, Russia 10, Slovenia 2, Slovak Republic 5, Spain 5, Sweden 2, Turkey 3, Ukraine 4, Yugoslavia 5, United Kingdom 4, Korea 1, Colombia 1, Burundi 1

## **6. Projects consultancy**

### -----> **6.1. Objectives**

ATTE participant trainers are provided with project consultancy by the ATTE trainers team during the Project Practice I phase.

The objective of project consultation is to support the high quality realisation of planning, implementation and evaluation process of joint projects carried out in the framework of Practice 1 of the ATTE Course .

The consultation will mainly focus on content wise and methodological questions, challenging and innovative pedagogical aspects of a given project.

The project consultancy is not monitoring, controlling, supervision or coaching process.

On one hand the consultation is part of the mentoring process and based on the individual needs of participant trainers, on the other hand each member of the ATTE team and the course directors can act as ATTE consultant of 1-2 project teams.

### -----> **6.2. The consultation between the projects teams and ATTE consultants**

- takes place between May 2002 and January 2003





- is based on the project team needs and on the request of the project team
- is limited in time and consists of:
  - one consultation during the project planning phase (during the Attention! here we go! Theory and Practice of Training Seminar)
  - e-communication
  - one telephone communication during the preparatory phase
  - in case of crisis additional communication during the training course
  - one consultation during the Different Patterns seminar.

In order to have an effective consultation the ATTE consultant should receive the project documentation and relevant information from the project team.

### -----> **6.3. Matching Practice I projects with ATTE consultants**

Project teams can request to have a member of the ATTE team or a course director as an ATTE consultant.

It will depend on the availability of the preferred member of the ATTE team or course director (and the number of requests for her/him), if he/she can be the ATTE consultant or if another member of the ATTE team or course director will be proposed to the project team.

### -----> **6.4. Projects visits**

A project team of Practice I can request a visit of a member of the ATTE team during the implementation of their Practice I project. The request has to be made at least 6 weeks prior to the planned visit and has to include the reason and purpose of the visit, the preferred date of the visit and eventually an indication which costs for such a visit can be covered by the project organisers.

It will depend on the availability of the members of the ATTE team, if the request can be met and by whom. Preferences with respect to specific members of the ATTE team will be taken into consideration.

Project visits by members of the ATTE team are subject to the approval by the Directorate of Youth and Sport of the Council of Europe in case they imply a financial contribution from the Partnership Agreement.



**iX - 3rd ATTE Seminar: "DiFFERENT  
PATTERNS - CONSOLiDATION  
AND DEVELOPMENT"**

*EYC Strasbourg, 21st - 31st January 2003*





## 1. Place and function of the Seminar

In order to describe the place of the 3rd Seminar within the whole ATTE course, it is useful to review the course description from which the following excerpt is quoted:

“The first year consists of three residential seminars plus a practical training activity designed, implemented and evaluated by the participants trainers as a part of the programme (“Practice I”) between the seminars. If the participants trainers act as trainers in more than one training activity during this period one specific training activity will be defined as the “practice” for the purpose of this programme.

The third seminar includes an interim assessment of the learning process and professional development as well as a look at the further training needs of the participants trainers. Based on this assessment individual objectives and individual training plans for the second year will be negotiated and agree upon between the participants trainers and the course team.

The second year is a “practice period” for the participants trainers during which they will be “learning-on-the-job” as trainers in European level training activities in the youth field (“Practice II”). This allows the participants trainers to apply the competencies and skills acquired during the first programme year. The second year can also involve other training activities in which the trainees are involved in as participants as well as distance learning on the issue of training and non-formal education. While the participants trainers will follow an individual learning process, they can, of course, work together with other course participants during this phase and they are encouraged to exchange their experiences and their professional development with their colleagues. At the end of the second year there is a final evaluation seminar including a final assessment of the competencies and professional qualifications acquired by the participants trainers through the course. This assessment includes a description of the strengths of the participants trainers in the field of training as well as of areas where further development is recommended.”

*(end of quote)*

There were three basic aspects to this seminar: looking back at the experiences and achievements of the first course year, looking forward and preparing the second course year, and learning during the seminar itself. The nature and curriculum of this 3rd Seminar (which more or less takes place at the mid-term of the two-year course) were though to be a bridge and a turning point between the first and the second year of ATTE.

## 2. Aim and objectives

The ATTE course team defined the aims and objectives of the “Different Patterns – Consolidation and Development Seminar” as follows:

### -----> 2.1. Aim

- To consolidate and assess the learning achieved within ATTE during the first year and to plan the learning and professional development within ATTE during the second year.

### -----> 2.2. Objectives

- To evaluate Practice I as a practical training experience of the participants trainers within ATTE.
- To make interim assessments of the training competencies acquired by the participants trainers during the first year of ATTE.
- To identify further training needs and to develop individual plans by the participants trainers for the second half of ATTE, including Practice II.
- To enable participants trainers to learn from each other.
- To introduce portfolios of participants trainers.
- To develop quality criteria for European youth worker training based on the experience of Practice I.
- To introduce the concept and practice of open and distance learning.
- To take stock and focus on European Citizenship in European youth worker training.

## 3. Programme, list of contents, according to the learning strands

### -----> 3.1 Programme

For the achievement of the described aim and objectives of the Seminar, the ATTE course team prepared the following programme:



Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th	Saturday 25th	Sunday 26th
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	ATTE movie – part 3 Reconnecting the ATTE community	Evaluation of Practice I	Non formal education: Implicit and explicit pedagogy	Competencies for European youth worker training Interim self- assessment	Me in 2003 Personal development plans
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
				Mentoring	Mentoring
Arrivals	Intro to ATTE 2003 and to this Seminar  Introduction to quality criteria in European youth worker training	Evaluation of Practice I	Learning on the Job in ATTE 2003	Free afternoon	Workshops by/for participants trainers
	Exploration Groups	Exploration Groups	Exploration Groups		Exploration Groups
			Mentoring	Mentoring	Mentoring
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
Welcome evening		Celebrating 1st year of ATTE			



Monday 27th	Tuesday 28th	Wednesday 29th	Thursday 30th	Friday 31st
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lifelong Learning External interim evaluation of ATTE ATTE in perspective	European Citizenship in Training	Open space technology	Individual reflection: "Solo" time Exploration Groups Departures	
Lunch	Lunch	Lunch	Lunch	
Mentoring			Mentoring	
Workshops by/for participants trainers	Free afternoon	Open space technology	Distance Learning Seminar evaluation and closing	
Exploration Groups				
Mentoring	Mentoring	Mentoring		
Dinner	Dinner in town	Dinner	Dinner	
Euro-barometer on Lifelong	Learning (optional)			Farewell party

#### Daily timetable

8:30	Breakfast
9:30-13:00	Working sessions (including a break of 30m)
13:00	Lunch
14:00-15:00	Mentoring
15:00-17:00	Working sessions
17:00	Break
17:30	Exploration groups
18:00-19:00	Mentoring
19:00	Dinner
20:30	Optional activities

Note: Mentoring started on 24th of January in the late afternoon.





## -----> 3.2. List of contents

In the following section there is a detailed description of all the sessions of the programme. What follows is just a synthetic and chronological list of contents for a quick global understanding of the programme and its flow.

### **Welcome evening**

- Breaking the ice (literally!).

### **ATTE movie – part 3**

- Enjoying as a group some memorable moments of the last Seminar.

### **Reconnecting the ATTE community**

- Getting to know each other and re-building of the group.

### **Intro to ATTE 2003 and to the 3rd Seminar**

- Understanding the aim and role of the Seminar within ATTE.

### **Introduction to quality criteria in European youth worker training**

- Becoming familiar with a horizontal, complex and important issue: “Quality and quality criteria”.

### **Exploration Groups**

- Exploring quality criteria by looking back on the day and meeting in a small group for group learning and feedback on the day.

### **Evaluation of Practice I**

- Learning through Practice I about training (developing, implementing and evaluating a training activity), trainers’ roles, necessary training competencies, quality criteria in European youth worker training, European Citizenship etc.?

### **Non formal education: Implicit and explicit pedagogy**

- Discovering an important aspect of training -”Implicit and explicit pedagogy”- and reflecting on its use in ATTE.

### **Learning on the Job in ATTE 2003**

- Introducing, revisiting and develop a common understanding of the major elements of ATTE in 2003: Peer Support Groups, Practice II, Training Quality Product, Portfolios and Topic Groups.

### **Mentoring**

- Learning through the participants trainers - mentor dialogues

### **Competencies for European youth worker training**

- Exploring the Competencies for European youth worker training together with the related issues of Quality, Assessment, Evaluation and recognition and getting to know the training competencies as described by an external expert.

### **Interim self-assessment**

- Self -assessing the competencies outlined in the course objectives and developed so far within ATTE.

### **Me in 2003-Personal development plans**

- Reviewing the previous ones and planning the new Personal development plans for 2003.



### **Workshops by/for participants trainers**

- Responding to the further training needs of participants trainers.

### **Lifelong Learning**

- Reflecting on the role that Youth Work can have in Lifelong Learning.

### **External interim evaluation of ATTE**

- Evaluating the ATTE course as an innovative venture to improve the quality of training for trainers in non-formal youth education at European level.

### **ATTE in perspective**

- Looking at and understanding ATTE in the light of the institutional and educational developments.

### **Euro-barometer on Lifelong Learning (optional)**

- Filling a questionnaire on LLL to see, afterwards, the particularities of the ATTE group regarding LLL.

### **European Citizenship in Training**

- Taking stock of activities in this field during 2002 (Practice I projects, European Citizenship courses within the Partnership programme, T-Kit on European Citizenship etc.) and drawing conclusions for future work in this field.

### **Open space technology**

- Enjoying, in an open space, the discussion of important issues which still needed to be explored.

### **Individual reflection: “Solo” time**

- Reflecting on a personal level just before facing new challenges back home.

### **Seminar evaluation**

- Evaluating the learning achievements and shortcomings of the 3rd Seminar.

### **Distance Learning**

- Reflecting on the opportunities and challenges of Distance Learning and planning future activities in the Open Learning Community.

## **3.3 According to the learning strands**

Another way of looking at the Seminar is through the four learning strands as described in the Chapter I 5.1:

- 1) Learning in the group
- 2) Learning as a trainer
- 3) Learning as a self-directed learner
- 4) Learning about training aspects

According to those strands, the sessions of the programme of this 3rd Seminar could be grouped as follows:

#### **Learning in the group**

- Welcome evening
- ATTE movie – part 3
- Reconnecting the ATTE community



- Intro to ATTE 2003 and to the 3rd Seminar
- External interim evaluation of ATTE
- ATTE in perspective
- Seminar evaluation and closing

#### Learning as a trainer

- Evaluation of Practice I
- Workshops by/for participants trainers
- Open space technology

#### Learning as a self-directed learner

- Learning on the Job in ATTE 2003
- Mentoring
- Competencies for European youth worker training
- Interim self-assessment
- Me in 2003-Personal development plans
- Individual reflection: “Solo” time

#### Learning about training aspects

- Introduction to quality criteria in European youth worker training
- Exploration Groups
- Non formal education: Implicit and explicit pedagogy
- Lifelong Learning and Euro-barometer on Lifelong learning (optional)
- European Citizenship in Training
- Distance Learning

This grouping indicates the main focus given to the learning process in each session and help to understand the overall logic of the programme. For this reason, in the following parts of this curriculum description, we will follow this structure (in stead of the chronological order) for the description of the different sessions of the programme.



Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th	Saturday 25th	Sunday 26th
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Welcome evening		Celebrating 1st year of ATTE			



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Lunch	Lunch	Lunch	Lunch	
Mentoring			Mentoring	
Workshops by/for participants trainers	Free afternoon	Open space technology	Distance Learning Seminar evaluation and closing	
Exploration Groups				
Mentoring	Mentoring	Mentoring		
Dinner	Dinner in town	Dinner	Dinner	
Euro-barometer on Lifelong Learning (optional)			Farewell party	



## 4. Description of the programme sessions

### -----> 4.1. Learning in the group

#### 4.1.1. Welcome evening

Date and time: 21st of January 2003 — 20h30m-22h30m

Duration: 2 hours

Responsible: Inge + Balazs

Background / Rationale:

- After two seminars the ATTE team planed a welcome evening without the typical ice-breakers or name games.

Aim and objectives:

- To re-establish the personal and direct contact.
- To do something nice, together as a group.

Session outline:

- Ice-skating, together, for two hours in the “patinoire”.
- Back at the EYCS the group enjoyed some drinks.

#### 4.1.2. ATTE movie – part 3

Date and time: 22nd of January 2003 — 9h30m-10h30m

Duration: 1 hour

Responsible: Paul created the movie and it was introduced by Mark.

Background / Rationale:

- Following the tradition, a movie with moments of the previous seminar has been produced.

Aim and objectives:

- To re-create a group feeling by watching something nice and funny.
- To explore the motto/expectations for the Seminar.

Session outline:

- After a short intro, the team introduced the cinema session.
- In order to enter the cinema, each participant had to produce his own ticket with a motto for the 3rd Seminar.
- The team played different roles in the cinema session: controlling the entrance, taking the tickets, offering some sweets...
- The ATTE movie started.

#### 4.1.3. Reconnecting the ATTE community

Date and time: 22nd of January 2003 — 10h30m-13h (coffee break included)

Duration: 2 hours 30m

Responsible: The whole team

Aim and objectives:



- To get to know each other again.
- To reconnect the group and visualise its cohesion.
- To look back to the projects of Practice I.

Session outline:

- 1st Exercise (10h30m-11h)

Everybody wrote his name on a paper. Then every person took another paper with another name and wrote down two words that this person should use while telling what changed the most since the last seminar; professionally and personally. At the end there was a round of updates including those two words.

- 2nd Exercise (11h30m-12h)

On a flipchart, there was a round of post-its with the names of the participants trainers, the team and the secretariat. Aiming to visualise the group cohesion between the seminars, everybody was invited to map the connections in the group by drawing a line between his own name and the name of the person with which they had any contact. For this, different colours were used depending if they “worked together” or if they had “distance professional communication” or if they “organised a meeting” or if they “dreamed or had para-psychological contact with the other person”.

- 3rd Exercise (12h-13h)

Participants trainers were divided according to the projects groups (7). They had to perform a pantomime about the Practice I including a good and a bad moment. The audience had to guess what happened.

#### **4.1.4. Intro to ATTE 2003 and to the 3rd Seminar**

Date and time: 22nd of January 2003 — 15h-16h30m

Duration: 1 hour 30m

Responsible: Helmut + the whole team

Aim and objectives:

- To achieve a shared overview of ATTE 2003 and of the role of this 3rd Seminar.
- To understand the coherence of contents and the flow of the programme.

Session outline:

- Intro ATTE 2003 and the role of this Seminar (15h-15h45m)

The course director recalled the two first seminars and the Practice I. This 3rd Seminar aimed to consolidate the learning achievements which took place during the first year of ATTE. At the same time this Seminar should put the basis of ATTE 2003 while starting to develop ideas on the Practice II, Portfolios, Personal Development Plans, Topic groups, Peer groups...

- Intro to this Seminar (15h45m-16h30m)

After explaining the aims and objectives of the seminar, the whole team introduced the programme. The different sessions were introduced chronologically and using the different colours associated to each of the four learning strands.

#### **4.1.5. External interim evaluation of ATTE**

Date and time: 27th of January 2003 — 12h-12h15m

Duration: 15m



Responsible: Lynne and Bryony

Aim and objectives:

- To evaluate the ATTE course as an innovative venture to improve the quality of training for trainers in non-formal youth education at European level.

Session outline:

- Presentation (12h-12h15m):

The external evaluators presented very briefly the main points of their interim evaluation report distributed to the participants trainers.

#### **4.1.6. ATTE in perspective**

Date and time: 27th of January 2003 — 12h15m-13h15m

Duration: 1 hour

Responsible: Peter

Aim and objectives:

- To understand and reflect on the role of ATTE in the perspective of the educational and institutional developments of Youth Training and Youth Policy at European level.

Session outline:

- Presentation (12h15m-13h):

Peter presented the developments on Youth Training and Youth Policy at European level, the role and value of ATTE within this context and its possible follow-up.

- Reactions-Questions (13h-13h15m)

#### **4.1.7. Seminar evaluation and closing**

Date and time: 22nd of January 2003 — 12h-13h and 17h-18h30m

Duration: 2 hours 30m

Responsible: The whole team

Aim and objectives:

- To evaluate the Seminar.
- To close and conclude the work of the exploration groups.
- To close the Seminar.

Session outline:

1st Part (12h-13h):

The first part of the evaluation took place in the exploration groups reflecting and sharing on three questions: “How do you evaluate the work of the exploration groups?”, “How could be used the Quality Criteria?” and “Any message about the Seminar to the team?”

2nd Part (17h-18h):

The second part of the evaluation was done individually using two evaluation forms; one specifically designed by the team for the evaluation of the Seminar and another one according to the general objectives of the Directorate of Youth and Sport of the CoE.





3rd Part (18h-18h30):

To close the Seminar (standing in a circle and passing a ball) everybody was invited to express his “wishes for the future” to the whole group.

## -----> 4.2. Learning as a trainer

### 4.2.1. Evaluation of Practice I

Date and time: 23rd of January 2003 — 10h-13h (coffee break included)  
15h-17h

Duration: 4 hours 30m

Responsible: Inge + Mark

Background / Rationale:

One of the objectives of the Seminar was “to evaluate Practice I as a practical training experience of the participants trainers within ATTE”. The Practice I, in which participants trainers ran European Training courses, took place between the 2nd and the 3rd Seminar.

Aim and objectives:

Aim: To evaluate Practice I of ATTE according to specific quality criteria questions.

Objectives:

- To share findings from experience.
- To confront each other professionally.
- To help to improve future practice.
- To experiment with quality criteria as a tool for evaluation.
- To raise issues for discussion in an interactive way.

Session outline:

- Evaluation in project groups (10h-12h30m - coffee break included):

Divided in project groups, the participants trainers evaluated Practice I with the help of a questionnaire. The questions were grouped according to four categories of quality criteria: aims and objectives, expected outcomes, European dimension and coherence of the training principles/objectives/methodology/duration. The most relevant questions of each category were marked. The groups were asked to prioritise in the discussion the categories they would like to discuss and to focus on the conclusions or advises to other trainers. A rapporteur wrote down the main points of discussion.

- Preparing a method for interactive discussion (12h30-13h)

The groups were asked to devise a discussion method allowing the involvement of other groups on a relevant issue of your choice. Each group animated a small activity/discussion in the afternoon for around 15 minutes.

- Interactive discussion (15h-17h)

Each project group animated an activity-discussion involving the whole group (fishbowl, confrontation exercises...). After a final exchange, the team took note of the main points of discussion coming from the evaluation of Practice I.

#### 4.2.2. Workshops by/for participants trainers

Date and time: 26th and 27 of January 2003 — 15h-17h30m (coffee break included)

Duration: 2 hours

Responsible: Participants trainers

Background / Rationale:

Before the Seminar a consultation of training needs and training offers was done in order to identify possible topics for workshops run by participants trainers.

Aim and objectives:

- Responding to the further training needs of participants trainers.
- Explore relevant training topics coming from the dynamic of the ATTE course.

Session outline:

- Identification of topics, team of participants trainers to run it:

Following the consultation started before the seminar, before the workshops took place, there was an open call for possible workshop topics. After checking how many participants trainers would be interested in attending the different workshops, the final selection took place. As a result, there were four different workshop: “I care for myself”, “Trainer’s role”, “Time management” and “Conflict transformation”.

- The workshops take place:

26th of January 2003 15h-17h30m (coffee break included)

Run in parallel :

“I care for myself” run by Peter Wicke

“Trainer’s role” Run by Xenia Koutentaki & Silvia Volpi

27th of January 2003 15h-17h30m (coffee break included)

Run in parallel :

“Time management” run by Carina Stabauer

“Conflict transformation” run by Giulio Maistrelli «Mac»

The team and the participants trainers not running a workshop participated in one of them according to their choice.

#### 4.2.3. Open space technology

Date and time: 29th of January 2003 — 9h30m-18h (coffee + lunch breaks included)

Duration: 5 hours

Responsible: Karolina + Mark

Background / Rationale:

A long and complex seminar such a this one raises lots of thoughts and issues. On day before the end of the Seminar it would be convenient to use one day for a self-organised group learning process. For this purpose is used the “Open space technology”.



#### Aim and objectives:

- To create a space for all (participants trainers and team) where issues and topics of their choice, of their interest can be introduced, discussed and worked out.

#### Session outline:

- Intro (9h30m- 10h30m):
- Intro (9h30m- 10h30m):

First of all the idea of having an open space technology day in the programme was introduced. Then there was a short intro ceremony: "Everyone said Good Morning and "I am here" in the own language while passing on an object."

Then the "open space technology" method was explained (origin, rationale, rules...):

#### Background to OST

- Owen – African villages
- Important discussions happen outside the formal programme
- Coffee-break transformation

#### Principles

- Whoever comes are the right people (Participation is voluntary)
- Whenever it starts is the right time (Inspiration doesn't recognise timetables)
- Whatever happens is the only thing that could happen (Let go of your expectations)
- When it's over, it's over (If there's no more to say, move on)

#### The rule of the two feet (or The Law of Mobility)

If you find yourself in a situation where you are neither learning nor contributing, it is your responsibility to use The Law of Two Feet and go someplace else to use your time more productively.

#### Possible roles

- Butterflies: Going from discussion to discussion, observing, taking what is useful for them.
- Bees: Going to a discussion, passing information about other discussions, contributing and leaving.

...

Afterwards there was an open market of topics. Participants trainers signed on the topics they were interested in. Timing and spaces were allocated for the different discussions/groups and the one proposing the discussion submit a report to the documentalist.

- Discussions (11h-17h coffee breaks and lunch break included):

The discussions took place in four sessions. For each session there were several groups (up to six) meeting and working in parallel.

#### Session 1 (11h-12h): - Our fears as trainers

- Am I sure that my projects bring changes?
- Are there different European approaches to training pedagogy?

#### Session 2 (12h-13h): - After ATTE

- Different approaches to European Citizenship in our - Practice I
- Group dynamics in ATTE
- Physical and training



### Session 3 (15h-16h):

- Practice II
- Video collection
- Ethics in training
- How to deal with dissonances in a team?
- How much do I share my emotions?
- How to deal with this historical change in training?
- Marketing/promotion of our projects/ourselves

### Session 4 (16h-17h):

- From Nannahooter onwards
  - Funny men in training?
  - A punch of global education
  - Time management for trainers
  - Participants centeredness
  - NGO need + Citizenship
- Closing of the Open Space technology (17h30-18h)

A round on “How was the day for you?”

## -----> 4.3. Learning as a self-directed learner

### 4.3.1. Learning on the job in ATTE 2003

Date and time: 24th of January 2003 — 15h-17h30m (coffee break included)

Duration: 2 hours

Responsible: Helmut + Inge + Paul

Background / Rationale:

This 3rd Seminar took place at the mid-term of the two-year course. One of the basic aspects of this seminar was to prepare the second course year.

Aim and objectives:

- To introduce/revisit and develop a common understanding of the major elements of ATTE in 2003.
- To share experiences of the Peer Support Groups in 2002 and to start composing and planning Peer Support Groups in 2003.
- To (further) develop and share ideas for Practice II and the Training Quality Product of 2003.
- To think about, discuss and share ideas concerning the portfolios.
- To start the establishment of topic groups.

Session outline:

- Intro (15h- 15h15m):

Objectives, structure and timing of the session

- Peer groups (15h15m-15h45):

Participants trainers met in peer-support groups and exchanged on the benefit of having them. Then there was a short sharing in plenary. With the help of a



handout, the team explained the idea and functioning of the peer-support groups for 2003.

- Practice II, Training Quality Product, Topic Groups and Portfolio (15h45m-16h30m)

The team introduced one by one all these elements of ATTE 2003. After each short introduction, there was a short round for clarifications. The discussions or concrete doubts were left for the consultation corners. The participants trainers received handouts with detailed descriptions of the different elements for 2003.

- Consultation corners (16h30m-17h)

In order to further clarify the doubts on the different elements of ATTE 2003, the team organised four consultation corners on the Peer Support Groups, Practice II - Training Quality Product, Topic Groups and Portfolio.

#### **4.3.2. Mentoring**

Date and time:

Friday 24th of January 2003 — 18h-19h

Saturday 25th of January 2003 — 14h-15h and 18h-19h

Sunday 26th of January 2003 — 14h-15h and 18h-19h

Monday 27th of January 2003 — 14h-15h and 18h-19h

Tuesday 28th of January 2003 — 18h-19h

Wednesday 29th of January 2003 — 18h-19h

Thursday 30th of January 2003 — 14h-15h

Duration: 10 hours per mentor

Responsible: The whole team

Background / Rationale:

After the two first seminars and the time in between them (in which the initial and first participant - mentor dialogues took place) the mentoring, as a learning tool, played a very important role in this third seminar.

Aim and objectives:

- To foster the participant - mentor dialogues focusing in the Personal development plans, Practice II and Training Quality Product.

Session outline:

Meeting in couples in sessions of 30 minutes each.

#### **4.3.3. Competencies for European youth worker training**

Date and time: 25th of January 2003 — 9h30m-10h30m

Duration: 1 hour

Responsible: Helmut

Background / Rationale:

The ATTE course description foresees the assessment (interim and final) of the professional training competencies. For this reason and just before the interim assessment, there was a session devoted to training competencies.



Aim and objectives:

- To raise the awareness of the importance of the training competencies in relation to: Quality, Evaluation, Assessment and Recognition.
- To know the development related with these issues in the institutional context of ATTE.
- To explore and reflect upon training competencies.

Session outline:

- Input (9h30- 10h20m):

The course director introduced the topic of training competencies referring to the institutional frame of ATTE and to the related issues of Quality, Evaluation, Assessment and Recognition.

Afterwards, he presented the training competencies as they were identified, understood and described in the conception of ATTE.

Finally, he gave an overview of a different and complementary understanding of training competencies. This last part was the sum-up of a specific research done by an external expert -Hendrik Otten- who couldn't attend the Seminar to present them.

- Questions and clarifications (10h20m-10h30m)

#### **4.3.4. Interim self-assessment**

Date and time: 25th of January 2003 — 10h30-13h (coffee break included)

Duration: 2 hours

Responsible: Erzsébet

Background / Rationale:

Quotes from the ATTE course description:

“The third seminar includes an interim assessment of the learning process and professional development as well as a look at the further training needs of the participants trainers.” (end of quote)

Aim and objectives:

- To assess in the middle of the ATTE course the learning process, the professional development and the competencies acquired by the participants trainers.
- To identify the further training needs for the second year of ATTE.

Session outline:

- Introduction (10h30m-10h45m):

Of the interim assessment in ATTE and of the self-assessment questionnaire. The interim self-assessment questionnaire had four parts:

- As a trainer in 2002 and Practice I; open questions
- As a trainer now; yes/no questions to see “where am I now”.
- When working as a trainer: statements with differentiated answers to see the development
- A final question; to think about



The interim assessment was mostly based on a self-assessment though complemented by feedback from peers, in particular those who have been involved in the same Practice I.

— Clarifications (10h45m-11h):

In order to clarify eventual misunderstandings, divided in groups, the participants trainers with the assistance of the team went through the whole questionnaire.

— Working on the questionnaire (11h-13h coffee break included)

Participants trainers worked on the questionnaire, receiving -if wanted- the feedback from their colleagues. A copy of the questionnaire was given to the corresponding mentor in two days time.

#### **4.3.5. Me in 2003-Personal development plans**

Date and time: 26th of January 2003 — 9h30-12h45m (coffee break included)

Duration: 2 hours 45m

Responsible: Paul + Mark

Background / Rationale:

“Based on the interim assessment individual objectives and individual development plans for the second year will be developed by the participants trainers” (adapted from the ATTE course description)

Aim and objectives:

- to create a space for participants trainers to plan their learning in the coming period of ATTE.
- to give participants trainers confidence in their abilities to plan learning.
- to support participants trainers to create realistic plans.
- to give the opportunity to compare and discuss the learning plans with each other within formal working time.

Session outline:

- Motivation exercise (9h30m-9h45m):
- Introduction (9h45m-10h):

of the idea of the Personal Development Plan in the Second Year of ATTE and of a grid to work on them. The PDP was used in the mentoring dialogues.

- Working on the Personal Development Plans (10h-12h45m coffee break included)

In the PDP café.

#### **4.3.6. Individual reflection: “Solo” time**

Date and time: 30th of January 2003 — 9h30-11h30m (transportation included)

Duration: 1 hour

Responsible: Mark + Helmut

Background / Rationale:

At the end of such an intensive Seminar it seemed adequate to have some space, during the formal working hours, for personal reflection.



Aim and objectives:

- to have some time for personal reflection
- to provide a different setting for an exercise
- to enable participants to see things from a natural perspective

Session outline:

- Introduction (9h30m-9h45m):

Of the “solo” time exercise; time for personal reflection in the forest, staying alone in a limited area without visual contact with anybody else.

- “Solo” time (10h15m-11h45m):

First, participants trainers were split in two groups. Then each of them found his own place for the “solo” time.

- Transportation (9h45m-10h15m and 11h45m-12h15m):

To the forest and back to the EYCS.

#### -----> **4.4. Learning about training aspects**

##### **4.4.1. Introduction to quality criteria in European youth worker training**

Date and time: 22nd of January 2003 — 17h-18h

Duration: 1 hour

Responsible: Erzsébet

Background / Rationale:

The Partnership Programme between the Council of Europe and the European Commission has set out a long-term training strategy in the youth field which is aimed at achieving:

- ...
- quality standards for European level youth worker training;
- ...

(ATTE course description)

Aim and objectives:

- To develop a common understanding of quality and quality criteria in European youth worker training.
- To introduce a process of identifying key areas of quality and quality criteria based on the good practices and existing standards of European youth worker training.
- To motivate ATTE participants as practitioners to take part in developing quality criteria in the field of European youth worker training.

Session outline:

- Input on “How to work with quality criteria? Setting up and using quality criteria” (17h-17h40m):

The input had five parts: “Definition” of quality, presentation of the process of developing quality criteria within ATTE, the use of the quality criteria, the suggested categories of quality criteria of European youth worker training courses and an example of quality category: participant centeredness.



— Reactions and discussion (17h40m-18h):

Who are the stakeholders? Who defines quality? What happens in case of conflictual expectations from “clients” and “providers”?...

#### **4.4.2. Exploration Groups**

Date and time: 22nd, 23rd, 24th, 26th, 27th and 28th of January 2003

Normally from 17h30m-18h

On the 22nd 18h-18h30m

On the 28th from 12h-13h

Duration: Normally 30m - On the 28th 1 hour

Responsible: Inge for the introduction and the whole team for the facilitation

Background / Rationale:

At the last two seminars there were reflection groups with the same composition, the same team facilitation, at different moments of the day and with different functions. In this seminar the team wanted to have small groups with a different function at the end of the day, where there would be the possibility to steam out if wanted but also to have the primary focus on the quality criteria.

Aim and objectives:

- To use small consistent groups in order to explore quality criteria by looking back on the day.
- To meet continuously in a small group for group learning and feedback on the day.

Session outline:

The first exploration group (on the 22nd) focused on getting more acquainted with the Exploration groups and the quality criteria as a whole.

For the other days, the exploration group worked on a specific area of quality criteria. The team member took notes in order to continue the systematisation of the quality criteria.

23rd of January    non-formal education approach

24th of January    relevance of the theme/topic

26th of January    participants' centeredness

27th of January    trainers' team work

The last exploration group (on the 28th) was a space for evaluation of the exploration groups as such, of the work developed on quality and of the whole seminar.

#### **4.4.3. Non formal education: Implicit and explicit pedagogy**

Date and time: 24th of January 2003 — 9h30-13h (coffee break included)

Duration: 3 hours

Responsible: Inge + Karolina

Background / Rationale:

“Non-formal pedagogy in the youth training field rests on conveying substance (in this case, training competencies) implicitly through practice, that is, in and through activities themselves. ATTE participants themselves must discover the



lessons and meanings. They are eager to do so, but they want more guidance on how to decode and recode.

The concept and practice of implicit pedagogy needs to be more explicitly introduced and justified with the participants....”

(ATTE interim evaluation report)

Aim and objectives:

Aim:

- To raise the awareness of the use of Implicit and Explicit Pedagogic Practice.

Objectives:

- To reflect on the use of implicitity and explicitity in pedagogic training practice and its impact.
- To introduce Basil Bernstein's theory of Pedagogic Practice.
- To clear some of the confusion related to learning in ATTE by exploring and explaining the pedagogic practice.

Session outline:

- Brainstorming on “Implicitity” and “Explicitity” (9h30m-9h45m)
- Discussion “What is implicit in doing a brainstorming (9h45m-10h)
- Exchange in couples on one method/moment of Practice I (10h-10h15m):

One question: What did you make explicit?. Quick sharing in plenary.

- Introduction(10h15m-10h45m):

of the background, aims and objectives of the Session (see above) . Presentation of the learning models in ATTE (discovery, experiential learning and group learning) and of the main carriers of content and skills development (Metaphor, Drama, Play and Reflection).

- Exploration of the metaphor concept (10h45m-11h)

Through the visualisation of a scene of the film “Il Postino”: Pablo Neruda tries to explain to the postman what are metaphors.

- Exploration of the play concept (11h-11h15m):

Through a short scene played” by the team: two social workers meet the school director to agree upon the running of a training session in the classroom. Small discussion on what was implicit.

- Input and discussion on Berstein Pedagogy (11h45m-12h45m):

Exploring at first the notions of curriculum, pedagogy, evaluation. Then introducing the ideas of visible-invisible pedagogy and the implicit-explicit rules associated to them. Round of reactions and discussion referring to concrete examples of ATTE.

#### **4.4.4. Lifelong Learning and Euro-barometer on life-long learning (optional)**

Date and time: 27th of January 2003

Life Long Learning: 9h30m-11h30m

Euro-barometer on life-long learning (optional): 21h-22h

Duration: 2 hours

Responsible:

Erzsébet and Lynne for Life Long Learning

Lynne and Bryony for Euro-barometer on life-long learning (optional)

Aim and objectives:

- To reflect and discuss upon the role that Youth Work can have in Lifelong Learning.
- To better get to know the educational and institutional initiatives on Lifelong Learning at European level.

Session outline:

- Introduction (9h30m-9h45m):

of the day

- Input on Lifelong Learning (9h45m-10h45h):

Erzsébet presented the aims and priorities of the EU Lifelong Learning strategy. Lynne introduced the implications of the Lisbon Strategy in Lifelong Learning.

- Working groups (10h45m-11h15m):

Discussion with the help of a questionnaire on the possible contribution of youth worker training in Lifelong Learning.

- Reporting back in plenary and short discussion (11h15-11h30m)

Euro-barometer on life-long learning (optional): 21h - 22h

Participants trainers were asked to fill a questionnaire part of a survey on Lifelong Learning. This questionnaire was the same which was used for the Eurobarometer on Lifelong Learning. In Autumn it was possible to compare the general results on Lifelong Learning of the Eurobarometer with the ones of the ATTE group.

#### **4.4.5. European Citizenship in Training**

Date and time: 28th of January 2003 — 10h-13h (coffee break included)

Duration: 2 hours 30m

Responsible: Inge + Mark + Miguel + Peter

Background / Rationale:

After the last Seminar in which participants trainers worked on the conceptual frameworks of European Citizenship and after Practice I in which participants trainers ran projects connected to European Citizenship, this session dealt with the educational dimension of it.

Aim and objectives:

- To explore the educational implications of European Citizenship.
- To reflect upon the challenges for our future training activities –particularly for Practice II-.
- Through examples and references, inform participants trainers about the main characteristics and outcomes of the European Citizenship Courses and T-Kit on European Citizenship.



Session outline:

- Input (10h-11h):

Miguel presented first a quick overview on the contemporary approaches to Education for Citizenship. In a second part the educational implications of European Citizenship in training. He concluded with some considerations on the legitimacy, potentials and risks of European Citizenship in training.

- Working groups (11h30m-12h):

On the challenges -what to do- with European Citizenship (particularly in practice II).

- Input (12h-12h40m):

Peter presented first his personal and federalist view on European Citizenship. Then he described and reflected upon the learning objectives for the courses on European Citizenship.

- Debate (12h40m-13h):

Based on their experience in Practice I, the participants trainers reacted to the ideas of the two previous inputs.

#### **4.4.6. Distance Learning**

Date and time: 30th of January 2003 — 15h-16h30m (coffee break included)

Duration: 1 hour

Responsible: Paul + Inge

Background / Rationale:

“ATTE is a part-time continuing vocational training course that is based on open and distance learning punctuated by face-to-face intensive course modules.”

(ATTE interim evaluation report)

For this reason and just before facing the 2nd year of ATTE, it was convenient to devote a session to the topic of distance learning.

Aim and objectives:

- To reflect upon the possibilities and limitations of Distance Learning in European Youth Work training and particularly in ATTE.
- To explore the opportunities that Distance Learning offer us in order to improve and extend our training programmes.
- To discuss and decide upon the future functioning of ATTE Open Learning Community.

Session outline:

- Input (15h-15h40m):

On the challenges and limitations of Distance Learning. The input was done through an audio file via internet. It was listened by the participants trainers without the presence of the team; as in a real distance learning situation.

- Discussion (15h40m-16h):

On the possibilities of distance learning and new communication technologies within ATTE.

- Information, discussion and decision (16h-16h30m):

On the use, during the second year, of the distance learning tools in ATTE; Open Learning Community, regular inputs through audio files, e-mail groups...

**X - Topic groups**





## 1. Background / rationale

In order to support the individual learning process, for the second year of ATTE, the Team introduced methods of “Open and Distance Learning” (ODL), allowing participant trainers to learn from and with each other and the ATTE course team, as well as from other sources during the seven months period between the 3rd and 4th ATTE seminars.

One of the methods was the establishment of “Topic Groups” during the “Consolidation and Development Seminar” in January 2003.

## 2. Aims/objectives

The initial and main purpose of the Topic Groups is to support trainer-participants in the development of their TQPs.

Additionally they were a space for support and sharing. This sharing can include (not an exhaustive list this one) questions to each other, challenges encountered, requests for feedback on ideas, etc.

They had a professional development focus and be facilitated by members of the ATTE course team.

## 3. Creation of the Topic Groups

During the 3rd ATTE Seminar, participants trainers shared their initial theme or idea for the Training Quality Product. Taking into account those themes the ATTE course team made a first proposal for the initial composition of the topic groups.

There were no further groups proposed – basically because of the limited human resources to make any more. Participants trainers who did not yet expressed an interest in the topic groups were still free to join any of them.

The final establishment and composition of Topic Groups was finalised by the end of February 2003.

## 4. Composition of the Topic Groups

Topic Group on “Mentoring/coaching/co-ordinating”

Members: Gülesin, Bea, Mac – animator Erzsi

Topic Group on “The effects of training”

Members: Marta, Silvia, Vitali, Mac, Annette– animator Inge

Topic Group on “Quality criteria”



Members: Zilvinas, Pascal, Annette– animator Karolina

Topic Group on “Pedagogy/Methodology”

Members: Davide, Sladja, Felix, Carina, Peter – animator Paul

Topic Group on “Intercultural learning/communication”

Members: Luis, Tania, Ronald – animator Mark

## 5. Functioning of the Topic Groups

- Topic Groups were optional, meaning that participant trainers did not have to join a Topic Group.
- Each topic group decided together how they work.
- The concept of Topic Groups was different from that of the Peer Support Groups. Therefore, Topic Groups will generally have a different nature, composition and functioning than the Peer Support Groups.
- There were no budgetary provisions for meetings of Topic Groups, so they worked using distance communication tools; e-mail, Internet, telephone...
- The Topic Groups were established and operated mainly in the Virtual Community. They could benefit from the friendly environment and working possibilities for such groups in the Virtual Community: chats, polls, files sharing, periodical update... (See Chapter V)
- The animators of the Topic groups -ATTE team members- had the following tasks:
  - to bring the group to life
  - to encourage dialogue between members
  - to prepare a short report for publication on the OLC on the 15th of each month (starting on 15 May), even if there is nothing to report!
  - to give feedback (if requested) to members about structure, clarity and readability in the development of their TQPs (each individual member is of course responsible for the quality of his/her own TQP!)



## **Xi - Practice ii**





## 1. Background

As outlined in the ATTE course description, the second year of ATTE also included a training practice:

“The second year is a “practice period” for the participant trainers during which they will be “learning-on-the-job” as trainers in European level training activities in the youth field (‘Practice II’). This allows the participant trainers to apply the competencies and skills acquired during the first programme year. ... While the participant trainers will follow an individual learning process, they can, of course, work together with other course participants during this phase and they are encouraged to exchange their experiences and their professional development with their colleagues.”

“The training projects developed and implemented by the participant trainers during “Practice II” ... should mostly follow the criteria for Practice I with the exception that they do not have to be organised together with other course participants. They should be planned in a way that they allow practising the competencies acquired during the first year of the course and that they contribute to the individual learning process of the participant trainers as planned at the third seminar in January 2003.”

*(Excerpts from the course description.)*

## 2. Aim

During the second year of ATTE, participant trainers were involved in at least one training project, acting as a trainer during the full cycle of a training project in the field of non-formal education/youth from the first preparation until the evaluation. The aims of this Practice II were:

- To allow the participant trainers to apply the competencies and skills acquired during the first year of ATTE.
- To support the individual learning process evaluating and exchanging the training experience of Practice II.

## 3. Practice II projects criteria

These Practice II training projects met the following criteria:

- be realistic and achievable;
- take place between 1 February and 31 July 2003;
- be a multilateral European training course in the youth field (involving a minimum of 4 countries);

- have a minimum length of five consecutive training days;
- follow the quality criteria developed in ATTE;
- allow the participant trainers to apply the competencies acquired during the 1st year of ATTE;
- represent a personal (individual) challenge within a learning process agreed on with a team representative;
- be visible, evaluated and its results accessible to the wider public.

The Practice II project contributed to the Personal Development Plan and was related (but not exclusively) to the “Training Quality Product of 2003” (see Chapter XI).

These projects could, but do not have to involve other ATTE participant trainers.

It was possible to declare a training activity as “Practice II” for which the preparation had already started, if it met the criteria outlined above.

## 4. Defining and accompanying Practice ii

### -----> 4.1. Defining Practice II

As indicated in the criteria, it was agreed with a member of the ATTE course team, what the Practice II project(s) was. This was done, for example during the mentoring taking place during the 3rd ATTE seminar in January 2003.

ATTE participant trainers were asked to present proposals concerning their Practice II projects to their mentor/the ATTE course team at the 3rd ATTE Seminar in January 2003. Of course, consultations could take place before.

### -----> 4.2. Support for Practice II

The secretariat supported as much as possible participant trainers in becoming part of a potential Practice II project. A letter was sent to the National Agencies, the SALTO Centres and the European Commission to promote the involvement of ATTE participant trainers in their training activities. Also the Directorate of Youth and Sport of Council of Europe emphasised the involvement of ATTE participant trainers in its training activities.

### -----> 4.3. Project visits

As for Practice I, it was possible to request the visit of a Practice II project by a member of the ATTE course team or of a course director.

The request had to be made at least 6 weeks prior to the planned visit, but at the latest by 15 March 2003, and had to include the reason and purpose of the visit, the preferred date of the visit and eventually an indication which costs for such a visit could be covered by the project organisers.

It depended on the availability of the members of the ATTE team, if the request could be met and by whom. Preferences with respect to specific members of the ATTE team were taken into consideration.

Project visits by members of the ATTE team were subject to the approval by the Directorate of Youth and Sport of the Council of Europe in case they implied a financial contribution from the Partnership Agreement.



## -----> **4.4. Documentation and evaluation of Practice II**

Practice II was documented according to the quality criteria developed in ATTE.

The sharing and evaluation on Practice II took place during the 4th ATTE Seminar (See Chapter XIV - 4.2.2. Practice II – What did we learn about Quality?)

## **5. Practice II projects description**

In the following pages there is a brief description of the Practice II projects. The ATTE participants worked as trainer, together with other colleagues out of ATTE. In general, ATTE participants trainers were not the promoters / organisers of the different projects. That is the reason why, in some cases, the financial information was not accessible for them and it is missing in the following description.

### -----> **5.1. Crossroad II**

Main themes: Active Participation and International net

Aims/objectives:

- To support young people creating local project including in them an international dimension
- To create a network
- To give participants concrete tools for project management and networking

Participants profile: Young people active at local level. Members of formal or non formal groups.

ATTE participants trainers: Xenia, Davide

Other trainers: The trainers team was formed by 6 trainers one for each participating country. We worked in pairs.

Location: Onvieto, Italy

Dates: 18th – 23rd of April 2003

Working days: 5

Prep. meeting: No

Evaluation meeting: At the end of the course

Total cost: 12.000 ?

Total funding: 12.000 ?

Funding details: Youth programme + European Youth Foundation (50% + 50%)

Participants:

Number: 23

Male: 13

Female: 10

Countries of residence: France 4, Greece 1, Italy 5, Spain 4, Turkey 4, Malta 1 Jordan 4



## -----> **5.2. AFS Chapters/organisation: Models for Society?!**

Main themes: Connecting with the values of the organisation

Aims/objectives:

- To incite participants to reflect on the values of the organisation they are committed to
- To use their personal motivation to incite other people to actively participate in the organisation.

Participants profile: Youth leaders between 18 and 30

ATTE participants trainers: Pascal

Location: Bruges, Belgium

Dates: 9th – 15th of April 2003

Working days: 5

Prep. meeting: No prep meeting: a conference call

Evaluation meeting: No evaluation meeting

Total cost: Around 16.000 €

Total funding: 11.000 €

Funding details: 11.000 € — European Youth Foundation

Participants: Number: 26

Male: 8

Female: 18

Countries of residence: Austria 3, Belgium 3, Finland 4, Czech Republic 2, Germany 1, Hungary 2, Iceland 1 Italy 2, Norway 2, Portugal 1, Spain 1 Slovak Republic 2, Turkey 1 Peru 1

## -----> **5.3. Conflict Management in international youth exchanges**

Main themes: Conflict management

Aims/objectives:

- To learn more about conflicts, about common denominators and how you can deal with conflicts in international youth exchanges.
- A special emphasis was put on principles for good youth exchanges in order to prevent conflicts

Participants profile: Youth leaders between 18 and 30

ATTE participants trainers: Carina

Other trainers: Werner Prinzjakowitsch, Fergal Barr

Location: Vienna, Austria

Dates: 30th of June – 6th of July 2003

Working days: 7

Prep. meeting: 1 prep meeting, two days before the training took place



Evaluation meeting: No evaluation meeting

Total cost: Project of the NA

Total funding:

Funding details: Workplan of the NA: participants were responsible for their travel costs (could be reimbursed by their NA)

Participants:

Number: 18

Male: 4

Female: 14

Countries of residence: Austria 2, Bulgaria 1, Georgia 1, Greece 1, Latvia 2, Poland 2, Russia 1 Slovak Republic 1, Spain 2 Sweden 1, Ukraine 4

## -----> 5.4. Training for facilitators

Main themes: Basic knowledge and skills for facilitating

Aims/objectives:

- To enable the participants to gain basic knowledge and skills to facilitate work in a group
- To know about and handle the reality of teamwork, identify and understand the different factors that define groups
- To raise awareness on the importance of building tolerance and pluralistic values amongst youth
- To reach a better understanding of the phenomenon of conflict and how to manage it in a group

Participants profile:

- From many local branches of YAP and from two new organisations with whom there has been no previous partnership

ATTE participants trainers: Peter

Other trainers: Helmut Warmenhoven, Tornero Eduardo, Magda Simonova, Megan Dowsett

Location: EYC Budapest, Hungary

Dates: 13th — 20th of April 2003

Working days: 8

Prep. meeting: 2

Evaluation meeting: 1

Participants: Number: 29

Male: 13

Female: 16

Countries of residence: Albania 2, Croatia 2, France 3, Hungary 2, Italy 3, Portugal 1, Romania 4, Russia 4, Spain 1, United Kingdom 1, Mexico 3, Egypt 1, Palestine 2



## -----> **5.5. Conflict resolution in multicultural groups**

Main themes: Exploring the nature of conflict and the possibilities of intervention in volunteer organisations

Aims/objectives:

- To train volunteers of youth exchange organisations in their knowledge, skills and attitudes regarding conflicts arising in multicultural settings
- To allow them to adapt these learning outcomes within their own context

Participants profile: Volunteer co-workers, camp leaders and mentors working in international youth exchange.

ATTE participants trainers: Felix

Other trainers: Lene Mogensen, Sanne Houllind (ICYE), Helene Barkovic

Location: EYC Strasbourg, France

Dates: 23rd of February – 2nd of March 2003

Working days: 6

Prep. meetings: 2

Evaluation meeting: 1

Funding details: By European Youth Foundation

Participants: Number: 23

Male: 9

Female: 14

Countries of residence: Albania 1, Belgium 1, Bulgaria 1, Croatia 1, Cyprus 1, Denmark 2, France 1, Georgia 1, Germany 1, Greece 1, Iceland 1, Latvia 1, Moldova 1, Portugal 1, Romania 1, Russia 1, Sweden 1, Turkey 2, Yugoslavia 1, United Kingdom 1, Egypt 1

## -----> **5.6. All 4 one, one 4 all**

Main themes: TC on experiential learning through outdoor activities

Aims/objectives: Aim:

- To improve quality of using experiential learning by using outdoor activities

Objectives:

- To give youth workers/target group tools to deal with quality experiential learning in outdoor education
- To develop quality criteria for experiential learning in outdoor education
- To exchange and share experiences/concepts/methods of outdoor education and experiential learning
- To develop cross-cultural awareness by providing structured space for sharing/experiencing/addressing Intercultural Learning.
- To increase knowledge of the theoretical/pedagogical background of outdoor education and experiential learning methods
- To develop team work/leadership/co-operation skills of the participants





- To raise ability to transfer outdoor education and experiential learning concepts into youth work practice
- To set basis for positive future co-operation

Participants profile: Potentially interested youth workers and/or leaders. They had to be aged 18-30, with good command of English, which was the working language of the training, and had to be directly involved in youth work.

ATTE participants trainers: Ronald, Nikolai, Zilvinas, Evija, Aija

Location: Samukas, Lithuania

Dates: 13th – 24th of August 2003

Working days: 9

Prep. meetings: ATTE seminar May 2002,

ATTE seminar January 2003

Lithuania 10th – 13th of August 2003

Evaluation meeting: 10th –11th of October 2003

Total cost: 24.000 ?

Total funding: 24.000 ?

Funding details: 10.000 ? EU programme Youth (A5); 14.000 ? EYF

Participants: Number: 20

Male: 7

Female: 13

Countries of residence: Belgium 1, Belarus 2, Greece 1, Latvia 4, Lithuania 6  
Poland 1, Ukraine 4 United Kingdom 1

## → 5.7. Study Session “Strengthening the role of women in associative life”

Main themes: Women's participation, gender discrimination, human rights, culture

Aims/objectives: — To empower women participation

Participants profile: Youth leaders between 18-30

ATTE participants trainers: Luis; (Inge as Educational Advisor)

Other trainers: Violeta Tchadavora (Bulgaria), Ljupka Bakarjieva (Macedonia), Robert Rustem (Macedonia), Ragnhildur Helgadóttir (Iceland), Aida Diarra (France)

Location: EYC Strasbourg, France

Dates: 20th – 27th of July 2003

Working days: 6

Prep. meeting: 2 days in May (Sofia)

2 days before the session started (EYCS)

Evaluation meeting: last day of the study session

Participants: Number: 26



Male: 7

Female: 19

Countries of residence: Austria 1 Azerbaijan 1, Bulgaria 2, Macedonia 1, Croatia 1, France 1, Georgia 1, Iceland 1, Italy 2, Lithuania 1, Malta 3, Moldova 2, Portugal 2, Romania 1, Russia 2, Spain 1, Sweden 1, Turkey 1, Ukraine 1

## -----> **5.8. Project Management for new initiatives**

Main themes: Project management, involving new initiatives and contact groups into voluntary movement, history of SCI and East-West co-operation of it.

Aims/objectives:

- To provide new initiatives with basic knowledge on Project management, Team work and problem solving

Participants profile: Representatives of new initiative groups of SCI

ATTE participants trainers: Tania

Other trainers: Pietro(Italy), Justina (Poland), Irina Pruidze (Georgia)

Location: Laage, Germany

Dates: 1st – 7th of October 2003

Working days: 6

Prep. meetings: 2 days in September in Poland

2 days before the seminar

Evaluation meeting: 1 days after the seminar

Participants: Number: 15

Male: 3

Female: 12

Countries of residence: Azerbaijan 1, Bulgaria 1, Croatia 1, Germany 2, Moldova 3, Russia 3, Ukraine 3, Kyrgyzstan 1,

## -----> **5.9. Yes — Youth Energy Synergy**

Main themes: Work with creative expression, networking and develop of future projects, explore ways of active participation

Aims/objectives:

- To enable participants to have a better understanding of different cultures
- To experience that through creative expression it is possible to tackle issues that affect our lives
- To act as multipliers and share their experience with their peers in their own localities
- To create networks and possible partnerships for future activities and initiatives

Participants profile: young people, between the ages of 18 and 25, who already had a previous involvement in youth work, and that are interest in creative activities and willing to use this experience as a springboard for future activities.

ATTE participants trainers: Simona Molari



Other trainers: Emel Aydyn (Turkey), Gulfem Aslan (Turkey), Claudia Nieuwenhuizen (Belgium), Gulsen Bal (Turkey), Gerri Moyarty (Ireland)

Location: Izmir, Turkey

Dates: 13th – 18th of March 2003

Working days: 5

Prep. meeting: 11th – 12th of March 2003

Evaluation meeting: No evaluation meeting

Participants: Number: 95

Countries of residence: Armenia 1, Austria 1, Azerbaijan 2, Belgium 2, Bulgaria 2, Cyprus 1, Estonia 2, Finland 2, France 2, Germany 2, Greece 1, Italy 5, Latvia 1, Lithuania 2, Malta 2, Moldova 1, Macedonia 2, Netherlands 2, Poland 2, Portugal 1, Romania 3, Russia 1, Slovenia 1, Slovak Republic 2, Sweden 3, Switzerland 2, Turkey 38, United Kingdom 3, Ireland 2, Egypt 2, Kazakhstan 1, Uzbekistan 1,

## → 5.10. TC INTRO: Introductory seminar for organisers of international youth activities

Main themes: ICL, project management, conflict management, working in international teams, leadership, co-operation

Aims/objectives:

- To give an introduction to the basic concepts and practices of organising international youth activities.

Participants profile: Active members of international youth organisations, national youth councils, governmental services and other partners

- co-operating with the European youth centre or the European youth foundation
- who are responsible for organising international youth activities at European of international level.

ATTE participants trainers: Zilvinas Gailius

Other trainers: Inge Stuer, Alexandra Raykova, Xavier Baro, Ketevan Zhvania

Location: EYC Strasbourg, France

Dates: 13th – 24th of May 2003

Working days: 10

Prep. meeting: 4 days, March 2003

Evaluation meeting: 15th – 16th of July 2003

Participants: Number: 27

Male: 10

Female: 17

Countries of residence: Albania 1, Armenia 1, Austria 1, Azerbaijan 1, Belarus 1, Finland 1, France 2, Georgia 1, Germany 1, Italy 1, Latvia 1, Moldova 1, Netherlands 1, Norway 1, Poland 1, Romania 1, Russia 1, San Marino 1, Slovenia 1, Slovak Republic 1, Spain 1, Turkey 1, Ukraine 2, United Kingdom 1, Kyrgyzstan 1

### -----> **5.11. ToFT (Training of Trainers) ReUnion**

Main themes: Further development of training skills, networking; new joint actions

Aims/objectives:

- To bring together people who participated in ToFT, see into the past and plan the future

Participants profile: The people who participated in the past 3 editions of ToFT

ATTE participants trainers: Marta

Other trainers: Peter Hofmann, Andrzej Adamkiewicz

Location: Izby/Krakow, Poland

Dates: 7th – 14th of July 2003

Working days: 5

Prep. meetings: 3

Evaluation meeting: During follow-up activities

Total cost: 3.800 €

Total funding: 3.750 €

Funding details: Youth Programme — Action 5

Participants: Number: 17

Male: 8

Female: 9

Countries of residence: Austria 1, Belgium 1, Georgia 3, Czech Republic 1, Hungary 2, Latvia 1, Lithuania 1, Poland 5, Slovak Republic 2,

Other details:

This course was a “self-training”, where everybody could be a participant, a guest and/or a trainer

### -----> **5.12. Anima Giovane**

Main themes: Youth participation, citizenship

Aims/objectives:

- To empower young people
- To encourage young people to act in their local community

Participants profile: youth workers and youth leaders

ATTE participants trainers: Silvia, Denis, Mario

Other trainers: Anita da Silva, PJ Uittersport

Location: Firenze, Italy

Dates: 25th of June 2003 – 7th of July 2003

Working days: 13

Prep. meeting: May 2003



Evaluation meeting: October 2003

Total cost: 17.000 €

Total funding: 14.000 €

Participants: Number: 25

Male: 5

Female: 20

Countries of residence: Albania 1, Belgium 1, Belarus 1, France 1, Italy 8, Lithuania 1, Lithuania 1, Poland 1, Portugal 1, Romania 4, Slovenia 2, Sweden 1, Turkey 2, United Kingdom 1

Other details:

We worked with 30 Italian young people of the district n. 3 of Florence where the action training took place

### -----> **5.13. CMS I will meet you at nine**

Main themes: Contacts, quality, youth exchanges

Aims/objectives:

Aim:

- To promote qualitative youth exchange projects in the future

Objectives:

- To give a chance to participants to present themselves, their organisation and their position within their organisation
- To enable participants to share information about their country, culture and reality of youth work
- To enable participants to share examples of good practice, knowledge, information
- To give participants information about YOUTH programme, especially, focusing on Action 1
- To improve participants' certain knowledge and skills in project management (e.g. project-making, communication, teamwork) necessary for implementing youth exchange projects
- To investigate and challenge quality aspects in youth exchanges, to launch new partnerships between participants

Participants profile: Youth workers, youth leaders or volunteers working with youth groups, experienced in youth exchanges of the YOUTH programme or in other international activities

ATTE participants trainers: Evija

Other trainers: Valdis Vanags, Sanda Serafinovica

Location: Ergli, Latvia

Dates: 13th – 18th of May 2003

Working days: 5

Prep. meeting: April 2003



Evaluation meeting: No evaluation meeting

Total cost: 5.075,38 € (hosting costs)

Funding details: The seminar was funded by National Agency of Latvia (hosting costs) and National Agencies of Belgium FL, Greece, Italy and Lithuania (travel costs of participants)

Participants: Number: 18

Male: 6

Female: 12

Countries of residence: Belgium 3, Greece 4, Italy 1, Latvia 6, Lithuania 4

#### -----> **5.14. “Creativity in decision making in Youth work”**

Main themes: This was a workshop / educational module run during International Summer Camp

Aims/objectives:

- To promote youth participation
- To be active citizen in Russia
- To launch new youth initiatives

Participants profile: Youth leaders 18-35 years old from Buryatia Republic, Tomsk and Samara regions, Moscow and S-Petersburg, UK

ATTE participants trainers: Vitali

Other trainers: Andrei Ponomarev, Serghei Neicovcen

Location: Moscow, Russia

Dates: 17th – 30th of July 2003

Working days: 5

Participants: Number: 200 (5 groups of 40)

Countries of residence: Moldova 3 Russia 182

United Kingdom 15

#### -----> **5.15. SALTO EUROMED “Step to” “Strategy & Training”**

Main themes: Strategy in youth work

Aims/objectives:

- To empower young people
- To encourage young people to act in their local community
- To develop co-operation and to build partnerships between participants
- To train the skills required to implement EuroMed support measures projects.
- To further explore the “EuroMed dimension” and its common values (mutual understanding, respect, tolerance, dialogue, active citizenship...) with the participants, practicalities ...
- To reflect on how to use the YOUTH programme, and in particular Action 5, as support for a regional and/or national strategy.



Participants profile:

- They should know the Actions 1 and 2.
- They should work directly with young people and have a green light from their organisation to go ahead with the implementation of a EuroMed project.
- They should come with at least one draft idea of a EuroMed Action 5 project.
- They should be prepared to pass on the information, skills, knowledge and contact acquired during this course.
- They should be prepared to co-operate in the evaluation of the course and in the follow-up initiatives carried out by the SALTO-YOUTH network after the courses, so that their real impact can be measured.
- They should participate in the course from beginning till the end, for group dynamics' sake.
- They should be able to use English (TC1) or French (TC2) as a working language in order to establish smooth communication.

ATTE participant trainers: Gulesin, Mac (team co-ordinator)

Other trainers: Steffy Bednarek, Bernard Abrignani

Location: Amman, Jordan

Dates: 3rd to 11th of June 2003

Working days: 7

Prep. meeting: Ile de Groix, France, 13th to 17th March 2003

Evaluation meeting: No evaluation meeting

Funding details: Costs were shared by NAs/NCs, Salto, Hosting NC; governative structures of the EuroMed programme

Participants: Number: 28

Male: 15

Female: 13

Countries of residence: Austria 2, France 2,

Cyprus 2, Germany 2, Italy 2, Malta 2, Portugal 2, Spain 2, Turkey 2, United Kingdom 2, Jordan 2, Lebanon 2, Morocco 2, Palestine 2

## -----> **5.16. Children and Intercultural learning**

Main themes: Intercultural learning

Aims/objectives:

- To work on ICL with children and to explore what effect ICL has on children.

Participants profile: Children from 6-15 years old

ATTE participants trainers: Ragnheidur Stefansdottir

Location: Reykjavik, Iceland

Dates: 1st – 5th of June 2003

Working days: 4 days: 2 hours session per day



Funding details: The project was within Sport and youth council of Reykjavik were I am a full time employee. So no funding, no extra cost.

Participants: Number: 60

Male: 25

Female: 35

Countries of residence: Iceland 60

Other details: I was not able to international training in my Practise II, since I had a baby in January 2003

## -----> **5.17. Working in international teams**

Main themes: Leading — guidance — assistance – communication

Aims/objectives:

Aim:

- To enable youth workers to act as members in an international team in the framework of the YOUTH program, recognising challenges and opportunities of working in international teams.

Objectives:

- To raise awareness of the existence of different educational approaches
- To reflect on challenges of teamwork in an international context
- To develop of team competencies
- To explore teamwork practice
- To explore the educational challenge of conflicts

Participants profile: Experienced team leaders or team members, who have been (co-)responsible in projects within the framework of the EU action programme YOUTH on the occasion of youth exchanges, or in leading European seminars, or in the implementation of EVS projects.

ATTE participants trainers: Annette

Other trainers: Paul Kloosterman, Karolina Vrethem

Location: Bonn, Germany

Dates: 16th – 22nd of June 2003

Working days: 5

Prep. meeting: 25th – 27th of April 2003

Evaluation meeting: No extra meeting

Total cost: 25.208 €

Total funding: 25.208 €

Funding details: Action 5, internal budget of the NA

Participants: Number: 24

Male: 9

Female: 15





Countries of residence: Bulgaria 3, Estonia 1, Finland 1, France 1, Germany 3, Greece 1, Iceland 1, Italy 3, Latvia 2, Lithuania 1, Poland 1, Portugal 1, Romania 2, Spain 2, Sweden 1

## -----> **5.18. International Cultural students week**

Main themes: Globalization, Intercultural learning and communication, policy making in Europe, Environmental challenges, The role of Civil Sector

Aims/objectives: Objectives:

- to challenge students to realise the role of their responsibility and participation in today's democratic societies
- to examine the spirit of the European Union and other regional institutions and organisations, but certainly, opinions and experiences of students
- to discover intercultural learning and see the role of every one on it looking at two perspectives: inside me and in front of me

Participants profile: Young student from different field of studies, from Europe (every part), Afrika and Australia

ATTE participants trainers: Bujana, Peter, Miriam

Other trainers: I run alone the TCs but I worked with the support of a facilitator

Location: Pecs, Hungary

Dates: 8th – 17th of August 2003

Working days: 8

Prep. meeting: 1 day

Evaluation meeting: No extra meeting

Participants: Number: 30 pax/each x 5 = 150 pax in total

Male: 75

Female: 75

## -----> **5.19. French Language Course**

Main themes: Learning the French Language, Intercultural Learning

Aims/objectives:

Objectives:

- to share views and methodologies on the youth work done around Europe
- to build a common view of the European youth work. To provide tools for international cooperation
- to foster dialogue between the different youth workers and youngsters around Europe
- to promote tolerance and respect for other cultures
- to promote active participation in Europe.

Participants profile: Youth Workers actively involved in European Youth Work.

ATTE participants trainers: Sonia



Other trainers: I was the tutor-participant of the course, being responsible for the group dynamics; the team was made of 3 senior language teachers and 3 junior language tutors.

Location: EYC Strasbourg, France

Dates: 17th of August – 13th of September 2003

Working days: 2

Prep. meeting: 1

Evaluation meeting: 4 formal with the teachers (one per week); 2 formal with the EYC Course Coordinator

informal meeting in a daily basis together with the team coordinator and/or other teachers

Participants: Number: 28

Male: 10

Female: 18

Countries of residence: Denmark 1, Check Republic 3, Estonia 1, Germany 2, Greece 1, Hungary 1, Italy 1, Latvia 1, Norway 1, Netherlands 1, Poland 1, Portugal 1, Romania 3, Slovenia 1, pain 3, Switzerland 1, Turkey 1, Ukraine 2, Mexico 1, United States 1

## -----> **5.20. Some global figures of Practice II**

Number of projects: 18

Number of training/working days: 145

Participants: Number: 852

Male: 374

Female: 478

Countries of residence: Albania 5, Armenia 2 (53 different), Austria 11, Azerbaijan 5, Belarus 4, Belgium 12, Bulgaria 10, Croatia 5, Cyprus 4, Czech Republic 6, Denmark 3, Estonia 4, Finland 8, France 17, Georgia 7, Germany 14, Greece 11, Hungary 7, Iceland 64, Italy 33, Latvia 19, Lithuania 17, Macedonia 3, Norway 4, Netherlands 4, Poland 14, Portugal 11, Romania 19, Russia 195, San Marino 1, Slovak Republic 8, Slovenia 5, Spain 17, Sweden 8, Switzerland 3, Turkey 52, Ukraine 16, Yugoslavia 1, United Kingd. 25, Egypt 4, Kyrgyzstan 2, Jordan 6, Kazakhstan 1, Lebanon 2, Mexico 4, Morocco 2, Palestine 4, Peru 1, Uzbekistan 1, United States 1

Note: 150 pax without identified country of residence

## **Xii - Training Quality Products (TQPs)**





## 1. Background

In 2003, each ATTE participant trainers should have delivered a “product” which was supposed to show that s/he has a high/advanced level of competence in the field of European youth worker training. This product could be the documentation of a training and learning process, the conceptualisation of a training practice (e.g., working with simulations in multicultural settings, training on European Citizenship in youth work, conflict management in training, etc.), a training manual, a comparative study etc., and could take the form of a text, or a video, a website, a CD-ROM etc.

## 2. Objectives

The objectives of the TQPs were:

- To contribute to quality in European youth worker training – one of the overall aims of ATTE.
- To provide ATTE participants trainers with an opportunity to demonstrate some of their competencies as a trainer
- To contribute to the personal development as trainers; participants trainers had the opportunity to receive feedback on their TQP (from external experts invited to the 4th Seminar, from peers as well as members of the ATTE team)

## 3. Criteria for the TQPs

- Has to be related to Practice II in ATTE;
- Should aim at contributing to the development of European youth worker training;
- Should represent an added value;
- Should be agreed on with the team;
- Should present a personal challenge;
- Has to be an individual work;
- Has to be in English (exceptions to be negotiated);
- Has to be delivered by 15 August 2003.

## 4. Possible content and forms of the TQPs



### 4.1. Possible contents

- Documentation of a training/learning process;
- Conceptualisation of existing practice;
- Training manual – good practice for the use of others;
- Comparative study;

## -----> 4.2. Possible forms

- Text
- Web-site
- Video
- Radio-show
- CD-ROM

## 5. Process of the TQPs

- ATTE participant trainers are asked to present proposals concerning their Training Quality Product to their mentors/the ATTE course team at the 3rd Seminar. Of course, consultations could take place before.
- The decision on the specific Training Quality Product of 2003 was taken together with a member of the ATTE course team, during the 3rd seminar in January 2003. The topic and content of the Training Quality Product had to be confirmed by 28 February 2003.
- Between the 3rd and 4th ATTE Seminars, participants trainers developed their TQPs.
- The feedback on the “Training Quality Product of 2003” was part of the overall assessment at the 4th ATTE Seminar in October 2003. The external experts received the TQPs before the 4th Seminar and they looked at them with respect to their objectives. The feedback on each TQP took place in small groups with the external experts, complemented by a collective feedback in Plenary.  
(See chapter XIV 4.2.3. Feedback Sessions on Portfolios and Training Quality Products)

## 6. Description of the TQPs

### -----> 6.1. Luis Pinto TQP: Learning Towards Global Citizenship:

*A challenge and an opportunity in European Youth Training*

The choice of the topic of this TQP was triggered by a significant number of experiences in international youth work and in the field of global education, development education and North-South interdependence – themes that have been, if not neglected, at least fairly underestimated when it comes to European youth training. The aim of this TQP is, therefore, to open one more window of possibilities in conceptualising, designing and implementing non-formal education activities, for and with young people, at European level – questioning our role as European Citizens and Citizens of the World. It introduces some thoughts regarding the challenge called “global citizenship” and a few proposals for possible training tools. It represents – even if at a micro scale – an attempt to combine theory and practice.

Contact: lm.pinto@sapo.pt

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#luis](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#luis)

### -----> 6.2. Ronald Keersmaekers TQP: The Knot

*“I am just an idea, use me or lose me forever”*



The Knot description is the presentation of a new organisation. It is a pan-European network organisation that offers trainings and projects to both organisations and institutions related to the youth field, as well as profit aimed businesses that want to benefit from the methods and techniques developed in youth work at international level. Through its thorough research, The Knot tries to analyse the needs in various regions and various groups of young people, to be able to develop and offer trainings and projects that empower young people within organisations and organisations within society. Our trainings and projects are professionally developed and carried out, underlining the importance of an active role of youth and their visions of society.

Contact: [ronald@theknotweb.net](mailto:ronald@theknotweb.net)

Link: [http://www.trainingyouth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#ronald](http://www.trainingyouth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#ronald)

### -----> 6.3. Carina Stabauer TQP: Time Management for international trainers

*There just aren't enough hours in the day ....  
... in my experience this sounds familiar to many trainers in the European field.*

For me, especially international trainers are often involved in too many activities. In order to keep up with their different tasks it is not unlikely to find reactions that can compromise their health or their well being, like feeling stressed, sleeping less or heavy coffee drinking and smoking.

Time management is one aspect of the management process and is particularly related to self-management. We can all learn to respect our time and to manage it in order to make the most of it by following some basic techniques.

In my perception, many trainers have problems in using conventional or linear time management guidelines, which means doing one task after the other and works best for logic brain thinkers. Therefore, I also tried to focus on more creative ways of time management strategies for the so called "right brainers", who prefer to juggle several tasks at once and follow more their instinct.

With my TQP, I want to offer and share with other trainers different tools and ideas in order to plan time more effectively.

Contact: [c.stabauer@akzente.net](mailto:c.stabauer@akzente.net)

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#carina](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#carina)

### -----> 6.4. Davide Tonon TQP: IDE ➡ A ➡ CTION

*a perspective "from the idea to the action" in training/non formal learning activities*

This work is intended to be a contribution of reflections for multipliers in the youth non-formal learning sector (trainers, youth workers, youth leaders, etc.), in particular for those whose main aim is the promotion of active participation and citizenship among young people.

Is the project a tool or an aim in itself? Is all the "multiplying work" (training courses, workshops, etc.) necessarily and by nature leading to have an impact later on? Is this relevant? All these (and many other) questions, raised by experience, are waving in the air.



In IDE-A-CTION there are reflections, ideas and some tools about:

- a) focusing on projects in the frame of a long-term strategy: the Action Plan;
- b) building follow-up with participants already during the activity and helping them to shape their idea step by step into concreteness (“from the idea to the action”).

Ah, inside you can also find a Che Guevara saying, a famous trainers’ portrait and an aphorism of Fernando Pessoa!

Contact: xenaole@hotmail.com

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#davide](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#davide)

## -----> **6.5. Denis Morel TQP: Action Training**

*An innovative double training process toward youth community and youth workers: from a concept to the impacts.*

Active participation, empowerment, citizenship... Key words for our daily work as youth workers and/ or trainers in youth work. But how to design a new training process that can optimise those dimensions? Is it realistic in one training to work on two parallel processes at the same time:

- one for youth workers/leaders, to promote concretely the active participation of young people in their work,
- one for the young people being trained, to “live” this empowerment directly on the spot?

It was the question of ENOA when we decided to experiment this double process by creating our “Action Training” process. And after several experiences, it is working for sure, under certain conditions.

Contact: luciole.ara@mageos.com

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#denis](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#denis)

## -----> **6.6. Evija Samsonova TQP: Emotions in training**

The Training Quality Product deals with emotions as a part of training and learning. A training course brings together new people, different cultures and a new, unknown environment. From my experience, that can trigger many emotions. Therefore the question that arises is what is the role of emotions in training? How do emotions affect learning, and how to manage emotions in training? Considering that this aspect somehow tends to remain unspoken of in training, I try to bring it to the surface using case studies as well as theoretical backgrounds.

Contact: samson@latnet.lv

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#evija](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#evija)

## -----> **6.7. Felix Nicolai TQP : Inspiring change through training youth**

*Applying systemic thinking in non-formal education practice*

The emphasis put on skills based training in the field of non-formal education for youth workers has been an important aspect in the evolution of the sector over





the last years. Therefore, the discussion and focus on the social and moreover political/systemic implications around training youth have shifted towards the more pragmatic and tangible field of skills and knowledge.

The following work addresses the issue of the place of sustainable social change within and through the practice of non-formal education in Europe. Presenting a systemic approach to change within societies and individuals based on the theory of Spiral Dynamics, the essay addresses the reality of European training under this specific focus. The final part points out some workable improvements to (re) integrate and to explicitly address these issues as possible quality criteria for youth worker training for the future.

Contact: felix-nicolai@tiscali.be

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#felix](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#felix)

## -----> **6.8. Giulio Maistrelli “Mac” TQP: Danger Zone**

*Doubts, Impressions and Proposals on being a trainer at European Level.*

Even though the author of this paper is a European level trainer sincerely convinced about the relevance of training youth workers at European level, this short work focuses on some of the aspects of the current practice that - if not pondered adequately – can affect the effectiveness of the training activities. Themes are approached from a trainer’s point of view, and the work itself should be considered as a contribution to the wider processes of “problem setting” and research which are affecting the training community lately. Comments and feedback are very much welcome.

Contact: mac@nkoni.org

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#giulio](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#giulio)

## -----> **6.9. Mario d’Agostino TQP: Youth Participation and active Citizenship in Europe**

In my Training Quality Product, I have tried to define the necessary elements to run a Training Course on Participation and Citizenship for Youth Workers. I have tried to define a common frame on participation taking as examples of good practice a project with disadvantaged young people at local level and a European training course in Albania. In the TQP I have also designed a model in order to evaluate the participation process of young people in different contexts. This model can be used (as evaluation tool) by youth workers, trainers and institutions.

Contact: mariodago@tiscalinet.it

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#mario](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#mario)

## -----> **6.10. Miriam Lexmann TQP: Civil Sector and its role in Modern Democratic Society**

*From Active Citizenship to a New Civil Identity.*



In my Power Point Presentation I am trying to widen the particular perspective of the NGO sector, very often used in training to a diverse perspective that may be employed when looking at the NGO sector or civil sector and its role within the context of a modern democratic society. I am specially focusing on the aspect of citizenship and the new meaning that the modern society has given to this cornerstone of democracy. The presentation provides the opportunity to discover the parallels that emerge from the clarification of the same phenomena as viewed from different angles.

Every democratic society bases its welfare and development on three elements: the free market economy, represented by the business sector, the democratically elected public authority, represented by central and local government officials, and civil institutions, which primarily include non-governmental organisations, called the third sector. These three forces, which create the foundation of modern society, can fulfil their tasks only on the condition of mutual cooperation.

It is not easy to give a precise statement of the field of activity of the civil sector or to define the nature of the organisations functioning in it, because they vary in different countries and in different cultural traditions. But we can define that the most important function of the entire organisation is to change people. In our, frequently dispersed society, NGOs stimulate social activity and integration. They give people a chance to be active in a group, to meet people with a similar opinion, and to find sense and value in the realisation of common goals. Non-governmental organisations are created by people for people, they provide a feeling of community and support for their members, render specialist services, and fight for the rights of various social groups. They also perform one more extremely important function – they formulate a feeling of civil identity. The third sector is the fundamental element of a civil society, the real heard of democracy.

Contact: mirindao2@hotmail.com

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#miriam](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#miriam)

## -----> **6.11. Peter Wicke TQP: Emotional Competencies**

*Being a Trainer and Carl R. Rogers' Philosophy of Interpersonal Relationship*

In the European youth field, young people and multipliers are trained for human rights, active participation and social inclusion in the European society. To train these important issues for the further development of the European democratic society, not only knowledge and skills must be transmitted. Also emotional intelligence and emotional competencies are needed as it is already self-evident in the economic sector. Trainers and facilitators in the European field have to deal with these emotional competencies. Rogers' philosophy of interpersonal relationship and the person-centred approach can be used as a very practical and powerful tool and has a great impact on the learning and teaching of these competencies. In this essay, I recall Rogers' basic conditions for development and change and offer examples and exercises for the practical use of his philosophy in the training field.

Contact: peter-wicke@web.de

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#peter](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#peter)

## -----> **6.12. Ragnheidur Stefansdottir TQP: Intercultural learning and children**

*Should we be working on intercultural learning with children?*

When working as a trainer I have often been asked about children and intercultural learning. I have had difficulties answering questions like “Do young children have prejudice against other races?”, “At what age are they able to have prejudice?” “At what age should we begin to teach children about tolerance and accepting other cultures?”, “Which exercise should I use for 10-12 year olds?”, “What kind of questions should I raise in the debriefing session?” After all these questions I got more and more interested in this topic. This paper is about a research that I did trying to find answers to those questions.

Contact: ragga@itr.is

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#ragnheidur](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#ragnheidur)

## -----> **6.13. Silvia Volpi TQP: Evaluation and follow up in the Action Training:**

*Reflections, experiences and some tools*

The topic of this TQP was chosen because of the personal strong motivation to work on the evaluation and the follow up, very often slighted while designing, preparing and implementing a training course at international level. I am convinced that the effect and the quality of a training course and above all of an action training resides in the follow up and in the impact the action itself has at local level as well as in the participants and their realities.

The aim of this TQP is at this stage to collect the ENOA experiences in the frame of the action trainings and to reflect on the importance of the evaluation and follow up, trying to find out general recommendations for the future and to mention some of the most successful tools that could be used by every youth worker or trainer who would like to realise an action training.

The TQP can, shortly, be defined as an attempt to conceptualise the practical experiences made in the past 3 years in ENOA action trainings in relation to the evaluation and follow up elements.

In the future, this study (in which there is a combination of the past experiences and the tools for future activities) will be a part of the guidelines for the ENOA Action Trainings.

Contact: s.volpi@vebaccademia.it

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#silvia](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#silvia)

## -----> **6.14. Simona Molari TQP: Cataclisma**

*Documentation and Training Centre for the Non Formal Languages.*

The subject of this work was born related to my experience in using the non verbal expressive languages both in the national and international cultural fields and in the general educational ones.

After numerous experiences I have perceived the necessity to explore the use of those that for me are denominated the Non Formal Languages. The artistic expression in



general, the use of music, of the theatre, of the circus, of the street theatre, of the cinema, of gymnastics, of cooking art and of all the other non formal communicative expressions in relationship to education and pedagogy arise my curiosity and are exciting to me.

It is even more of a challenge for me to explore the possibility of succeeding in uniting my working passions: the world of show and that of training.

By realising this union and by operating searches contemplated to this aim, I understood that is an endless sector in which the information and the experiences are not so easy to retrieve and to identify. From this analysis the idea of the project “Cataclisma” was born – an ambitious project to start organising all the information, work methodologies, contacts and resources in a network.

Soul and carrying structure of this network is the realisation of a Documentation and Training Centre for the Non Formal Languages, a physical centre in which – besides the papery material, the multimedia supports, the testimonies – there will also be the possibility to develop training activities on these themes using non formal languages.

This objective asks for a continuous searching and cataloguing of information, their sharing on-line and a constant co-ordination among the endless sources of information. This network is realised with an informatics database and from a technical structure of on-line work, and in my TQP-document I also shortly explain the motivations, the structure and the technical operation.

Contact: [simona@cataclisma.it](mailto:simona@cataclisma.it)

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#simona](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#simona)

## -----> **6.15. Sónia Breda TQP: The Tutor Participant's Handbook**

*The role of the tutor-participant in an EYC Language Course*

Thirty years of EYC language courses for youth leaders in Europe have seen the adoption of the tutor participant as a valuable element to the learning process. While being a participant in the language course and studying the language, the tutor participant also holds responsibility for the group dynamics and organising free-time activities. Moreover the tutor participant plays the intermediary between the course team and the participants, offering the unique position to strengthen the bridges between the two.

This handbook for the first time aims to define how to fulfil this role in terms of task description, desired profile and necessary competencies. It includes examples of activities that can be run by the tutor participant and attempts to place the role of the tutor participant in the framework of the European Youth Centre.

Contact: [sonia\\_breda@hotmail.com](mailto:sonia_breda@hotmail.com)

Link: [http://www.training-youth.net/site/training\\_courses/olc\\_atte2003/training\\_quality\\_product/tqp.htm#sonia](http://www.training-youth.net/site/training_courses/olc_atte2003/training_quality_product/tqp.htm#sonia)

# **Xiii - Portfolios**





## 1. Background

### 1.1. A definition coming from a language Portfolio

Portfolio is “a document (...) in which individual learners (...) can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements and experiences together with samples of work they have themselves produced”

(Adapted from the A European Language Portfolio Trim, 1997, p.3)

### 1.2. Product and process oriented

This does not mean the same for everyone. We can find different emphasis that is put on a number of aspects in the implementation.

- Portfolios can help us to describe learning achievements that cannot easily be measured with the usual instruments => product-oriented
- Portfolios can provide us with a device to elicit and direct learning processes that cannot be evoked by the usual tools such as closed assignments => process oriented

Product-oriented	Process-oriented
Reporting	Pedagogical
Assessment tool	Learning tool
Qualifying	Motivating
Certification	Experiences
Conclusive force	Potential learning opportunity
“Hard” pages	“Soft” pages

## 2. The Portfolio in ATTE

The Portfolios in ATTE aimed to:

- To record of learning process and achievements
- To support participants trainers in their self assessment

They covered those two functions (Product-oriented and Process-oriented) because ATTE dealt with both.



- The process part, documented the learning aspects.
- The product part, was made up of the documentation on Practise II and the Quality Training Product as a minimum but also can include other demonstration of what the participant has done as a trainer e.g. An article in a magazine on training (Coyote), a programme of a run training course, an evaluation report, an exercise developed, a video of a training, etc.

It implied keeping the participants trainers documentation in a different way; not something extra in terms of contents.

### 3. Content of the Portfolios

Portfolios were a record of learning process and achievement and included:

- The Training Quality Product
- Documentation of Practice II
- Documentation of Practice I
- Other (individual choice of participant trainers)

### 4. Process of the Portfolios

- Between the 3rd and 4th ATTE Seminars, participants trainers developed their Portfolios.
- The feedback on the Portfolios was part of the overall assessment at the 4th ATTE Seminar in October 2003. The external experts received the Portfolios before the 4th Seminar and they looked at them with respect to their objectives. The feedback on each Portfolio took place in small groups with the external experts, complemented by a collective feedback in Plenary. (See chapter XIV 4.2.3. Feedback Sessions on Portfolios and Training Quality Products)

Note: Due to the load of work and the time constrains, during the 4th Seminar, the priority was given to the discussion and feedback on the Training Quality Products.

### 5. Description of the Portfolios

Three participants submitted their Portfolios.

The three of them had a different approach; showing in a different and complementary way the trainer's competencies and the learning achievements:

- One was similar to a CV (Gülesim)
- Another one consists on a project of a Portfolio website («Mac»)
- The third one is a “report” of Practice I and Practice II (Pascal)





## **XiV - 4th ATTE Seminar: "A TALENT TO EMERGE - QUALITY ASSESSMENT"**

*EYC Budapest, 11th - 18th October 2003*





## 1. Place and function of the Seminar

In order to describe the place of the 4th Seminar within the whole ATTE course, it is useful to review the course description from which the following excerpt is quoted:

“The second year is a “practice period” for the participants trainers during which they will be “learning-on-the-job” as trainers in European level training activities in the youth field (“Practice II”). This allows the participants trainers to apply the competencies and skills acquired during the first programme year. The second year can also involve other training activities in which the trainees are involved in as participants as well as distance learning on the issue of training and non-formal education. While the participants trainers will follow an individual learning process, they can, of course, work together with other course participants during this phase and they are encouraged to exchange their experiences and their professional development with their colleagues. At the end of the second year there is a final evaluation seminar including a final assessment of the competencies and professional qualifications acquired by the participants trainers through the course. This assessment includes a description of the strengths of the participants trainers in the field of training as well as of areas where further development is recommended.”  
(end of quote)

The T-shirt that participants received at the end of the seminar said: “At the end is the beginning”. This last ATTE seminar was characterised by the end of the ATTE course and by the continuation of the youth work out of ATTE. In that sense, there were three basic aspects in this Seminar:

Looking at the past and present....

- 1) The self-assessment and constructive feedback on the Practice II, Training Quality Products and individual training competencies.
- 2) The evaluation and closing of ATTE

Looking at the future...

- 3) The dissemination of the ATTE products/outcomes and the development future co-operation of actors involved in youth work training in Europe.

## 2. Aim, objectives and learning objectives

The ATTE course team defined the aims and objectives of the “A Talent To Emerge - Quality Assessment” Seminar as follows:

## -----> 2.1. Aim

- To evaluate the first ATTE course, to plan the application and dissemination of its outcomes, and to develop future co-operation in the field of youth work training in Europe.

## -----> 2.2. Objectives

- To close and to evaluate the ATTE learning processes and outcomes, and specifically to create a space for self-assessment and constructive feedback on the Training Quality Products, Practice II and individual training competencies.
- To give recognition to work done by the participant trainers in ATTE.
- To evaluate the ATTE course 2001 to 2003
- To contribute to the quality development in youth work training in Europe
- To facilitate the accessibility of the products developed within the ATTE context.
- To plan the application and dissemination of the outcomes of ATTE.
- To develop future co-operation of actors involved in youth work training in Europe.
- To enjoy and celebrate the closing of the first ATTE course.

## 3. Programme, list of contents, according to the learning strands

### -----> 3.1. Programme

For the achievement of the described aim and objectives of the Seminar, the ATTE course team prepared the following programme:

Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th
	Breakfast	Breakfast	Breakfast
Arrivals	Opening and introduction to the seminar Reconnecting the ATTE community: Sharing of experiences since the last seminar	Feedback Sessions on Portfolios and Training Quality Products	Self – Assessment Form (SAF) Rendezvous Round 1 Round 2
Lunch	Lunch	Lunch	Lunch
Arrivals Optional reading of portfolios and Training Quality Products	Practice II – What did we learn about Quality? Self – Assessment Form (SAF) Rendezvous	Feedback Sessions on Portfolios and Training Quality Products Panel discussion on the Portfolios and TQPs Training competencies and self assessment:	Presentation and discussion with Hendrik OTTEN Self – Assessment Form (SAF) Rendezvous cont'd Round 3
Dinner	Dinner	Dinner	Dinner
Welcome evening	Self-organised activities	Self-organised activities	Dinner on the Danube



Wednesday 15th	Thursday 16th	Friday 17th	Saturday 18th
Breakfast	Breakfast	Breakfast	Breakfast
Partnership Evaluation Self – Assessment Form (SAF) Rendezvous cont'd Round 4 Round 5 Round 6	ATTE evaluation and future conclusions: Warming up + photo/scene of ATTE learning features + questionnaire + Group discussion: • ATTE Features and their interconnection • Recommendations for future ATTE courses	Future perspectives cont'd: Input by Peter Lauritzen + Fishbowl + Preparation of conclusions in groups	Departures
Lunch	Lunch	Lunch	Lunch
Individual reflection time Statements by participants trainers External ATTE Evaluation: Progress report by Lynne CHISHOLM	ATTE evaluation and future conclusions: Sharing in plenary Future perspectives: • European policy development in youth training • Training concepts and methodologies • Working as a trainer Input / Panel discussion on working with trainers: Policy and practice: Tony GEUDENS (SALTO) and Goran BULDIOSKI (EYC Budapest) László Földi (Hungarian National Agency)	Future perspectives cont'd: Presentation of conclusions ATTE and the world by Dr Howard Williamson Closing Statement by Mr Peter Lauritzen Closing ceremony Reception	Departures
Dinner	Dinner	Dinner	
Self-organised Activities	Optional: Presentation of "TOY database"	ATTE Gala	

## Daily programme

### Saturday, 11 October

Participants arrive before 19h00

19:00 Dinner

21:00 welcome evening in the ATTE Café  
ATTE movie

### Sunday, 12 October

09:30 Welcome words and introduction to the guests  
Programme of the day  
Official opening by Mr Rui Gomes, Programme and Training  
Administrator, Directorate of Youth and Sport, Council of Europe

10:00 Juggling balls workshop  
— Opening activity – learning as an ongoing process

10:30 Introduction to the seminar Programme  
— Aims, objectives and programme outline

10:45 Introduction to the timeline exercise and the project grid  
— Reconnecting the ATTE community from January to October

Break

11:15 Timeline exercise and Project grid  
— Reconnecting the ATTE community from January to October

Lunch

15:00 Practice II – What did we learn about Quality?  
— Evaluation of Practice II according to the quality criteria

17:30 Self – Assessment Form (SAF) Rendezvous  
— Introduction to the self assessment procedure

Self-organised evening activities

### Monday, 13 October

09:30 Feedback Sessions on Portfolios and Training Quality Products  
— Introduction to the session  
— Introduction to the experts  
Ms Teresa Cunha, lecturer, University of Coimbra, Portugal  
Mr Peter Friese, Director of the Peter Sabroe Seminariet, National Institute for  
Social Education, Denmark  
Mr Gavan Titley, researcher and lecturer, Renvall Institute for Area and Cultural  
Studies, University of Helsinki, Finland

10:00 Small group feedback to the Training Quality Products and Portfolios  
— First session

12:00 Small group feedback to the Training Quality Products and Portfolios  
— Second session

Lunch

14:30 Small group feedback to the Training Quality Products and Portfolios  
— Second session continued



Break

16:00 Panel discussion

- Discussion with the experts following the small group feedback

Self-organised evening activities

### **Tuesday, 14 October**

09:30 Feedback to Self-Assessment

- Introduction to the process and the following two days

10:45 Feedback - Round 1

- Feedback from mentors and participant-trainers

12:00 Feedback - Round 2

- Feedback from mentors and participant-trainers

Lunch

14:30 Training Competencies and Self-Assessment

- Presentation by Mr Hendrik Otten, Director of IKAB e.V., Institut für angewandte Kommunikationsforschung in der Ausserschulischen Bildung, Bonn, Germany.
- Followed by discussion

17:00 Feedback - Round 3

- Feedback from mentors and participant-trainers

Self-organised evening activities

### **Wednesday, 15 October**

09:00 Programme of the day

Partnership Evaluation

09:30 Feedback - Round 4

- Feedback from mentors and participant-trainers

10:45 Feedback - Round 5

- Feedback from mentors and participant-trainers

12:00 Feedback - Round 6

- Feedback from mentors and participant-trainers

Lunch

Individual Reflection Time

16:00 Me as a trainer now

- Statements by participants

17:30 ATTE external evaluation

- Progress report by Dr Lynne Chisholm, external evaluator

Introduction to the ATTE evaluation

- Questionnaire

Self-organised evening activities

### **Thursday, 16 October**

09:30 Evaluation of ATTE

- Aims and process



- Group exercise
- 10:15 ATTE evaluation questionnaire
  - Completion
- 11:30 “What does it mATTEr” groups
  - Features of ATTE and their interconnection
  - Recommendations for possible future ATTE courses

Lunch

- 14:30 mATTEr groups - Report
  - Plenary and Conclusions
- 16:30 Future perspectives
  - Working groups on the following topics

European policy development in youth training

Training concepts and methodologies

Working as a trainer

- 17:30 Input / Panel discussion on working with trainers: Policy and practice
  - Mr Goran Buldioski, Educational Advisor, Directorate of Youth and Sport, Council of Europe
  - Mr László Földi, Deputy-Director Mobilitás, National Agency for the YOUTH programme
  - Mr Tony Geudens, Project co-ordinator SALTO, Support for advanced Learning and Training Opportunities within the YOUTH programme, JINT v.z.w., Belgium
- 20:30 Presentation of TOY database
  - Optional evening activity

Self-organised evening activities

### **Friday, 17 October**

- 09:30 Future perspectives
  - Input by Mr Peter Lauritzen, Head of department for Education, Training, Research and Communication, Directorate of Youth and Sport, Council of Europe
  - Fishbowl discussion
  - Preparation of conclusions in groups

Lunch

- 14:30 Presentation of conclusions on future perspectives
- 15:00 ATTE and the world by Dr Howard Williamson, School of Social sciences, Cardiff University, Wales, U.K.
- 15:40 Closing Statement by Mr Peter Lauritzen on behalf of the Partnership Agreement on European Youth Worker Training between the Council of Europe and the European Commission
- 16:00 Closing ceremony
- 16:30 Reception
- 20:00 ATTE Gala





## → 3.2. List of contents

In the following section there is a detailed description of all the sessions of the programme. What follows is just a synthetic and chronological list of contents for a quick global understanding of the programme and its flow.

### **Arrival, optional reading of Portfolios and Training Quality Products**

- Back again in the EYCB and taking a look to the Portfolios and TQPs.

### **Welcome evening**

- Opening of the ATTE Café, enjoying the ATTE movie and the Team song.

### **Opening and introduction to the seminar**

- Starting and understanding the aim and role of the last ATTE Seminar.

### **Reconnecting the ATTE community**

- Re-building of the group and sharing experiences since last Seminar.

### **Practice II – What did we learn about Quality?**

- Looking back to Practice II through the quality criteria, discussing what we learnt from it and identifying future challenges.

### **Self-Assessment Form (SAF) Rendezvous**

- Reminding the objectives of the Self Assessment Form and getting feedback on it from mentors and other colleagues.

### **Feedback Sessions on Portfolios and Training Quality Products**

- Giving and receiving feedback from colleagues, team members and invited experts on the Portfolios and Training Quality Products.

### **Panel discussion on the Portfolios and TQPs**

- Reflecting on the nature, future use and value (as learning feature and as assessment tool) of the Portfolios and TQPs.

### **Presentation and discussion with Hendrik OTTEN**

- Discussing with the author of the Study on trainers competencies and the Self Assessment form

### **Partnership Evaluation**

- Contributing to the external evaluation of the Partnership

### **Individual reflection time and statements by participants trainers**

- Reflecting and sharing what I can, I know, I feel, I will, I have become

### **External ATTE Evaluation: Progress report**

- Exchanging and discussing on the findings of the external evaluation so far

### **ATTE evaluation and future conclusions**

- Evaluating the whole ATTE course and making proposals for the future

### **Future perspectives:**

- Reflecting upon the professional future in three directions: European policy development in youth training, training concepts and methodologies, working as a trainer

- Reflecting and discussing about the future perspectives after ATTE considering the developments in European youth training

#### **Input/panel on policy and practice (SALTO, National Agencies and DYS of the CoE)**

- Receiving information and discussing with these three possible future partners - “employers”

#### **ATTE and the world**

- Putting ATTE into perspective, relating it with the “outside world”: youth work and training practice in Europe

#### **Closing statement and closing ceremony**

- Closing ATTE, thanking everybody, saying bye, wearing an ATTE T-shirt and taking a group photo

#### **Reception and ATTE Gala**

- Celebrating ATTE

#### **Seminar Evaluation**

- Back home, evaluating the seminar

### **3.3. According to the learning strands**

Another way of looking at the Seminar is through the four learning strands as described in the Chapter I 5.1:

- 1) Learning in the group
- 2) Learning as a trainer
- 3) Learning as a self-directed learner
- 4) Learning about training aspects

According to those strands, the sessions of the programme of this 4th Seminar could be grouped as follows:

#### **Learning in the group**

- Welcome evening
- Opening and introduction to the seminar
- Reconnecting the ATTE community
- Partnership Evaluation
- External ATTE Evaluation: Progress report
- ATTE evaluation and future conclusions
- ATTE and the world
- Closing statement and closing ceremony
- Reception and ATTE Gala
- Seminar Evaluation

#### **Learning as a trainer**

- Arrival, optional reading of Portfolios and Training Quality Products
- Practice II – What did we learn about Quality?
- Feedback Sessions on Portfolios and Training Quality Products
- Panel discussion on the Portfolios and TQPs



- Future perspectives
- Input/panel on policy and practice (SALTO, National Agencies and DYS of the CoE)

#### Learning as a self-directed learner

- Self-Assessment Form (SAF) Rendezvous
- Presentation and discussion with Hendrik OTTEN
- Individual reflection time and statements by participants trainers

#### Learning about training aspects

The result of this grouping is clearly subjective but very relevant. Without simplifying the programme structure, this grouping helps a lot for the understanding of the ultimate educational intention of each programme session and of the whole Seminar.

In this last Seminar there was not any Session putting the biggest accent on “Learning about training aspects” such as: Life Long Learning, European Citizenship, Pedagogy... In such a “closing Seminar” it is very logic and natural the absence of new training themes/predominantly thematical sessions.

Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th
	Breakfast	Breakfast	Breakfast
Arrivals	Opening and introduction to the seminar Reconnecting the ATTE community: Sharing of experiences since the last seminar Feedback Sessions on Portfolios and	Training Quality Products	Self – Assessment Form (SAF) Rendezvous Round 1 Round 2
Lunch	Lunch	Lunch	Lunch
Arrivals Optional reading of portfolios and Training Quality Products	Practice II – What did we learn about Quality? Self – Assessment Form (SAF) Rendezvous	Feedback Sessions on Portfolios and Training Quality Products Panel discussion on the Portfolios and TQPs Training competencies and self assessment:	Presentation and discussion with Hendrik OTTEN Self – Assessment Form (SAF) Rendezvous cont'd Round 3  Dinner
Dinner	Dinner	Dinner	Welcome evening
Self-organised activities	Self-organised activities	Dinner on the Danube	

Wednesday 15th	Thursday 16th	Friday 17th	Saturday 18th
Breakfast	Breakfast	Breakfast	Breakfast
<p>Partnership Evaluation</p> <p>Self – Assessment Form (SAF)</p> <p>Rendezvous cont'd</p> <p>Round 4</p> <p>Round 5</p> <p>Round 6</p>	<p>ATTE evaluation and future conclusions:</p> <p>Warming up + photo/scene of ATTE learning features + questionnaire +</p> <p>Group discussion:</p> <ul style="list-style-type: none"> <li>• ATTE Features and their interconnection</li> <li>• Recommendations for future ATTE courses</li> </ul>	<p>Future perspectives cont'd:</p> <p>Input by Peter Lauritzen + Fishbowl +</p> <p>Preparation of conclusions in groups</p>	Departures
Lunch	Lunch	Lunch	Lunch
<p>Individual reflection time</p> <p>Statements by participants trainers</p> <p>External ATTE Evaluation:</p> <p>Progress report by Lynne CHISHOLM</p>	<p>ATTE evaluation and future conclusions:</p> <p>Sharing in plenary</p> <p>Future perspectives:</p> <ul style="list-style-type: none"> <li>• European policy development in youth training</li> <li>• Training concepts and methodologies</li> <li>• Working as a trainer</li> </ul> <p>Input / Panel discussion on working with trainers: Policy and practice: Tony GEUDENS (SALTO) and Goran BULDIOSKI (EYC Budapest)</p> <p>László Földi (Hungarian National Agency)</p>	<p>Future perspectives cont'd:</p> <p>Presentation of conclusions</p> <p>ATTE and the world by Dr Howard Williamson</p> <p>Closing Statement by Mr Peter Lauritzen</p> <p>Closing ceremony</p> <p>Reception</p>	Departures
Dinner	Dinner	Dinner	
Self-organised Activities	Optional: Presentation of "TOY database"	ATTE Gala	



## 4. Description of the programme sessions

### -----> 4.1. Learning in the group

#### 4.1.1. Welcome evening

Date and time: 11th of October 2003 21h – 23h

Duration: 2 hours

Responsible: The whole team

Background / Rationale:

- Participants trainers were asked to send before the seminar their Portfolio and TQPs which were as well available in the virtual platform.

Aim and objectives:

- To re-create a group feeling
- To re-establish the personal and direct contact.

Session outline:

- The team arrange and prepare the Café (tables, chairs, a piano, some drinks...)
  - The team -dressed like bartenders- served some drinks and snacks
- Projection of the traditional ATTE movie and interpretation of two ATTE songs.

#### 4.1.2. Opening and introduction to the seminar

Date and time: 12th of January 2003 — 9h30m-10h45m

Duration: 1 hour 15m

Responsible: Rui + Helmut + Paul + Erzsébet

Aim and objectives:

- To open the Seminar
- To achieve a shared overview of this last Seminar
- To understand the coherence of contents and the flow of the programme

Session outline:

- Helmut introduced the programme of the day. He also informed the group about the absences, delays and about the new persons joining the course: new external evaluator assistants, experts, evaluator for the Partnership Programme...
- Rui welcomed everybody reminding the Introduction Seminar (the last time that ATTE was in the EYCB). He briefly explained some of the main changes and developments in the EYCB since that moment: new staff, training courses on European Citizenship... He finally referred to the impact that some ATTE features (Quality, Distance Learning, Citizenship...) are having and will have in the youth training scene.
- Paul introduced the juggling balls workshop. Connecting with the previous ATTE juggling experiences, in this workshop, participants trainers learnt how to do juggling balls out of balloons and rice. Then they practised in small groups and they shared their progress. This workshop underlined the learning as an on-going process.

- Erzsébet introduced the programme of the Seminar built up on three pillars: the evaluation in terms of quality of the ATTE outcomes (Practice II, TQPs and Portfolios), the self assessment (enriched by the mutual feedback and complemented with the discussion on Training competencies) the evaluation of ATTE and the discussion on future perspectives

#### **4.1.3. Reconnecting the ATTE community**

Date and time: 12th of January 2003 — 11h15m-13h

Duration: 1 hour 45m

Responsible: Inge + Erzsébet

Aim and objectives:

- To reconnect the group
- To share experiences since last Seminar

Session outline:

- Preparation of a visual calendar (11h15m-12h)

Participants were asked:

- to create a vision of what happened in their life from January to October in small time-boxes (calendar); one for each month (i.e. marked squares by masking tape) in which different materials for different months can be used. People put their name by their creation.
- to fill a grid describing very briefly what happened in Practice II: ATTE Participant, Title/Type of training, Main Aims, Place, Number of Participants, Number of training days and Self-Evaluation (using some drawings for it).
- Visiting the exposition (12h-12h30m)

Everyone walked around to comment and ask. There was no presentation.

#### **4.1.4. Partnership Evaluation**

Date and time: 15th of October 2003 — 9h-9h30m

Duration: 30m

Responsible: Ulrika Westin

Background / Rationale:

The ATTE course is run under the Partnership Agreement between the Council of Europe and the European Commission on Youth-Training. At the end of the present Covenant, an external evaluation of the Partnership courses took place - as part of the overall evaluation-.

Aim and objectives:

- To evaluate ATTE in the light of the overall Partnership evaluation

Session outline:

Ulrika introduced the Partnership evaluation and the questionnaire for ATTE participants trainers.



#### 4.1.5. External ATTE Evaluation: Progress report

Date and time: 15th of October — 16h30m-19h

Duration: 2 hours 30m

Responsible: Inge for the facilitation  
Lynne for the input

Background / Rationale:

“Being a pilot course, an appropriate and ongoing evaluation of effectiveness with respect to individual learning, group learning, institutional investment and turnover will be necessary”

*(ATTE course description)*

Aim and objectives:

- To contribute, at the end of it, to the evaluation of the ATTE course
- To improve the quality of training for trainers in non-formal youth education at European level.

Session outline:

- Input (16h30m – 17h 30m)

Lynne presented the External ATTE Evaluation Progress report. The main points of this “progress report” were:

- Training features ... becoming explicit
- Quality of training and learning
  - What worked well?
  - What could have worked better?
  - What didn't really work?
- ... recognising learning outcomes
- Course organisation and planning
- ... acquiring professional capital
- Workload and resourcing
- What is needed for ATTE-2?

- Open discussion

Participants trainers could ask and discuss the findings of the external evaluation so far and the process until the finalisation of the external evaluation.

#### 4.1.6. ATTE evaluation and future conclusions

Date and time: 16th of October — 9h30m-13h (Coffee break included)  
14h 30m-16h

Duration: 4 hours 30m

Responsible: Inge + Mark

Background / Rationale:

Aim and objectives:

Aim:

To evaluate the overall ATTE course

Objectives:



- to facilitate dialogue between participants about the whole course;
- to gain feedback about the ATTE features and to what extent they interlink
- to hear recommendations from participants for the possible future of ATTE

Session outline:

- Intro (9h30m-10h)

Inge introduced the aims of the day/of the evaluation. To refresh the memories she read from her agenda the ATTE meetings and the main topics of those meetings.

- Warming-up and visual evaluation (10h – 10h 30m)

As warming- up, first individually and then in groups, participants trainers were invited to represent different photos: animals, course directors, a family on the beach...

In groups, participants trainers play a photo/scene of the ATTE learning features and seminars. The others had to guess:

1st seminar in Strasbourg, 4th seminar in Budapest, 2nd seminar in Radovljica , 3rd seminar in Strasbourg, Introductory Seminar in Budapest  
OLC, Mentoring, TQPs, Practice II, Peer support groups

- Time to fill the evaluation questionnaire (10h 30m – 11h 30m - Coffee break included)

- “What does it matter?” groups (11h 30m – 13h)

In the same reflection groups that existed in the first Strasbourg seminar (without the team), participants trainers shared their opinions about the extent to which the features of ATTE interlinked during this two-year process:

Practice I, Practise II, Training Quality Product, Seminars, Open Learning Community / Virtual Platform, Topic Groups, Peer Support groups, Self-Directed learning (Personal Development plan – Self Perception Inventory – Self Assessment Form), Mentoring, External evaluation

Participants trainers discussed their recommendations for possible future ATTE courses and prepared a report of 10 minutes for the plenary.

Suggested question: How should/will ATTE contribute to the quality improvement of Training and Youth Work in Europe?

- Reporting back in plenary (14h 30m – 16h)

Each group wrote their recommendations on coloured cards to be placed on the “future wall”. Inge did a final summing up.

#### 4.1.7. ATTE and the world

Date and time: 17th of October 2003 — 15h30m-16h15m

Duration: 45m

Responsible: Dr Howard Williamson, School of Social sciences, Cardiff University, Wales, U.K.

Aim and objectives:

- To put ATTE into perspective, relating it with the “outside world”: youth work and training practice in Europe.
- To encourage participants trainers for the ATTE follow-up back home

Session outline:

- Input by Howard Williamson





The guiding ideas of this input were:

- Brief personal/professional intro:
- Looking back to the Curriculum and Quality development group
- ATTE pioneering project (Partnership in an enlarged Europe, Precursor to the EU White Paper, Foundation for further Partnerships, Citizenship)
- Citizenship (from retrospective endeavour to proactive implementation)
- Emerging/uneasy issues in Training : Assessment and evaluation, Accreditation and validation
- Formal –Non formal
- In ATTE you got a rich experience of all this on different levels: political, professional, pedagogical and practical
- Some hopes: Connection of research, policy and practice  
Engagement of young people – participation  
Training towards an integrated European youth work qualification
- Combating exclusion is a challenge at local level, but you, in ATTE, have worked on how that journey can reach a European level through concrete projects and opportunities. Go and multiply it!

#### **4.1.8. Closing statement and closing ceremony**

Date and time: 17th of October 2003 — 16h 45m-17h 30m

Duration: 45m

Responsible: Peter Lauritzen for the closing statement  
The whole team for the closing ceremony

Aim and objectives:

- To close the 4th Seminar and the ATTE course

Session outline:

- Closing statement (16h 45m – 17h)

On behalf of the Partnership, Peter Lauritzen closes the course reminding the achievements and value of ATTE as pilot experience and inviting participants trainers to meet their responsibility in the follow-up.

- Thanks! + Last message from the team (17h – 17h 15m)

To the participants trainers, the team, the external evaluators, administrators, secretariat, documentalist and members of the Curriculum-Quality Development Group. The team read a last message using the metaphor of a train trip

- Presents + Photos (17h 15m – 17h 30m)

The certificates will be sent afterwards, but the T-shirts are there (At the end is the beginning!)

Photo session with the new T-shirts

#### **4.1.9. Reception and ATTE Gala**

Date and time: 17th of October 2003 — 17h30m - ?

Duration: Different for different participants trainers

Responsible: Everybody... Nobody irresponsible!?

Background:



Before the seminar it was communicated that everybody should bring Gala clothes; whatever this might mean all around Europe.

Aim and objectives:

- To celebrate ATTE
- Unknown particular/personal objectives

Session outline:

- Reception (17h 30 – 18h)

A glass of champagne / juice... Cheers! Rui had to leave... Oohh

- Gala dinner (20 h – 21h 30m)

Buffet, long table, very elegant people around (quite unusual in youth work)

- Life music: (21h 30m – 23 h)

Rock and roll and swing... Life! The band got depressed when people start to sing ATTE songs.

- ATTE songs (23-23h 15m)

The participants to the team, the team to the participants... Good intentioned but participants trainers should improve their writing lyrics skills.

- Some dancing + talking (23h 15m – 24h)
- Surrealistic Miss – Mister competition (24 h – oh 30m)
- More dancing + talking (oh 30m - ?)

#### **4.1.10. Seminar Evaluation**

Date and time: 29th of October 2003

Responsible: The whole team

Aim and objectives:

- Evaluate the ATTE 4th Seminar

Session outline:

“You might have wondered why there was no seminar evaluation at the end of our last seminar in Budapest: it was not forgotten, but it just seemed to be too much to do it then, on the last day, at the end of the end. Here it is: the last seminar evaluation form, which we ask you to complete and return as soon as possible, and until 15 November 2003 at the latest, to Dianna (dianna.osayande@coe.int). It will also be posted on the OLC and the virtual community.”

*(Message from Helmut to the ATTE participants on the 19th November 2003)*

### **-----> 4.2. Learning as a trainer**

#### **4.2.1. Arrival, optional reading of Portfolios and Training Quality Products**

Date and time: 11th of October 2003 — All along the day until 19h

Responsible: The whole team

Background / Rationale:



- Participants trainers were asked to send before the seminar their Portfolio and TQPs which were as well available in the virtual platform.

Aim and objectives:

- To give participants trainers the opportunity to get to know the Portfolios and TQPs from their colleagues before working together on them in the following days.

Session outline:

- At their arrival, participants trainers received a folder with a welcome letter and daily programme
- The team prepared copies of the Portfolios and TQPs which were available for reading at a table.

#### **4.2.2. Practice II – What did we learn about Quality?**

Date and time: 12th of October 2003 — 12h 30m-13h  
15h-17h 30m (coffee break included)

Duration: 2 hours 30m

Responsible: Karolina

Aim and objectives:

- To evaluate Practice II through the categories of quality criteria.
- To continue the discussion on Quality, formulating some conclusions and identifying future challenges

Session outline:

- Intro to the Session (12h 30m – 13h)

Karolina introduced the Session reminding the previous work done in ATTE on Quality: Quality Criteria for Practice I in the first Seminar and Outcomes of the Exploration groups in the third Seminar.

Helmut informed the participants about the developments on Quality in the Youth Directorate of the CoE: experts group on Quality and expert group on a Portfolio for non-formal education

- Working groups (15h – 17h - coffee break included)

Participants trainers meet in working groups formed by the team according to the Practice II topics. With the help of a working sheet, participants trainers:

Briefly shared their Practice II

Prioritised some quality criteria categories that they wanted to look at

Discussed how this happened in practice and what they learnt from it

Group 1: Gulesin, Vitalii, Tanja, Mac, Denis, Eva

Group 2: Davide, Anca, Xenia, Peter, Aija

Group 3: Ronald, Eva, Zilvinas, Luis, Sonia, Sladja

Group 4: Evija, Felix, Carina, Silvia, Nikolai

Group 5: Simona, Pascal, Marta, Miriam, Mario

- Sharing in the Future Conclusions Wall (17h – 17h 30m)

Each group pasted up on a wall their conclusions and future challenges on Quality. Participants trainers walked around to know the outcomes of the different



groups. This Future Conclusions Wall stayed open for the following days for participants trainers to be able to add new ideas and challenges for the future.

#### **4.2.3. Feedback Sessions on Portfolios and Training Quality Products**

Date and time: 13th of October 2003 — 9h 30m – 15h 30m (Coffee and lunch break included)

Duration: 4 hours

Responsible: Erzsébet + Karolina for the introduction

The whole team and the experts for the feedback sessions

Background / Rationale:

The idea of the Portfolios and Training Quality Products was introduced in ATTE 3rd seminar (see 4.10 and Annex H of 3rd Seminar Report).

Participants trainers should develop their Portfolios and TQPs during 2003 and submit them before the 30th of September so that the colleagues and expert have some time to read them.

At their arrival to this 4th Seminar those documents were available for reading (see 6.2.1).

Aim and objectives:

- To give participants trainers the opportunity to give and receive feedback (from colleagues, team members and experts) on their Portfolios and TQPs.

Session outline:

- After my final ATTE SPI and the “I work in a butter factory” energiser, Erzsébet introduced the session reminding the sense and aims of the Portfolios and TQPs:

The Portfolios and TQPs are an opportunity to demonstrate the competencies as a trainer

The Portfolios and TQPs are a tool to systematise the accumulated knowledge of the training experiences.

The Portfolios and TQPs are a contribution to quality in European youth worker training – one of the overall aims of ATTE.

- Erzsébet and Karolina introduced the invited experts:

Ms Teresa Cunha, lecturer, University of Coimbra, Portugal

Mr Peter Friese, Director of the Peter Sabroe Seminariet, National Institute for Social Education, Denmark

Mr Gavan Titley, researcher and lecturer, Renvall Institute for Area and Cultural Studies, University of Helsinki, Finland

- The feedback was organised in two sessions and in groups as follows:

1st Session: 10h – 12h (Coffee break included)

2nd Session: 12h – 13h and 14h 30m – 15h 30m

Group 1: Simona (TQP/PF), Felix (TQP/PF), Éva, Vitalii

1st Session with Rui and Peter Friese

2nd Session with Rui

Group 2: Silvia (TQP/PF), Luis (TQP/PF), Tania, Xenia

1st Session with Paul and Gavan Titley



2nd Session with Paul

Group 3: Carina (TQP/PF), Pascal (TQP/PF), Zilvinas

1st Session with Mark and Teresa Cunha

2nd Session with Mark

Group 4: Mac (TQP/PF), Peter (TQP/PF), Miriam (TQP/PF), Nikolai

1st Session with Helmut

2nd Session with Helmut and Peter Frieze

Group 5: Gülesin (TQP/PF), Denis (TQP/PF), Mario (TQP/PF), Sladja

1st Session with Karolina

2nd Session with Karolina and Gavan Titley

Group 6: Ronald (TQP/PF), Davide (TQP/PF), Evija (TQP/PF), Marta, Sonia

1st Session with Erzsébet

2nd Session with Erzsébet and Teresa Cunha

(TQP/PF indicates that those participants trainers had ready for this Seminar their Portfolios and/or TQPs)

There were some proposed questions for the small-group feed-back:

- To what extent can this be useful for actors in the field of European youth worker training?
- How does this material contribute to the development of training on a European level?
- Does it address a need within European youth worker training?
- In which way could it be improved?
- Related to portfolios: what picture does the portfolio give of the trainer concerned?

#### **4.2.4. Panel discussion on the Portfolios and TQPs**

Date and time: 13th of October 2003 16h - 18h

Duration: 2 hours

Responsible: Inge + Erzsébet for the introduction and facilitation

The experts for launching the debate

Background / Rationale:

After the feedback session in groups, this session would allow to tackle some general concerns and perspectives of the Portfolios and TQPs.

Aim and objectives:

- To discuss the main concerns on the Portfolios and TQPs coming from the feedback session in group.
- To continue reflecting on the nature and future use of the Portfolios and TQPs as well as on their value as learning feature and assessment tool.

Session outline:

- The three invited expert started giving their opinion, after the feedback session, about what is a TQP. Then there was an open discussion about it.
- Afterwards experts were asked about the common characteristics that they found in the Portfolios and TQPs



- After a short break, there was a general discussion about the issue of assessment/evaluation through the Portfolios and TQPs and about what would be the future use of them.

#### 4.2.5. Future perspectives

Date and time: 16th of October 2003 — 16h 30m-17h 45m

17th of October 2003 — 9h30m

15h30m (Coffee and lunch break included)

Duration:

16th of October 2003: 1 hour 15m

17th of October 2003: 4 hours

Responsible: Paul + Karolina for the facilitation

Aim and objectives:

16th of October 2003

- As trainers, reflect and discuss about the future professional perspectives in three different directions:
  - European policy development in youth training,
  - Training concepts and methodologies
  - Working as a trainer

17th of October 2003

- To reflect and discuss about the future perspectives after ATTE considering the developments in European youth training (quality and recognition in non-formal education; enlargement – the larger Europe; life-long-learning)

Session outline:

16th of October 2003

- Intro (16h 30m – 16h 40m)

Paul and Karolina introduced the objectives of the Session

- Working groups (16h 40m – 17h 45m)

With the help of a working sheet, the participants trainers discussed in three different groups the future perspectives on: European policy development in youth training, training concepts and methodologies and working as a trainer.

17th of October 2003

- Intro of the day and of the Session (9h 30m - 10h)

Last technical announcements, Karolina introduced the overall context of ATTE referring the “circles” included in the final report of the Curriculum and Quality Development Group

- Input by Mr Peter Lauritzen (10 h - 11h)

On developments in European youth training (quality and recognition in non-formal education; enlargement – the larger Europe; life-long-learning) The main ideas –in key words- of this input were:

- 11th September 2001: Point of reference in the history
- Global context: Inequality, more than 2/3 of humanity belong to the 3rd world
- Difficulties:



- The traditional triangle Market-State-Civil Society is out of order
- “How to go back into the film”?
- Problems of democracy: Erosion of parties, Corruption...
- Political didactics: How to connect the Development of Civil Society with Education?
  - Terms such as Social Justice, Solidarity, Empathy, Tolerance are out. Obedience, distance are in. Some are used meaning exactly the opposite: transparency, decentralisation, democracy... Hard time for complexity, critical and multi-dimensional thinking. Optimistic? Pessimistic? Optimism of action!
  - It is possible the development of democratisation in Europe, the transnational democracy in Europe. It is possible to open the European Labour Market, the Education and training systems, the European Institutions. We need to escape the dichotomy: Increasing integration – Deficit of democracy. “We have made Europe, now we have to do Europeans”. The alternative to “repression” is education which implies more democracy.
- Developments in European youth training:
  - Joint statement EU-CoE on the recognition of Education and training. In three directions: employability, personal development and European Citizenship.
  - Developments in LLL: 8 groups/sections: Intergenerational education and learning, creating a participative learning culture, develop programmes to prevent exclusion, develop community based forms of learning, create a complete documentation of learning steps, work on a better balance between professional and academic qualifications, European Citizenship, Validation and assessments systems
  - Steering committee for Training and Youth (SALTO, NAs, YFJ, CoE)  
Action fields: recognition, quality standards and validation, minorities, inclusion, Euromed and South East. We will have a “Bridges for training 2004”. Development of White Paper (living together).
  - A future working field will probably be the Voluntary Service (Transition School-Jobs, Carrying people, responding to social needs
  - CoE Youth Work – Research and Training is linked to the basic ideas of Inclusion/access, education-repression, ICL values (creativity, solidarity + social justice, empathy, tolerance of ambiguity.
- “A realistic appreciation of the world to forward a humanistic polity”
- Fishbowl discussion (11h 30m - 12h 15m)
- Preparation of conclusions in groups (12h 15m – 13h)
- Presentation of conclusions on future perspectives (14h 30m – 15h 30m)

#### **4.2.6. Input/panel on policy and practice (SALTO, National Agencies and DYS of the CoE)**

Date and time: 16th of October 2003 — 17h 45m-19h

Optional presentation of TOY Database — 21h-22h

Duration: 1 hour 15m

Responsible:

- Karolina for the intro and facilitation
- Mr Goran Buldioski, Educational Advisor, Directorate of Youth and Sport, Council of Europe



- Mr László Földi, Deputy-Director Mobilitás, National Agency for the YOUTH programme
- Mr Tony Geudens, Project co-ordinator SALTO, Support for advanced Learning and Training Opportunities within the YOUTH programme, JINT v.z.w., Belgium

#### Background / Rationale:

The National Agencies of the Youth Programme, the Youth Directorate of the CoE and SALTO are possible employers of youth trainers. For that reason, at the end of ATTE, it was convenient to receive some information about their training policy, training programme and working possibilities.

#### Aim and objectives:

- To give participants trainers the possibility to receive information and discuss - with SALTO, NAs and the Youth Directorate- about their training policy, training programme and working possibilities.

#### Session outline:

- Brief intro/input (17h 45m – 18h 30m)

##### NAs:

- Their roles (Administrators + Developers of Youth Policy)
- Different policy, needs, recruitment strategies in different countries
- Some NAs have their databases, there is a need of trainers
- Reflect about the strategy to approach them and be patient!

##### SALTO:

- Info about the 8 resource centres and main priorities:  
Euromed, south-east Europe, CIS, Inclusion, Youth Initiatives, Cultural diversity, Training and Co-operation, Information
- For 2004 40 training activities, open selection recruitment through TOY
- Brief presentation of TOY data base. More details at 21h
- More infos in [www.salto-youth.net](http://www.salto-youth.net)

##### DYS CoE:

-Intro to the pool of trainers:

Why? Shortage of educational staff, need for specialist

What? A data base.. Not an Agency, Union, Guild

What do they do? Ext. education adviser for Study Sessions  
Team members of Training Courses  
Raporteurs, editors, experts

Who are members? Minimum competencies (junior-senior)

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Recruitment? Call for interest twice per year and occasionally

Activities? 20-25 Study Sessions + 5-6 Training Courses

Co-ordination and update meeting: Once every 2 years

- Questions-brief discussion (18h 30m – 19h)
- Optional presentation of TOY Database (21h – 22h)





### → 4.3. Learning as a self-directed learner

#### 4.3.1. Self-Assessment Form (SAF) Rendezvous

Date and time:

12th of October 2003 — 17h30m-18h

14th of October 2003 — 9h 30m-10h45m

14th of October 2003 — 10h45m-11h45m — Round 1

14th of October 2003 — 12h-13h — Round 2

14th of October 2003 — 17h-8h — Round 3

15th of October 2003 — 9h30m-10h 0m — Round 4

15th of October 2003 — 10h45m-11h45m — Round 5

15th of October 2003 — 12h-13h — Round 6

Duration: 6 hours 30m in total

1 hour per round, per mentor-mentee feedback session

Responsible: Mark + Paul for the introduction

The whole team for the feedback sessions

Background / Rationale:

“The first objective in the course description for the October seminar says:

To close and to evaluate the ATTE learning processes and outcomes, and specifically to create a space for self-assessment and constructive feedback on the Training Quality Products, Practice II and individual training competencies.

A space for self-assessment and constructive feedback

In non-formal education we work mainly with self-assessment. No teachers, tutors or trainers attempting to give an “objective” assessment of the results of your learning. Instead of that, you as a learner assess your own learning achievements. But how to do that? How to assess yourself in such a way that gives you valuable information about yourself and that helps you to define further steps in your learning process? And at the same time helps you to communicate the level of your competencies as a trainer to others? (By the way, Paul and Mark are working on an input about these issues which you will receive well before the final seminar).

In our view feedback is an essential part of the self-assessment process. Through feedback you have the possibility to see your own views of yourself mirrored by others who have seen you work and in action. This gives you wider perspectives, adds to your subjective vision and gives you more opportunities to learn. But feedback on its own is not enough.

For self-assessment you need a framework, the right focus points, certain quality criteria and good questions to ask yourself.

In ATTE, the individual learning process and the assessment of it has a special focus. We are, in many ways, pioneers in that. An exciting adventure! We have worked, for example, with the Self Perception Inventory and Personal Development Plans.

For the self-assessment in the final seminar we decided to ask for expertise from outside the ATTE community. As you might remember we asked Hendrik Otten (director of IKAB and with many years’ experience in European-level training) at the end of last year to advise us in that. He came up with a “Study on trainers”

competencies necessary for developing and implementing high-quality European level training activities in the youth field and possible approaches for the assessment of these qualities”. You will find the study here attached.

As a follow up on that, we asked Hendrik to develop a self-assessment form, based on the competencies as they are described in the ATTE course description and in his study. The result is the Self-Assessment Form that you find attached. So we widen our ATTE vocabulary with a new abbreviation: “SAF”.

(Team intro letter sent to the participants before the Seminar together with the Self Assessment Form)

Before the Seminar -before the 18th of September- participants trainers were asked to send to their mentor the SAF.

Aim and objectives:

- To create the space for self assessment and constructive feedback on their Self Assessment Form.

Session outline:

12th of January 2003 — 17h 30m - 18h:

- Mark introduced the background and aim of the SAF Rendezvous (see above). He encouraged participants trainers to arrange feedback meetings not just with the mentors but with any other participant or invited experts in whatever form (couples, groups, spontaneous discussions)
- The SAF feedback sessions with the mentors should take place in the reserved time for that (See above the different rounds). The other SAF feedback meetings should happen during the rest of the day; not in the planned working time.

To organise those two kind of SAF feedback sessions participants trainers were asked to inscribe themselves in two different time tables.

14th of October 2003 — 9h 30m-10h45m

Intro to the feedback session to the SAF

Paul introduced the issue of feedback and asked participants to remember the discussions about it in the Slovenia seminar. Then he invited participants to think about feedback experiences since then. In Buzz groups participants discussed tips for quality feedback. The result were written down in a mindmap.

14th of October 2003 — 10h 45m-11h 45m — Round 1

14th of October 2003 — 12h-13h — Round 2

14th of October 2003 — 17h-18h — Round 3

15th of October 2003 — 9h30m-10h 30m — Round 4

15th of October 2003 — 0h45m-11h 45m — Round 5

15th of October 2003 — 12h-13h — Round 6

#### **4.3.2. Presentation and discussion with Hendrik OTTEN**

This presentation and discussion with Hendrik Otten was though and designed as part of the Self-Assessment Form Rendezvous (See above 6.3.1.). It was intercalated in the middle of the discussion rounds on the Self Assessment Form. But due to its complexity it is described apart.



Date and time: 14th of October 2003 — 14h30m-17 (Coffee break included)

Duration: 2 hours

Responsible: Mark + Paul for the facilitation

Hendrik Otten for the input and introduction to the discussion

Background / Rationale:

“For the self-assessment in the final seminar we decided to ask for expertise from outside the ATTE community. As you might remember we asked Hendrik Otten (director of IKAB and with many years’ experience in European-level training) at the end of last year to advise us in that. He came up with a “Study on trainers” competencies necessary for developing and implementing high-quality European level training activities in the youth field and possible approaches for the assessment of these qualities”. You will find the study here attached.

As a follow up on that, we asked Hendrik to develop a self-assessment form, based on the competencies as they are described in the ATTE course description and in his study. The result is the Self-Assessment Form that you find attached. So we widen our ATTE vocabulary with a new abbreviation: “SAF”.

(Team intro letter sent to the participants before the Seminar together with the Self Assessment Form)

Aim and objectives:

- To give participants trainers the opportunity to reflect and discuss -with its author- on the Study on Trainers’ competencies and the Self-Assessment Form.

Session outline:

- Intro – Input by Hendrik Otten

The invited expert introduced the background, foundations and main guidelines of the “Study on trainers’ competencies” and the Self Assessment Form.

The main ideas of this intro-input were the following:

In view of the increasing complexity youth work in Europe, it is necessary to contemplate and review what non-formal education can and, as far as possible, should achieve under which circumstances. Two aspects have increasingly come to structure my thoughts on non-formal education and training in Europe.

- First of all, the predominantly educational approach which youth work and formal education chose for responding to the fact of “multicultural societies in Europe” so far, is insufficient and quite often ineffective. The consideration of political implications is still inadequate, thus ignoring that intercultural youth work is a socio-political task.
- The second aspect is the following: During their socialisation human beings learn to prioritise their values. Such values do not have to be shared by others, even though they are important for individual and social relations insofar as they co-determine the often unconscious premises which control attitudes, observation habits and behaviour.

We need a minimum consensus regarding those values which regulate mutual relationships, because these values are, at the same time, the basis for the fundamental ability of a community to function - in multicultural societies, being able to communicate and to interact is an absolute prerequisite for its mere existence. I therefore conclude that the acceptance of these values cannot be left to individual



discretion; instead, these values have to be binding for everybody who lives in this society.

In view of a multicultural European civil society I believe that the only possible and the necessary minimal consensus, which would secure democratically legitimate individual and social rights, is one that is based on human rights.

During the past two years in this model training you have reflected upon the quality of European training measures. The study gives you some of my findings and convictions in this regard. The self-assessment-statements were designed to help you to be more clear about one or the other aspect and also to stimulate further reflection.

There is something to consider in future: To understand all aspects of evaluation and assessment as an integral part of any quality training concept and consider them accordingly, instead of discovering little by little new necessities and tinkering an instrumentarium.

You face an enormous task if you decide to continue to commit yourself to qualified further education, training and better youth work in the European context. But there is just no alternative if the project called “democratic European civil society” is to be successful.

- Discussion on the Trainers’ competencies Study

After the introduction, in an open round, participants trainers had the opportunity to discuss several aspects of the “Study on trainers’ competencies”.

- Discussion on the Self Assessment form

After the coffee break, the discussion was focused on the Self-Assessment form. Participants trainers could share their experiences and express their opinion about it as a self assessment tool.

### 4.3.3. Individual reflection time and statements by participants trainers

Date and time: 15th of January 2003 — 14h30m-17h

Duration: 1 hour 30m

Responsible: Mark

Background / Rationale:

Towards the end of the this Seminar and of ATTE, it seemed adequate to have some space, during the formal working hours, for personal reflection.

Aim and objectives:

- to have some time for personal reflection
- to provide a different setting for an exercise

Session outline:

- Individual reflection (14h 30m – 15h)

Participants trainers were invited to reflect on the sentences: I can..., I know..., I feel..., I will..., I have become...

- One sentence (15h – 15h 30m)

Lying on the floor with a pillow, participants trainers were invited to share a sentence

- Sharing of the sentences “I can..., I know...” (15h 30m – 16h)

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