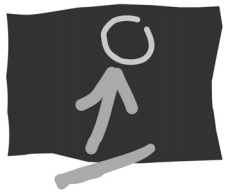

Council of Europe & European Commission

TRAINING-YOUTH

Advanced Training for Trainers in Europe (ATTE)

pilot course under the Council of Europe and the European Commission Youth Worker Training Partnership Programme 2001-2003

Volume 2

External evaluation

Final report

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with

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This report has been drafted under the responsibility of the writer alone and does not necessarily reflect the views of the Council of Europe, the European Commission and its associated agencies in the youth field, or the Partnership Programme on European Youth Worker Training.

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Table of Contents

List of tables and figures

Tables

Figures

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 eucation 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.

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Director

Pierre MAIRESSE
Director

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While responsibility for this report lies with the main author, the expertise and commitment of the researchers associated with the external evaluation project over the past two years have been essential to its successful completion. My thanks and collegial respect thus go to Bryony Hoskins, now working at the Council of Europe, and to Marianne Søgaard Sorensen, Lejf Moos and Ib Jensen, all at the Danish University of Education in Copenhagen. The university gave positive support to the external evaluation project during my period as Visiting Professor in its Department of Educational Sociology in 2003-04, and in that context I would like to express my particular appreciation to Inge Bryderup, Arne Carlsen and Bjarne Wahlgren.

At the end of the day, the success of this project was wholly dependent upon the trust that the ATTE course team and the ATTE course participants placed in the external evaluation team. It is no easy matter to let strangers into one's educational midst and to give them complete freedom to watch, listen to, ask questions about and record what is happening. In a pilot initiative such as ATTE, the personal and professional opportunities and risks are high. The ATTE community gave its trust to the external evaluation team, and we greatly appreciate the value of that gift. Whatever the purposes this report may serve in advising on future educational activities under European Youth Worker Training Partnership, we also hope that it will be a pleasant souvenir that all those who took part in this adventure will want to keep on their shelves – and in this spirit: ATTE – AT The End is the beginning!

Lynne Chisholm, June 2004

Executive summary

ATTE is exactly what its acronym stands for: a 'training the trainers' course at an advanced level for experienced practitioners in the non-formal youth education sector. Youth trainers are people who train others to work with young people, using non-formal methods, focusing on personal and social development and with an emphasis on fostering intercultural competence. Education and training policy in general has only recently begun to take real interest in the value and the quality of such learning and its outcomes. Training and qualification for working in this field is only loosely organised and under-recognised. Thanks to the Partnership Programme on European Youth Worker Training, ATTE is a new benchmark for improving training provision and practice in this field. The pilot course has been instrumental in re-thinking how advanced training in the youth sector should be understood and practised: 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.

Learning can be usefully viewed as a continuum between informality and formality. Like most other examples, ATTE combined both kinds of features in purposive ways, but which sometimes jarred against each other. This posed key issues to resolve in the areas of selection and assessment, tacit vs. explicit knowledge and skills, and course planning. In addition, motivations to participate in ATTE were both intrinsic and instrumental, so that co-operation and competition existed side by side.

Curriculum features

In ATTE, the content – training competences – was characteristically conveyed implicitly through practice, that is, in and through actual activities. Making the implicit more explicit became the core educational challenge for ATTE tutors and participants. The course was not based on distinct subjects divided up into predetermined amounts, but rather took a cross-curriculum, project-based and transdisciplinary approach. Much work needs to be done to reach a more systematic understanding of non-formal curriculum planning principles and the reasons for selecting particular activities, methods and their sequencing. This would contribute to improving the quality of non-formal education and training practice by building up professional knowledge that can be explicitly learnt, one example being the principles of curriculum flow.

ATTE itself gave balanced and visible attention to developing clusters of training competences and personal and social competences, but the cluster of internationalisation competences was developed less directly and less visibly. This was

at least partly due to the lack of close engagement with the theme of European citizenship.

The course managed well the transition towards self-directed learning, using a mixture of individualised and peer-based features that were introduced in the first year.

Non-formal learning and cognitive methods: ATTE participants held differing views about the role of cognitive learning and the more 'formal' methods associated with it. Many favoured highly embedded approaches, but a significant minority would have liked to see more emphasis given to cognitive learning in its own right.

Integrating unpopular topics: European citizenship is a relatively new topic in the educational world, with no body of established knowledge attracting broad consensus. Future courses need to take a more concerted approach that draws on a wider range of resources and provides greater depth of focus.

The effects of selection on attitudes: ATTE contravened the surface principle of non-selection in the non-formal youth sector, but more importantly it did not apply explicit and transparent criteria in doing so, or at least this is how the participants felt. This led to subsequent problems with the use of self-assessment learning tools and mentoring allocations.

Open and distance learning: This is not a familiar approach in the non-formal youth sector, and e-learning tools are a new innovation everywhere. A management error was made in ATTE in introducing an IT-supported Open Learning Community without assuring appropriate technology and specialist skills to develop and maintain it. The participants' initial enthusiasm therefore turned to disinterest and the OLC never really succeeded. Developing successful virtual learning platforms for ODL training courses in the non-formal youth education sector will certainly require specific and targeted attention under future activities of the Partnership Programme.

Developing and assuring quality

ATTE did not make great progress in establishing quality criteria, but it was not a reasonable expectation for a pilot course both to develop and to apply quality criteria at the same time without additional expert support. The initial decision to adopt a wholly participant-led approach was not successful. But ATTE has succeeded in raising participants' awareness of the need for quality criteria and quality monitoring.

Whether to assess the quality of learning outcomes and then how to do it proved to be ATTE's thorniest challenge. Participants were prone to think that implicit assessment of their qualities as trainers was taking place continuously. At the outset, tutors generally held the view that assessment of any kind has no place in non-formal learning, but they modified their views as the course proceeded. Transparency is the key to resolving such problems, which are by no means exclusive to the non-formal youth training sector. ATTE ultimately decided to use self-assessment procedures, complemented and challenged by feedback from peers, the course team and external experts. Practice 2 projects, a training quality product (TQP), a portfolio and participation in the ATTE seminars themselves would provide the evidence. Half the participants met the core expectation to pro-

duce a TQP by the final seminar, and many who did not regretted that they had not done so, given the value of the feedback sessions.

Entry to the field: Half of the course participants were aged 26-30 and most had, or were still studying for, higher education qualifications in a range of disciplines. Typically, they had about five years of experience as non-formal youth trainers when they began the course, many on a part-time basis. The main access route into this work takes the form of a gradual apprenticeship. To establish a credible professional identity at European level, this apprenticeship best begins by the early twenties at the latest. The classic entry route is through voluntary participation in organised youth movements and grassroots politics. Social and political values are a key factor for the motivation to work in non-formal education.

Attitudes to and experiences of learning: ATTE participants have a positive approach to learning and in comparison with the general population they are confident about the range of skills they possess. They do not set great store by qualifications as benefits of learning, but are very conscious of the need for a broad range of well-developed and up-to-date skills for today's world, and they are perhaps rather more work- and career-oriented than they might want to admit in ATTE plenary sessions. They are also readier to contribute towards the costs of their learning than is the general population.

ATTE as a quality learning experience: Participants were prepared to invest time and effort in ATTE, but they also wanted to know what the concrete returns would be. This accounts for their view that the European Commission and its partners did not contribute sufficiently actively to ATTE beyond funding. Most also wanted some form of recognition at the end of ATTE, both as a mark of personal achievement and for its possible currency value in the youth training employment market.

Participants reported that understanding what ATTE was trying to do was a gradual process that coalesced only during the second year, when they were able to bring together many different elements and put them into a more coherent framework. The two practice periods played an important role in this gradual learning process. Four key points emerge:

- the value of peer-based and practice-based learning;
- confirmation of personal development as the linchpin of the learning process;
- the importance of time and process for the quality of learning outcomes;
- continued demand for better advance planning of the course and curriculum.

The course team's views were very similar. In particular, by halfway through the course, the tutors realised that no serious thought had been given by anyone involved in establishing ATTE to the task of planning the two practice periods as genuine ODL modules. In future similar courses, this will be very important indeed, since participants all reported how much they had learnt through project-based learning together with their peers.

The Partnership's Technical Working Party (TWP) set the operational parameters for the implementation of the recommendations of the Curriculum and Quality Development Group (CDQP) for 'training the trainers' courses. In so doing, decisions were sometimes taken without sufficient consideration of their implications for educational practice. In particular, the pre-planning period before ATTE began was too short and pressured. The parallel development of the SALTO-Centres as training providers alongside that of the Partnership courses could have been better managed.

The YOUTH National Agencies did not develop a solid sense of being stakeholders in ATTE, but they do aspire to being more directly involved in the future, especially with the selection of participants and tutors. It is not necessarily advisable to position the NAs or any other institutional instance as gatekeepers of access to courses like ATTE as this may restrict, rather than open up, access to this professional field at European level. But similar initiatives under future Partnership Programmes would do well to bring the YOUTH National Agencies more solidly on board from the outset.

People, time and money

Travel and accommodation costs devoured two-thirds of ATTE's budget, leaving only one-third of the total for directly educational expenditure and support activities. This gave ATTE four tutors, with a fifth provided from Council of Europe staff. In all, ATTE had about 1.5 full-time educational posts at its disposal, which translates into a 'teacher-student' ratio of 1 to 20 across the full two years. This is not generous and contracted tutors' fees were not high in comparative terms. The Council of Europe internal staff complement also provided about one half-time post at the management and administration level and one half-time administrative/technical support post.

The above picture is objectively not ideal and arguably inadequate to develop and run a course with such high aspirations as ATTE, although it is also true that the available expertise, time and energy resources could be used more effectively. Three issues arise for the future:

- Course and curriculum development in any educational or training field is resource-intensive and non-formal education/learning is not a cheap alternative to the formal sector. Courses that combine face-to-face learning modalities, open and distance learning technologies and intercultural learning are probably the most expensive of all possible training concepts.
- Pedagogic expertise is the key to successful implementation, but new curriculum design and development requires additional and complementary skills as well as sufficient lead-in time. The course team certainly did not have sufficient time for advance planning before ATTE began and specialist gaps (not least for e-learning) became evident.
- A better division of labour within the course team needs to be established in the future, including with respect to the course direction, which did not achieve a sufficiently distinct coordination and management function.

Participants also invested in ATTE: about 18.5% of an average working year for each of two years or alternatively about 6.800? each. ATTE is one small, concrete example of the already shared cost of lifelong learning with a vocational relevance.

Finally, tracing back the selection process shows that ATTE attracted applicants unevenly by region of residence, gender and age. Women from Eastern Europe in their early to mid twenties and men from Southern Europe in their later twenties to early thirties were especially likely to want to take part in ATTE. The selection process as a whole largely retained the preponderance of women from East Europe, increased the representation of women overall, and concentrated the age range even more into the 26-35 band. These patterns deserve and require reflection for the future, as does the extent to which the selection panel already knew many of the applicants due to professional networks. More systematic and

transparent procedures together with a more widely constituted selection panel would be beneficial.

During ATTE itself, participants had rich opportunities to develop their professional networks in the wider interest of creating a community of practitioners operating in networks of collective expertise. They made good use of these opportunities, but some were able to draw more advantage than others due to their employment circumstances and existing professional standing. This shows both in the formation of project groups for practice periods and in patterns of network formation. To increase the supply and the quality of European-level non-formal trainers and training, open and transparent access, circulation and progression is essential. It would be helpful to consider how opportunities to contribute to and participate in professional networks can be facilitated more readily in future ATTE-type courses.

Summary recommendations

1. Training the trainers courses in the non-formal youth education sector are essentially in-service, part-time CVET (continuing vocational education and training) courses. They should be designed and implemented accordingly.

2. The development of appropriate ways to use ODL and e-learning tools and methods for training the trainers courses demands specific and targeted attention in future course development, including adequate human and financial resourcing.

3. Practice-based learning is an anchor feature of the curriculum and context for quality learning outcomes in training the trainers courses in the youth sector. This requires greater concrete support from employers and course sponsors, who have a responsibility to ensure that these opportunities for course participants are reasonably equal.

4. Systematic development of appropriate and transparent methods of selection and (self) assessment is an urgent priority, both for the quality of learning experience and for gaining recognition of investment in continuing learning by non-formal youth trainers. To do so, the youth sector should develop closer cooperation with related fields and initiatives at European level.

5. Building up a more transparent professional knowledge and skills base should be a priority task. Cooperation projects between the Partnerships on European Youth Worker Training and on Youth Research on this topic would be a promising way forward. This should be pursued in parallel with developing a recognised occupational profile for European-level non-formal youth trainers.

6. Future Partnership initiatives to develop and run training the trainers courses require improved management structures, in particular by applying a more rational division of labour based on complementary competence and responsibility. There should also be a better balance between educational and administrative expertise in the relevant guiding bodies to which individual initiatives (such as ATTE-type courses) refer and report.

7. Consideration should be given to the internal repartition of budgets allocated to Partnership educational activities, so that directly educational expenditure, including course tutor fees and conditions, receives greater priority. In parallel, directly educational expenditure should yield optimal return. This means

giving greater attention to planning the range and types of specialist expertise to be recruited into a course team. It also means that where sponsoring institutions contribute dedicated internal staff time to Partnership activities, this should be transparently budgeted in terms of time and money equivalents, in order both to avoid the risk to quality outcomes due to work overload and to deliver a realistic account of institutional investment in human resources development.

introduction

1.1. ATTE's world of reference: non-formal education/learning in the youth sector

Personal development, human relations and group-based, experiential learning are long-established features of non-formal education and training in the youth sector. It has always been taken for granted that face-to-face interaction is essential to the learning process, all the more so because the core themes that are addressed in the youth sector have to do with humanistic and democratic attitudes, values and behaviours. Direct interaction with other people unavoidably means facing up to sometimes uncomfortable issues and feelings, which is the prerequisite for positive resolutions. Intercultural learning principles and practices, which inform non-formal pedagogy and didactics in this field, are founded in direct experience with working through ambiguities and tensions in order to reach more transparent understanding and self-understanding at both cognitive and emotional levels. Participants thereby develop a range of personal, communicative and social skills and competences that help them to practise democratic values and behaviours, to contribute actively to social and community life and to respect the integrity of the human environment in all its forms of cultural expression.

Such learning is relevant from local level through to European level – and in today's multicultural, multiethnic and more mobile world arguably increasingly so. However, intercultural learning as a productive educational response to the socio-politics of building, maintaining and developing democratic societies and cohesive communities is self-evidently a key dimension of European-level policy and action in the youth sector. This agenda can be traced right back to the post-1945 reconstruction of Europe, but social historians of youth have no less demonstrated that its origins go back a good deal further[1]. The new youth movements and the progressive educationalists of the early 20th century crystallised free-flowing currents of emancipation and idealism into a broad humanistic and democratic political credo with a strong generational identity – but which was soon to be brutally deformed and crushed by European fascism and the war it took to defeat it.

This history explains why European-level youth policy and action, spearheaded by the Council of Europe[2] and today carried forward in conjunction with the European

2. Eberhard, L. (2002) *The Council of Europe and youth*. Thirty years of experience, Council of Europe, Strasbourg (information on Council of Europe youth policy and action via http://www.coe.int/T/E/Cultural_Co-operation/Youth/).

3. Communication from the European Commission (2001) *A new impetus for European youth. White Paper*, COM (2001) 681 final, Brussels (information on EU youth policy and action: http://europa.eu.int/comm/youth/indes_en.html).

Commission[3], has always placed the fulcrum of its work in supporting democracy, human rights, solidarity and social justice. Non-formal education/learning has been the prime medium through which these aims are pursued, for at least two reasons. Firstly, these are essentially socio-political aims. This means that the social and political settings in which young people live, act and interact between themselves and with their wider communities are the prime locus for learning and practice. Secondly, non-formal settings and methods are seen to offer greater opportunities for open, flexible, self-directed and symmetrically organised learning. In other words, the ways in which learning takes place should match learning content (or at least not contradict it), and, furthermore, should bring cognitive, affective and practical learning into effective overall balance.

These features and the educational principles that inform their use are well established in youth sector professional practice. Yet it is only recently that education and training policy has begun to take an explicit and serious interest in the educational and social value and the quality of such learning and its outcomes[4]. In turn, this is prompting growing interest in codifying field knowledge and competences (what is non-formal education/learning and how does it work?) and in regulating its professional practice (who works in this field, what is their expertise and what counts as good quality learning and outcomes?). This is the backdrop to understanding the aims and activities of the Council of Europe and European Commission Partnership Programme on European Youth Worker Training[5], which piloted the Advanced Training for Trainers (ATTE) course under its 2000-2003 Covenant.

At the same time, social and political forces essentially lying outside the field of youth policy and action as such have largely fuelled this interest. The cultural, economic and technological changes and demands that both generate and derive from contemporary globalisation have driven education and training to the top of the European policy agenda[6]. Few would disagree that living and working in today's Europe requires, for all citizens, more wide-ranging profiles of knowledge, skills and competences than in the past. Most would also agree that most people also need higher levels of knowledge and skill than ever before, especially in the labour market. Furthermore, there is wide agreement that personal, social and communicative competences are increasingly important in all spheres of life, and not least in paid working life, given the changing character of occupations, task profiles and working environments.

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4. Council of Europe (2001) Symposium on Non-Formal Education, Sympo/Edu (2000) rap., European Youth Centre, Strasbourg; Council of Europe (2003) Recommendation on the promotion and recognition of non-formal education/learning of young people, European Steering Committee for Youth, CDEJ (2003) 7, Strasbourg, February and adopted by the Committee of Ministers on 30 April 2003 (Rec (2003) 8); du Bois-Reymond, M. (2003) Study on the links between formal and non-formal education, European Youth Centre, Strasbourg (available online via the Internet address shown in footnote 2 above); European Commission Staff Working Paper (2000) A Memorandum on Lifelong Learning, SEC (2000) 1832, Brussels; Communication from the European Commission (2001) Making a European Area of Lifelong Learning a Reality, COM (2001) 678 final, Brussels; and see EU documents from the working groups on recognising non-formal and informal learning; opening up learning and active citizenship; and making learning more attractive and strengthening links to working life at http://europa.eu.int/comm/education/policies/2010/objectives_en.html.

5. Information and documents at http://www.training-youth.net/site/partnership/partnership.htm

6. Cf. Education and Training 2010. Diverse systems, shared goals. Education and training contributions to the Lisbon strategy at http://europa.eu.int/comm/education/policies/2010/et_2010_en.html and see the report of the conference Policy, Practice and Partnership: Getting to Work on Lifelong Learning (2-3 June 2003 at Cedefop, Thessaloniki), available for download at http://www.trainingvillage.gr.

These developments, whether they are seen as welcome or otherwise, inevitably lead to placing greater value on the competences and skills that educational activities in the youth sector foster. Considering how these can be more effectively recognised and used in working life as well as in personal and social life follows on naturally. In turn, this directs attention towards the quality and effectiveness of the sector's educational practitioners[7]. This is a major reason why ATTE was initiated in the first place, but it has also played a very important role in ATTE as it developed across two years.

The extent to which education and training, of whatever kind, should orient itself towards macro-economic needs, labour market requirements and specific job demands, has long been and will long remain a matter for heated debate in all quarters. The youth sector, for its part, has traditionally taken very clear positions on this point[8]. Firstly, education above all guides and supports human development as an integrated process. This is also the best way to support democratic values and practices in society as a whole. Secondly, where education serves primarily utilitarian ends, the quality of learning experience and outcome may suffer through the loss of personal engagement with the learning process. Finally, non-formal learning traditions in the youth sector generally exclude measuring achievements, grading performance or delivering credentials. This is first and foremost a matter of educational principle, but it also means that in practice learning outcomes are not made available in the explicit, standardised and calibrated forms that have come to dominate the links between education, training and the distribution of labour market opportunities.

Interestingly enough, those working in intercultural contexts and at European level consciously use the term 'youth trainers' as a self-chosen occupational title, though they would not see themselves as closely related (if at all) to educational practitioners in the vocational training sector, that is, trainers tout court. The term 'youth trainers' here actually means people who train others to work with ('train') young people, using non-formal educational methods, focusing on personal and social development and with an emphasis on fostering intercultural competence. In English, these 'others' would be youth workers; in French, animateurs/animatrices; in German, Jugendbildner/innen, Jugendbetreuer/innen or Jugendarbeiter/innen. For many practitioners, the term 'youth trainer' also carries an ideological connotation of difference and conscious (disapproving) distance from those who work in mainstream, formal education and training environments and occupations – most specifically, from (school)teachers.

Unsurprisingly, then, the sector's professionals do not, on the whole, favour the incursion of explicit forms of assessment into non-formal youth training. They are also hesitant about the structural integration of non-formal youth training into a 'European mainframe' of recognised occupational qualifications, despite the fact that they would certainly welcome greater professional recognition and corresponding remuneration levels. At the same time, improving and assuring the

7. Cf. Education and Training 2010. Diverse systems, shared goals. Education and training contributions to the Lisbon strategy at http://europa.eu.int/comm/education/policies/2010/et_2010_en.html and see the report of the conference Policy, Practice and Partnership: Getting to Work on Lifelong Learning (2-3 June 2003 at Cedefop, Thessaloniki), available for download at http://www.trainingvillage.gr.

8. See documents from the working groups on education and training of teachers and trainers at http://europa.eu.int/comm/education/policies/2010/objectives_en.html.

quality of young people's non-formal learning experience is a top priority, as it generally is for all education and training practitioners, wherever they work. This means that 'training the trainers' courses are in high demand, just as the interest in raising the supply of competent youth trainers is high amongst those who sponsor youth programmes and who employ youth trainers. The term 'training the trainers' means the provision of continuing education for active professionals – in the mainstream, this would be called continuing vocational education and training (CVET), but this term has never been systematically introduced in the non-formal youth education sector, certainly not at European level.

ATTE is therefore exactly what its acronym stands for: a 'training the trainers' course at an advanced level for experienced practitioners in the non-formal youth education sector. ATTE participants are – to use their own terminology – 'non-formal youth trainers' with some experience of working at European/intercultural level, who would like to improve further their professional competences and development opportunities for working at this level. These are not professionals who currently primarily work directly with young people qua young people at any level (whether local, regional, national or European and international). This is where they may well have begun (often as activists in a wide variety of youth NGOs and youth centres), and they may well still do some of this kind of work. Their main activity, however, lies in training youth multipliers for working in European/intercultural contexts. Youth multipliers are voluntary activists, elected officials and salaried officers in statutory youth organisations, youth NGOs and grassroots civil society youth movements. This means that in practice, youth trainers do work with young people and especially young adults (aged 18+, sometimes approaching 40), but as a consequence of the roles and functions these individuals fulfil in youth organisations, associations and informal groupings. This may all seem self-evident to readers familiar with the youth sector, but this is actually a rather insulated part of the education and training world, little known and understood by those who are not 'insiders'. To some extent, the youth sector's learning world lives in rather beautiful secret gardens, whose protective walls are lovingly maintained and entry to which is kindly and informally regulated[9]. This quality, too, came to play a significant role in ATTE participants' learning experiences.

1.2. Changing times for non-formal youth training

At the European and international level, creating the conditions for this kind of learning experience implies physical mobility: people from different countries, cultures and language communities come together in a designated place for a designated period of time[10]. They leave their everyday worlds and immerse themselves in a temporary world that is (at least partly) structured for them by recognised trainers (increasingly working professionals, but also practised volunteers) to serve as a mutual active learning context. This kind of training is expensive, if only because of the travelling and accommodation costs involved – although at the

9. Cf. the European Youth Forum's documents at http://youthforum.org/en/press/reports.html and the report of the Council of Europe Symposium on Non-Formal Education (see footnote 4 above); currently, reconsideration in the light of social and economic change is taking place and has been taken up by European-level policy documents: consult the interim report of the European Commission working group on recognising non-formal and informal learning (see footnote 4 above) and the European Commission/Council of Europe joint working paper Pathways towards validation and recognition of education, training and learning in the youth field, Brussels/Strasbourg, January 2004 (available at http://europa.eu.int/comm/youth/index_en.html).

ground level of youth exchange and mobility programmes themselves, budgets are kept at a feasible level by a mixture of low-cost arrangements and privately-organised or individual contributions. In the interests of equal opportunities for all to participate, travel and accommodation for such courses is either covered in total for everyone or everyone receives the same level of subsidy.

This kind of training also means placing time limits on the duration of exchanges and residential-type courses. The costs involved play a role, but there are other equally important factors. Participants – whether young people themselves or those receiving training as youth workers at European level – have continuing personal/family and educational/training/ employment responsibilities in their everyday worlds. These place limits on the amount of time they can stay away from home. In addition, purely educational considerations intervene with respect to optimal learning curves for this kind of experience and the point at which saturation begins to show itself.

All these kinds of factors have combined over the years to produce a classic course model for non-formal education and training in the youth sector: short-term (three to ten days), face-to-face full-time training courses whose content and methods conform to the patterns described in the opening section of this chapter. This model is used at all levels – from youth exchanges themselves through to training the trainers. Few alternative models have emerged to date, if only because non-formal education and training has not been concerned with qualification, certification and accreditation at any level. There are no general-purpose and widely accepted professional training courses or diplomas for youth trainers working at European and international level.

The Council of Europe has experimented with long-term training courses for over a decade now, and the ATTE pilot project is the fruit of this valuable experience[11]. However, the conceptualisation of long-term courses in the youth sector has remained true to tradition. In other words, they have been designed and implemented as a series of classic modules with rather tenuous links in-between. This may have been the only feasible approach under the circumstances, especially given tight levels of funding and human resource allocation. Furthermore, until quite recently, education and training of all kinds was largely provided with the full-time learner in mind, whether short-term (as in a day's training seminar at the workplace) or long-term (as in higher education degree courses). And until very recently, open and distance learning necessarily relied on print-based correspondence-type learning technologies with few opportunities for direct, real-time exchange between tutors and students. This is poorly adapted to the principles and methods of non-formal pedagogy.

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10. Using mobility as a learning device is characteristic for all the European Union action programmes in education (SOCRATES II), vocational education and training (VET) (LEONARDO DA VINCI II) and youth (YOUTH), for adults as well as young people. The educational potential and outcomes have been analysed not only in the non-formal youth sector (for example, see Otten, op. cit in footnote 1) but also in higher education (see Teichler, U. (1996) 'Student mobility in the framework of ERASMUS. Findings of an evaluation study' European Journal of Education, 31, 2, pp.153-179) and for VET (see Kristensen, S. (2001) 'Learning by leaving – towards a pedagogy for transnational mobility in the context of vocational education and training (VET)', European Journal of Education, 36, 4, pp.397-495).

11. Some of this pioneering work was carried through in cooperation with the European Commission, for example, a long-term training course (LTTC) on social inclusion in the mid-1990s. Other well established centres, such as the Interkulturelles Zentrum in Vienna, also developed LTTCs to train the trainers. These initiatives, and others like them, are all precursors of ATTE.

The terrain has changed radically in the 1990s. The labour market for non-formal trainers, especially Europe-wide, has expanded along with the scope and reach of European-level programmes (EU, Council of Europe and various bilateral, multilateral and private sector initiatives). The demand for professional trainers in the youth sector has risen accordingly, and they themselves face higher and more differentiated professional demands in the course of their work[12]. Acquiring and updating professional skills and competences on a continuing basis for Europe's rapidly changing societies and economies is becoming increasingly important for the workforce and the citizenry as a whole, youth trainers included. Lifelong learning in all its guises is a top policy priority at European level and in the majority of European countries, whilst participation rates in all forms of public and private education and training are rising everywhere. In line with these developments, provision of and participation in part-time education and training are equally surging ahead, in many different forms and in combination with employment and family responsibilities. IT and hypermedia technologies now bring a new world of possibilities for open and distance learning, whose specific potential for the non-formal education sector have not yet been systematically considered.

Why is it important to describe here the structural characteristics of European youth worker training courses, which are well known to those familiar with the sector? Precisely because they are so well known, these characteristics are unlikely to be questioned or to require specific justification. Yet such characteristics are not natural or inevitable. They are social constructions to suit human purposes, only some of which are self-evident or explicit. At the very least, the conventional organisation of youth sector training courses represents a successful and workable solution to a set of educational and practical demands for a given set of purposes in a specific set of social circumstances. When demands, purposes and circumstances change, new solutions are likely to be needed – but it takes time to grasp this and to adapt. As the ATTE pilot project was implemented, the need for new solutions became unmistakable because, as everyone only gradually realised, 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.

1.3. Non-formal education/learning: definitions and debates

Some three years ago, at the Council of Europe's symposium on non-formal education[13], seventy professionals and activists in the youth field from twenty-six European countries readily agreed that a universally valid definition of non-formal education is neither possible nor desirable. Nobody wanted to subscribe to a definition that rapidly becomes an outdated fossil, and everyone wanted to respect diversity of perspective and practice.

There is in fact no shortage of existing definitions from which they might have wished to choose[14]. Taken together (see Figure 1 below), these are united in

12. SALTO-Centres (Support for Advanced Learning and Training Opportunities) were established in 2000 as a flexible network in the framework of the National Agencies of the European Commission's YOUTH programme to improve the quality of non-formal youth training practice (http://www.salto-youth.net/); the European Commission/Council of Europe Partnership Programme also sponsors the periodical Coyote, which acts as a forum for those working in this sector (http://www.training-youth.net/site/publications/coyote/coyote.htm).

13. Symposium on Non-Formal Education: Report, European Youth Centre, Strasbourg, 13-15 October 2000 (Sympo/Edu (2000) rap., Strasbourg, January 2001)

14. See, for example, the examples provided in the Symposium report, but also those included in Colley, Hodkinson and Malcolm (2003; see footnote 16 below).

describing non-formal education as purposive, yet highly varied, learning contexts. They are more likely not to specify that non-formal education is directed at particular age groups, but definitions that come from the youth sector are inclined to suggest a specific link between non-formal education and young people's needs and demands.

All definitions refer in some way to differences in the degree and type of organisation of learning activities between the formal and non-formal sectors; they generally also make reference to differing styles of learning, suggesting that the non-formal sector provides alternative and complementary styles and methods. Finally, the certification of learning outcomes as a distinguishing criterion between formal and non-formal education is included in most definitions.

Figure 1: Common elements in existing definitions of non-formal learning

- purposive learning,
- diverse contexts,
- different and lighter organisation of provision and delivery,
- alternative/complementary teaching and learning styles,
- less developed recognition of outcomes and quality.

Source: Council of Europe Symposium on Non-Formal Education: Report (2001).

The symposium's title also used the word 'education', but the report introduced the term 'learning' as an alternative – on the grounds that this term draws attention to activities rather than systems, places people at the centre of concern and displaces traditional distinctions between 'education' and 'training'[15]. This terminological shift has taken place across a broad range of policy and research literature in the past five years or so. Currently, English-language texts are much more likely to use 'learning' rather than 'education', unless they are specifically referring to systems of learning provision.

Researchers are generally much keener to pin down definitions of concepts and activities, but a current review[16] of theory and evidence in the English-language literature reaches similar conclusions as far as definitions are concerned[17]. It argues that formal, non-formal and informal are not discrete categories of learning, but rather that formality and informality comprise a range of attributes that are present and absent to different extents in all learning settings. Few learning settings are wholly formal, that is, few display solely attributes that are associated with formal learning, and few are wholly informal either. Most learning

15. This forceful ideological and structural distinction between learning for different purposes, in different ways and carrying different social values is linguistically and culturally highly explicit in English. It exists in other languages, too, but may be expressed rather differently and carry somewhat different social and cultural connotations. The specific use of the two terms in the youth sector is a topic worthy of study in its own right, but for the purposes of this report the essential point is that traditionally, the use of the term 'education' connotes commitment to a humanistic approach to knowledge and learning in which motivation to learn is primarily intrinsic and its aim is the development of the whole person. Primarily instrumental and functional aims and motivations, which are closely associated with (vocational) training, have not been a significant concern for the non-formal youth education sector.

16. Colley, H., Hodkinson, P. and Malcolm, J. (2003) Informality and formality in learning, Report for the Learning and Skills Research Centre, London (http://www.LSRC.ac.uk).

17. The review adopts a dissenting position over against the Europe-wide trend as far as the shift to using the term 'learning' is concerned. It argues that this risks an over-individualised concept of the nature and purposes of learning, in which the social context of learning is neglected and through which individuals are more readily instrumentalised in the service of primarily economic needs.

settings combine attributes falling at different points along the continuum between formal and informal learning, and it is the balance between these that decides (or rather should decide) whether the context in question is defined as one or the other.

The logical conclusion from this analysis is that non-formal learning becomes a redundant concept, since it always falls somewhere in-between. Furthermore, it does so in an unsystematic way because people take different views on which attributes are the important ones for setting the boundaries between learning settings. This also explains why the terms non-formal and informal have long been used interchangeably and unpredictably in research and policy texts. The idea of a continuum of learning settings that combine different sets of attributes is conceptually attractive and makes practical sense, but there may still be good reasons to retain the term non-formal learning – reasons which are directly relevant for understanding what ATTE set out to achieve.

Firstly, intentionality (or purposiveness) is a crucial feature that distinguishes learning from socialisation in everyday life. Learning is an intentional activity in that at the very least, those who are doing the teaching/training are aware that they are doing so, intend to do so, and are putting a structured process into practice with the aim that specific others will acquire knowledge and skills as a result. This applies no less to self-directed learning, in which individuals consciously and systematically pursue a learning trajectory by themselves and for themselves. Learners – whether small children at home, employees on the job or citizens in the community – may or may not be aware that they are learning. Where they are not aware, intentionality is clearly absent on their part, but this does not automatically mean that the context is equally non-intentional. It might well be important to encourage greater awareness and recognition of the extent to which we learn in everyday life. But it is surely neither useful nor important to make no qualitative distinction between circumstances in which nobody involved is aware that either teaching/training or learning is taking place (nor has any explicit intention to be doing either) and circumstances in which at least one person explicitly intends to produce a learning outcome (for herself/himself or for others). It is precisely intentionality that distinguishes both formal and non-formal learning from everyday socialisation, which is informal learning in its purest form.

Secondly, the conceptual and practical space occupied by non-formal learning is a strategically important one as far as promoting innovative alternatives to mainstream provision and practice is concerned. Formal education and training systems carry enormous established weight in modern society and polity alike. Change and development within these systems is inevitably slow, quite possibly rightly so under many circumstances. Innovation certainly takes place in the mainstream, but it is generally easier to experiment in less regulated settings. Such innovation-friendly settings need an identifiable, distinct sphere of action, support and development. The label 'non-formal learning' marks this sphere for the youth sector and has done so for some time, gradually succeeding in attracting greater attention, recognition and resources. The educational principles and practices informing the sector's work are now moving consistently towards the conscious development of greater theoretical and pedagogic coherence for a specific set of purposes, challenges and learners[18]. It is more important to support this movement than it would be to re-open definitional and terminological debates.

18. This must count as the most important task facing the sector at the current time. Less than five years ago, a report for the European Youth Forum and the Finnish National Board of Education concluded that "probably the single most important finding of this study is that we know amazingly little about non-formal education practices in general, and even less about those occurring within the youth organisations." (Sahlberg, P. (1999) Building Bridges for Learning. The recognition and value of non-formal education in youth activity, Brussels, December, p. 20).

Non-formal youth trainers certainly know what it is they do and why they do it, but non-formal educational knowledge and pedagogic expertise has remained largely tacit and context-bound. This inevitably constrains the exchange of good practice that underpins the continuing task of improving the quality of learning. However, the absence of formalised canons, procedures and outcomes is very much seen as a guarantor for the creative, open-ended, experiential and participatory quality of non-formal learning. The key task for the future is to identify ways of negotiating this tension successfully, so that non-formal learning's genuinely complementary and innovative roles can be effectively developed and its individual and social outcomes better recognised.

Non-formal learning is hardly a new phenomenon – and neither is it unique to the youth sector – but its present status and identity has been very much shaped in the shadow of the increasing social and economic salience of formal education and training systems and outcomes. The very word 'non-formal' defines the activity in terms of what it is not, rather than what it actually is. The more schooling is judged in negative terms – constraining creativity, divorced from real life, overly competitive and instrumental, individually hurtful, helping to maintain inequalities – the more other ways of learning are seen to promise the opposite virtues, or at least to provide opportunities to salve the wounds. The history of progressive education movements – right back to the Enlightenment – is marked precisely by diverse efforts to build and justify alternative kinds of learning contents, contexts, processes, outcomes and their respective evaluation. Non-formal learning is part of this tradition, which, it should be added, notably includes alternative visions of schooling itself.

This means that the non-formal sector's sense of collective self has always included opposing the mainstream, as well as complementing it. The opposition is grounded in a set of social values and educational principles that could be described as more visionary and idealistic than those mainstream schooling embodies. Focusing on complementarity is a more pragmatic approach to these kinds of issues, arguing that the complex and rapidly changing demands of modern life require more than slow-moving institutionalised learning environments can possibly provide on their own[19].

Figure 2: Essential features of non-formal learning

- balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- linking individual and social learning, partnership-oriented solidary and symmetrical teaching/learning relations
- participatory and learner-centred
- holistic and process-oriented
- close to real-life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- voluntary and (ideally) open-access
- aims above all to convey and practice the values and skills of democratic life

Source: Council of Europe Symposium on Non-Formal Education: Report (2001).

19. The Council of Europe Parliamentary Assembly report on Non-formal Education places this more pragmatic approach in the forefront: "The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal educational practices. The Assembly recommends that governments and appropriate authorities of member states recognise non-formal education as a de facto partner in the lifelong learning process and make it accessible for all" (summary statement, Doc. 8595, 15.12.99, Committee on Culture and Education).

The list of features shown immediately above (Figure 2) includes reference to content (the values and skills of democratic life) but emphasises, above all, a range of framing conditions for learning that might have a variety of purposes and contents. In other words, the youth sector's actors understand non-formal learning as firmly rooted in practices and contexts. The palette of non-formal methods derives quite directly from the essential features of non-formal learning, as shown immediately below (Figure 3).

Figure 3 Non-formal teaching/training and learning methods

- communication-based methods: interaction, dialogue, mediation
- activity-based methods: experience, practice, experimentation
- socially-focused methods: partnership, teamwork, networking
- self-directed methods: creativity, discovery, responsibility

Source: Council of Europe Symposium on Non-Formal Education: Report (2001).

Obviously, these methods are not unique to the youth sector – they have long been used in a wide range of community education and adult education practice. Indeed, it can be argued[20] that basic education for adults, most especially those living in isolated regions and developing countries, has been the paradigmatic context in which non-formal methods were developed and practised. In contrast, youth work traditions have been strongly influenced by social pedagogies of care and control, whereas youth organisations have always incorporated – implicitly or explicitly – a socio-political role and mission. Conscious awareness of the educational dimensions of youth sector activities has developed relatively slowly and patchily, and with some resistance at times since, after all, the whole point is not to be 'like school'.

Greater awareness of the educational dimension and the concomitant development of appropriate methods have been, above all, shaped on the overlapping terrains of political education[21] and intercultural learning[22]. These themes have provided the content that lies at the heart of non-formal education in the youth sector, and it is the demands of this kind of content that have influenced the choice of methods. A key aspect of this choice is the conviction that learning to be interculturally competent and to become an active democratic citizen can only succeed if the words match the deeds, and if the theory is accompanied by direct practice. Symmetrical relations between teachers/trainers and learners must match content-based learning about equal rights. Tolerance of the unfamiliar and the ambiguous is acquired through (carefully prepared) exposure to and confrontation with the strange, unknown and incomprehensible. An appreciation of the virtues of parliamentary debate as a form of democratic decision-making

20. See here Sahlberg (op. cit) and, in considerable detail, Colley, Hodkinson and Malcolm (op. cit.); see also Hamadache, A. (1991) Non-formal education: a definition of the concept and some examples, Prospects, 21, 1, pp. 111-124; Youngman, F. (2000) The political economy of adult education, Zed Books, London; and consult the UNESCO Institute for Education publications at http://www.unesco.org/education/uie/publications/uiestud.shtml.

21. In schools, this would be more typically called 'civics' or 'citizenship education', perhaps even 'personal and social education' or 'social studies'.

22. See in particular: Otten, H. and Treuheit, W. (1994) Interkulturelles Lernen in Theorie und Praxis. Ein Handbuch für Jugendarbeit und Weiterbildung, Leske + Budrich, Opladen.

becomes real and useful when young people also learn the practical skills of group discussion, negotiation and compromise.

Practitioners who work in formal learning settings would immediately argue that they, too, make use of these kinds of teaching and learning methods – and in most cases their claim would be justified. The differences lie in the fact that this is not all that formal learning environments do, and in many respects it is not the majority of what they do.

Firstly, schools and colleges literally must cover a much wider curriculum, which is still almost wholly subject-based and for which subject-specific didactics have been firmly established. The adoption of more open methods of teaching and learning has taken place more easily in some subjects than others – for example, history over against physics. An extensive literature tries to understand and explain these kinds of differences, further discussion of which is not appropriate here. The interesting question that arises for the youth sector is rather: are there particular kinds of content that are genuinely unsuitable for non-formal learning contexts and methods? If so, why; if not, why not? Asking these kinds of questions would help to clarify more precisely the genuinely salient distinctions between formal and non-formal learning. The answers could also help to demonstrate the value of non-formal methods across the board of learning contexts altogether.

These questions have also been especially relevant for ATTE. The rationale for prioritising European citizenship in ATTE course content was hotly debated both within the course team, between the tutors and the participants and amongst the participants themselves. Yet this topic falls squarely within the ambit of classical political education, so the content should not have been the main issue for debate (even if it was constructed in those terms). The underlying issue was about the methods used to deal with the content. The participants sought a more cognitive approach and more conventional methods (lectures, readings), whereas the tutors wanted to place more emphasis on practical and affective approaches and to use the established non-formal repertoire of metaphor and simulation methods. In effect, the participants sought to shift the balance towards the attributes of more formal learning settings, whereas the tutors sought to maintain the legitimacy of non-formal methods to deal with topics that many would expect to be treated more formally in didactic terms. This raises the fundamental question of matching aims, content and methods to projected learning outcomes. ATTE had to face the problem that beyond a given level of knowledge and expertise, cognition presses home its claims for domination of the learning process. 'Training the trainers' at an advanced level is not quite the same thing as using non-formal training methods with young people or with youth multipliers. In retrospect, it may appear easy to grasp this difference, but it was ATTE that made this distinction clear for the non-formal youth sector's future education and training activities.

Secondly, whatever the content at hand, in the formal sector, learners' achievements are explicitly assessed and these assessments have a critical and increasing impact on their life chances and risks. This is not so in the non-formal sector. Moreover, assessment methods in Europe as a whole are still heavily dominated by quite traditional forms of testing and examination, perhaps most heavily of all in the secondary education sector. Whatever the precise form of assessment, its very existence influences methods (as in the infamous 'teaching to the syllabus' or 'cramming for the exam'). Once again, there is an extensive literature on the complex effects of formal assessment upon learner motivation and learning outcomes. There are also numerous well-documented examples of committed attempts to

modernise assessment methods, to make them not only more effective (that is, valid, reliable and relevant) but also more 'human'. Nevertheless, youth sector actors regard the call[23] to "valorise competencies acquired non-formally" by young people, and to "work towards a system for European-level recognition" of non-formal learning practitioners with some circumspection. Appropriate methods must be matched by appropriate methods of assessment and recognition for the non-formal sector.

These issues, too, came increasingly to occupy ATTE tutors' and participants' minds as the course proceeded. At the outset, the course team did not favour any form of assessment of learning outcomes. Participant views were more mixed, because they were aware from the beginning that they had been selected for a high-profile course that they expected to have an influence on their subsequent career development. By the end of the ATTE course, the course team were much more inclined to accept the principle of assessment of learning outcomes, as long as the principle was translated into appropriate practice that did not simply mimic the formal sector. The participants moved correspondingly, most clearly expressed in the definitively positive response to the external experts who had been asked to evaluate their Training Quality Products (TQPs). This was not because the participants expected concrete career benefits – although they would welcome these – but much rather because they valued the recognition that respected figures in the field gave them for the efforts they had made over the two years of the course. This recognition most importantly included constructive criticism of the nature and quality of their professional work, which they valued above all. This is an important lesson for all those concerned with developing appropriate forms of visibility and recognition in the non-formal sector, of whatever variety. Committed, purposive learners do not seek 'good marks', but they ask for serious-minded support to help them to progress further on a knowledge and skills trajectory that they essentially define for themselves.

These kinds of questions encourage more critical reflection on the intended and unintended consequences of current patterns and styles of provision and participation in non-formal learning. The more visionary values that underpin the work of the youth sector suggest that learning as a tool for personal and social change must guide quality practice, and not only the more pragmatic approach of learning for social integration into the world as it is. But striking the balance between the two remains unresolved.

1.4. ATTE on the non-formal learning map

The essential features of non-formal learning settings shown earlier (Figure 2, p. 27) serves as an initial checklist for positioning ATTE on a working map of the field as defined by its own protagonists in the youth sector. The initial course outline together with the curriculum and methods that were actually developed and used[24] confirm that ATTE shows almost all these features, certainly as far as aims and intentions are concerned – although, as this report will go on to describe, realities did not always match up to intentions, as one would expect in any example of educational practice.

However, ATTE was not an open-access course. Individuals had to apply and were selected on the basis of their professional experience and suitability for a limited

23. Final Declaration of the 5th Conference of European Ministers responsible for youth, Bucharest, 27 29 April 1998, Doc. MJN-5(98) revised, 4 May 1998.

number (30) of places. The initial selection process, especially at the last stage, was a testing experience for the course team and the participants[25]. This was partly due to the (implicit) assessment pressure that built up over the days of the Introductory Seminar (November 2001)[26], but the very fact of selection was seen to contravene strongly held social and educational principles of equality of access and non-differentiation between individuals.

ATTE-in-practice was a model example of the use of non-formal education methods (as summarised earlier in Figure 3, p. 28), so much so that the curricula of the residential seminars left participants literally breathless at times as they plunged from one activity into another across ten long and packed days each time. The problem of activity overload was recognised early on, so that the later seminars reached greater equilibrium and more space was given to individual reflective learning. Nevertheless, ATTE's experience in this respect suggests improving the quality of non-formal learning in general could benefit from developing greater and more sophisticated didactic balance[27].

It is not surprising to find that ATTE conforms closely to a working model of non-formal learning that is based on the collective views of those who are active in the youth sector's educational work at European level, since ATTE grew out of the accumulated experience of this professional and political milieu. What happens when a list of criteria are applied that have been developed from a different perspective and without any knowledge of ATTE or its sponsoring environment?

Figure 4 (below) uses the conclusions drawn from theory and research on formality and informality in learning[28] to present a list of either/or criteria. Each either/or option represents a feature of formal learning (always the first-named option) in contrast to its corresponding feature of informal learning. In other words, the either/or options mark the two ends of a continuum of types of learning. Examples of non-formal learning in the youth sector, as commonly understood and practised, will characteristically fall between these two extremes, but not necessarily at the same point between them for each criterion. For some key criteria – such as those on assessment and accreditation – such examples would virtually always fall right at the informal learning end of the continuum.

Figure 4 positions ATTE – as a real example of non-formal learning in the youth sector – on a three-point scale for each criterion. The judgements are provisional, and they are solely based on an overall qualitative assessment from the point of view of the ATTE external evaluation analysis. The basis for these judgements can

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24. See Annex 1, Chapter 2 and the ATTE course documentation (compiled Miguel Angel García Lopéz; available at http://www.training-youth.net/site/training_courses/olc_atte2003/olc_atte.htm.

25. Sections 2.4.3 and 4.3 of this report take up this issue from different standpoints.

26. See Annex 2.

27. Chapter 2 takes up this issue in more detail.

28. As reported in Colley, Hodkinson and Malcolm (op. cit., section 4, pp.29-31). The report provides a list of twenty distinguishing criteria, which are then reformulated into four clusters (process; location and setting; purposes; content). Some individual criteria readily fall into more than one cluster, and some are also rather similar to each other. The report acknowledges that its list and clustering is tentative and incomplete, but it does reflect a synthesis of a wide range of (largely Anglo-American) literature in the field. Figure 4 in this report reformulates the criteria to make their meaning simpler, which includes separating out some of the criteria into their constitutive elements. It then places each criterion into the cluster to which it is (at least arguably) most closely related.

be derived from the subsequent chapters of this report. Notwithstanding their tentative nature, the picture that emerges is an interesting one.

Firstly, ATTE combines a range of diverse features, many of which are more characteristic of formal learning settings than of non-formal or informal ones. In only a minority of cases (5 of 22 criteria in Figure 4's list) does ATTE fall in-between (position 2) rather than falling towards one end or the other of the continuum (positions 1 or 3)[29]. This way of looking at ATTE as an example of an educational innovation in the youth sector invites reflection on how to balance and mix different learning features most effectively. It also points to the fact that when sets of features tend to fall into two contrasting – perhaps opposing – clusters, this may raise the level of anxiety and tension as the actors involved (directly and indirectly) try to reach a positive equilibrium – or, to use ATTE's own nautical terminology, as they try to get and keep the ship afloat in a choppy sea.

Secondly, ATTE falls most coherently towards the informal side of the learning continuum with respect to its content, and most coherently towards the formal side with respect to its location and setting. This is certainly no surprise. ATTE was explicitly designed and carried through as an educational activity (a continuing vocational education and training course) with a specified duration and course structure (a short introductory residential seminar, four ten-day residential seminars and two practice periods of several months each in a two-year timespan). Its main purpose was educational for all those directly involved (to provide the opportunity to develop further knowledge and competences amongst youth trainers working at European level), and it took place in designated educational locations (residential seminars at the European Youth Centres and an educational centre in Slovenia, practice periods in the participants' professional environments as youth trainers). In full conformity with the principles and practices of non-formal youth training, the emphasis lay on developing knowledge and competences to be used in professional practice. The learning process and methods were strongly communicative, social and activity-oriented, grounded in an integrated, holistic approach. This kind of knowledge and expertise may be highly regarded within the non-formal youth training milieu, but set into the broader education/training and social picture, it does not enjoy high status – this becomes immediately evident simply by comparing youth trainers' employment and salary conditions with those of other education and training professionals.

Thirdly, when it comes to learning processes and purposes, ATTE was very much a mixture between more formal and more informal features. This is unremarkable as far as ATTE's purposes are concerned. From the outset, its various sponsors and stakeholders held differing notions of what was needed in order to improve the quality of non-formal youth training at European level, and how this could and should be achieved. Debates about developing quality criteria and moving towards an acceptance of (appropriate forms of) the assessment of learning lie at the heart of this dimension of ATTE as an educational innovation[30].

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29. The judged positions should be seen as broad tendencies only. This means that position 1 only means that ATTE falls more towards formality than it does towards informality (and position 3 means the opposite). Position 2 simply means that in practice and across its two years ATTE displayed both options on a given criterion, that is, it combined or alternated the attributes in question.

30. Chapter 3 of this report takes up these issues in more detail.

Figure 4: Features of ATTE as an example of non-formal learning in the youth sector

Formality/ Informality			Criterion clusters
			Process
1	**2**	3	Is this planned/structured or organic/evolving learning?
1	2	**3**	Is this explicit or tacit learning?
1	2	**3**	Is this compartmentalised or integrated/holistic learning?
1	**2**	3	Is this individual or collective/collaborative learning?
1	2	**3**	Are learning outcomes measured or not (and possibly non-measurable)?
1	2	3	Is this teacher/trainer-controlled or learner-centred/ negotiated learning?
			Location and setting
1	2	3	Is this an explicitly-labelled educational activity or not?
1	2	3	Does this take place in an educational setting or in the community?
1	2	3	Is learning the main and explicit purpose for all involved or not?
1	**2**	3	Is learning part of a recognised course or not?
1	2	3	Is the learning timeframe fixed/limited or open-ended?
			Purposes
1	2	**3**	Is learning explicitly assessed and accredited or not?
1	2	**3**	Is assessment of learning summative or formative?
1	2	3	Are learning outcomes transferable/generalisable to other contexts?
1	**2**	3	Are learning objectives and outcomes externally determined or not?
1	2	3	Does the learning serve the needs of dominant or marginalised groups?
1	2	**3**	Is access based on explicit criteria or not?
1	2	3	Does the learning preserve the status quo or foster resistance/empowerment?
1	**2**	3	Do agents of authority mediate the learning or is this a case of learner democracy?
			Content
1	2	**3**	Is the professional/social status of the knowledge to be learnt high or low?
1	2	**3**	Is the knowledge to be acquired prepositional or practical in nature?
1	2	**3**	Is the learning seen as purely cognitive or more 'embodied'/ multidimensional?

It may be less palatable to those involved, however, to see that ATTE is not necessarily an innovation in education for emancipation and change. It may be the case that non-formal youth training "aims above all to convey and practice the values and skills of democratic life" (as noted in Figure 2, p. 27) and largely succeeds in doing so through the educational activities it provides for young people and youth multipliers. However, ATTE is a course for training the trainers, and this means that a range of factors that have to do with competitive access, recruitment and progression in the labour market and career stakes come into serious play[31].

It is probably somewhat more striking that ATTE as a learning process does not fit squarely into the informal side of the learning continuum, despite its strong emphasis on non-formal learning methods. This is largely because ATTE combined features from both sides of the continuum. The curriculum was certainly planned and structured, but it (perforce) developed in an ongoing way, having no precedent to go on. The course structure explicitly alternated residential seminars for all participants with practice periods in which they worked in a more individual and self-directed way. It also followed a trajectory that gradually increased the extent to which participants were expected to direct their own learning paths. On the other hand, whilst the balance otherwise tips towards informality of the learning process, there can be no doubt that the course team (and most specifically the five tutors) took on and retained overall control of the process throughout the two years. Participants certainly influenced how things developed – they completed evaluation forms at the end of each residential seminar, for example, and these were carefully analysed by the course team in planning the ensuing seminar. Tutor responsiveness to participants' expressed and intuited needs and demands ran at a high and continuous level during the seminars as well. Nevertheless, the course structure, the curriculum and its constituent activities were designed by the tutors and explicitly presented to the participants as a planned and structured learning process.

Interestingly, when the course team invited participants to contribute to the curriculum of one of the seminars (about halfway through the course), the response – to tutors' surprise – was thin. There seemed to be several reasons. Some participants had by then come to expect a tutor-controlled curriculum. Others had positively adopted their role as learners in ATTE and preferred input from the tutors or invited experts. Still others will have been hesitant about exposing themselves to assessment of their professional performance, by then being convinced (rightly or wrongly) that implicit assessment was indeed taking place all the time. This example merely goes to show that implementing learner-centred and negotiated learning processes is much more difficult to achieve in practice than it is to express the commitment to doing so – whatever the extent of formality/informality of the context at hand.

In conclusion, ATTE clearly combined a mixed bag of learning features, and probably to a greater extent than the course team and the participants fully realised during the process of development and implementation. On the one hand, this is not particularly unusual, whatever the learning context in question. Neither is this to be seen as an inherently good or bad thing as regards evaluating the quality and effectiveness of ATTE as an educational innovation in the non-formal youth training field. It does, however, draw attention to two important points. Firstly, the

31. Chapter 4 of this report takes up these issues in more detail.

ideal-type constructs of non-formal learning in the youth sector that dominate policy texts, professional commentaries, committee meetings and symposium debates do not give an accurate picture of what actually takes place in educational practice. Greater acceptance of this fact ought to lead to greater flexibility and openness in developing non-formal learning pedagogies. Secondly, the contents of mixed bags of learning features can and should vary according to specific learning aims and objectives. There is no standard or best selection regardless of the circumstances. On the other hand, educational innovations such as ATTE, which by their nature serve a variety of interests and goals, could probably achieve a smoother voyage with a rather more systematic forward planning that consciously selects the learning features to be put together. This might permit better anticipation of the moments and situations in which achieving quality of learning requires particular attention to keep the ship safely afloat.

1.5. Evaluating ATTE

ATTE was introduced on the basis of guidelines developed by the Curriculum and Quality Development Group (CQDG)[32]. Its aim was to improve the professional development opportunities for non-formal youth trainers working at European and intercultural level. It was therefore especially concerned to develop quality criteria for 'training the trainers' in this field, in order to contribute both to transparency and quality assurance for receiving training and to greater professional recognition for those working as trainers.

An independent evaluation can assist those managing and running the course to meet these challenges by observing and analysing ATTE's teaching and learning processes. Through dialogue with tutors and participants, the evaluation process can uncover the ways in which quality criteria are being developed and used as the course proceeds, including the problems involved for non-formal education/learning and its practitioners.

In conformity with CQDG recommendations, the ATTE evaluation was based on the established principles of an open, democratic and holistic process. In this model, the evaluator takes a neutral position in relation to all those directly involved – the course sponsors, the course team and the participants – all of whom are stakeholders who want to see ATTE succeed, but from different perspectives and with somewhat different interests. The evaluation aims to record and uncover the relevant issues, problems and outcomes as the course proceeds, bearing in mind that these may be understood and experienced differently by those directly involved. These potential differences enrich the evaluation analysis, whose outcome seeks a positive reconciliation of a variety of views and practices – but may also identify continuing ambiguities, tensions and conflicting positions. This approach was particularly relevant for the ATTE evaluation, since established practices and professional identities in the field of non-formal education/learning do not sit easily with conventional understandings and processes of quality assurance, assessment and accreditation in the education and training field as a whole.

At the outset of the process, it was agreed that the ATTE external evaluation would

- use largely qualitative methods (observation, interviews and documentary analysis) within a primarily formative evaluation framework (process-oriented);

32. Final report of the CQDG, 23 May 2001, Strasbourg (DJS JC C&Q Group (2001) PV1).

- focus on broader strategic issues rather than on the minutiae of pedagogy and didactics;
- pay particular attention to the development of quality criteria and the evaluation and recognition of learning outcomes;
- maintain a clear separation between the external evaluation (mirroring, excavating, balancing, mediating) and the educational work of the course team (planning, tutoring, resourcing, assessing).

The aim of the external evaluation has been to deliver a report that speaks cogently to all ATTE stakeholders – including its sponsors and external experts contributing to the process of establishing this innovative training course. Its purpose is not to evaluate individuals in any way whatsoever – whether as professional trainers or as course participants – but 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.

All research that uses qualitative methods inevitably impacts on its research context, and formative educational evaluation is obviously no exception. In other words, the very presence of the evaluation team has an impact on the social and educational environment that is being evaluated. The course team and the course participants cannot but be aware that observation is taking place. This may or may not influence what is said and done inside and outside course sessions and team meetings, but it is always impossible to know exactly to what extent and in what kinds of ways. The course team certainly needed time to adjust to this unfamiliar professional situation, and team members think that the external evaluation did make a significant impact on the ATTE learning environment. In the early months, this was largely described in terms of the unsettling sense of being observed whilst working, but subsequently this became an unremarkable feature of ATTE. Participants, too, were initially anxious and have remained curious about what an external evaluation does, how the job is done and whether it perhaps has a hidden purpose. Some team members take the view that participants have consistently behaved differently when the external evaluators have been present, especially those who are only sporadically present. Equally, the external evaluators are aware that ATTE participants behave differently when course team members are not on the scene, and also know that the course team have felt the need to relax amongst themselves without the presence of either participants or external evaluators. This undoubtedly holds equally for the participants when they are amongst themselves.

All these reactions are wholly typical and understandable responses to the process and experience of qualitative evaluation. They gradually resolve themselves with time as trust is established between all concerned. Furthermore, behaving differently in different groupings is routine human and social behaviour. It would be strange were this not to take place, but more relevantly, the very fact that these adjustments occur provides important clues to understanding what is happening and why.

However, the impact of the external evaluation rapidly moved to a more direct level. This was initially because the course team had expected and positively wanted two kinds of support that never materialised as they would have ideally wished. The CQDG had recommended the establishment of an Educational Board to provide a pool of content and pedagogic expertise on which the course team could call as they implemented the ATTE pilot. The course sponsors did not take

up this recommendation. Secondly, the tutors experienced the task of implementing a completely new venture in this field as a genuinely daunting professional challenge. They felt the need for, and actively sought, ongoing feedback and advice on how they were doing their job, how they might improve what they were doing and how to do so. Initially, the tutors had hoped that this was what the external evaluation would be doing, that is, a supportive resource akin to mentoring, of the kind that is called 'supervision' or 'intervision' in social and educational professions.

On grounds of both principle and practice, the external evaluation could not take on these roles and functions. In the eyes of other stakeholders – not least the ATTE participants themselves – this would have aligned the external evaluators with the perceived interests and views of the course tutors, which would have fatally compromised the principle that the external evaluation works in the service of all stakeholders. However, it was neither humanly nor professionally feasible to take the position that the external evaluation maintain a silent and impassive presence over a period of two years of educational innovation and practice. Both the course team and the participants explicitly wanted to know what interpretations and conclusions were being drawn. Furthermore, it became rapidly obvious that the ATTE learning environment could overcome some educational teething problems once these were presented through the independent but increasingly trusted medium of the external evaluation. In the interests of improving the quality of learning alone – to which everyone involved in ATTE was unequivocally committed – there was little professional justification not to agree to provide regular reports to the course team and the course participants ( ).

This transparent approach brought real rewards, not only in terms of building trust and confidence but also in terms of contributing to meeting the educational challenges of ATTE. The evaluation team has been able to assist and encourage the course team in its own critical reflection, and this met with increasing appreciation, which in turn increasingly smoothed the work of the external evaluation itself. ATTE participants came to see the external evaluation as one of the learning tools from which they could benefit in terms of their own professional development, and explicitly reported that they valued the opportunity to speak in depth and openly to the external evaluators.

In our view, the benefits of this approach outweigh the disadvantages that classic social research methodologies would identify, that is, that researchers' own active participation in a process changes its nature and outcomes[34]. Ultimately, the ATTE external evaluation is not an end in itself, nor is its prime purpose to serve the social and educational research community with a knowledge product. It is, above all, a tool to help meet the challenge of implementing good quality training for trainers at European level.

1.6. The structure of this report

Three substantive chapters comprise the body of this report:

- Curriculum features

34. There is an abundant literature on educational action research that considers these questions, including the now classic monograph: Carr, W. and Kemmis, S. (1986) Becoming critical: education, knowledge and action research, Falmer Press: London. See also: McTaggart, R. (1994) 'Participatory action research: issues in theory and practice' Educational Action Research 2, 3, pp.313-337; Zuber-Skerritt, O. (ed.) (1996) New Directions in Action Research, Falmer Press: London; Lather, P. (1986) 'Research as praxis' Harvard Educational Review 56, 3 : 257-77.

- Developing and assuring quality
- People, time and money.

These themes were not pre-determined. They emerged inductively from the data collected from observation, interview and documentation. They are genuine problematics, that is, they point to questions to be resolved by one or more stakeholders – sponsors, course team, participants and ultimately the immediate potential beneficiaries: those who want to employ well-qualified and competent trainers. And they all have a direct or indirect impact on the nature and the quality of ATTE learning outcomes.

The annexes provide supplementary and explanatory material. However, neither the annexes nor the main text include raw field notes, interview transcripts or attributed quotations. The ethical principles of social and educational research preclude the dissemination of material that is directly individually identifiable. This is a prerequisite for building trust with all concerned and for respecting individual integrity, not only in the case of this specific project but equally for those that will follow.

Course team members and participants may well recognise themselves and their colleagues in some of the direct quotations included. This report presents such material in strictly anonymous form. Individuals are identifiable only if they themselves choose to reveal this information to others. We assume that all those involved respect the integrity of their colleagues and accord respect to the ethical principles of qualitative social and educational research, which prescribe confidentiality and anonymity in the collection and presentation of information. In this report, participants are either given fictitious names or, in dialogues, letters of the alphabet (A, B, C, ...). Team members are identified as T1, T2, ... and experts as E1, E2, ... The letters and numbers follow no system, that is, 'A' in one dialogue is not necessarily 'A' in another. All names used in the text are aliases, and none of these names is also the name of any participant in the course.

2. Curriculum features

2.1. Non-formal learning methods: the use of coded messages

Observation of the ATTE programme has consistently confirmed that:

- discovery, experiential and group-based learning are the main learning models used in non-formal education/learning;
- metaphor, drama, play and reflection are the main carriers of training content and skills development.

Non-formal education/learning therefore routinely uses complex and multi-faceted methods, and these demand a sophisticated social and pedagogic use of space and equipment, including multimedia tools. The marriage of content, technical and relay expertise is a characteristic feature of good practice[35]. Achieving a good combination of tools and methods within and across programmed activities is a priority. Trainers typically try out amongst themselves the activities and exercises they have developed before implementing these with participants, and they rarely rely mechanically on pre-specified materials and exercises[36]. Elements drawn from a range of sources and from their mental archives of prior experience are combined and continually re-combined afresh. Much importance is also attached to prior familiarisation with the spatial context in which a specific training course or a given activity will take place, so that method and process can be adapted and optimised to the particular situation.

ATTE's pedagogy clearly rests on conveying substance (in this case, training competences) implicitly through practice, that is, in and through activities themselves. Participants themselves must discover the lessons and meanings – and in doing so, they hone their own training competences for professional practice of a similar kind. They were always eager to do so, but they nevertheless wanted more guidance on how to decode and recode. It is almost as if membership of the trainers' club culture demands the ability to divine the hidden curriculum. The field notes include many examples of participants asking for clarification and explanation, as in the summary extract below.

Seminar 2: Theory and Practice of Training Seminar

European Citizenship: from theory to practice

35. For example, the introductory train video and follow-on activities in Seminar 1; see Annex 4.

36. For example, the station activity in Seminar 1. The ATTE course curriculum documentation contains full details of all activities noted in this report (García López, op. cit.).

Participants receive the initial framework for the T-Kit on European Citizenship, together with two consecutive tasks:

Morning: In self-determined regional groups, to discuss whether the T-Kit's conceptual framework is useful to approach the question of European citizenship and to report in plenary on the group's most important message back to the writers.

Afternoon: Each group devises an activity that will demonstrate the meaning of responsibility to a group of 30 young adults aged 18-21; each group receives a tool that can be used to fit into the activity (such as: ICT, leaflets and posters, film, streetlife). Again, there would be a report back afterwards.

The morning report back showed that the groups had engaged with the T-Kit material, coming up with varied views on its qualities and usefulness. Two of the six groups reported they needed more time and had found the text difficult, whilst a third group had difficulty in seeing the connection with youth work practice. The tutors had to intervene towards the end to keep to the planned time schedule (a perennial problem), which ironically caused some annoyance amongst the participants: the tutors were trying to manage time more effectively, but the participants have long since learnt that they should be in control of the learning process! In response, participants asked the tutors what they had thought of the T-Kit text, but were met with the neutral phrase that the T-Kit is simply one of the Partnership tools, which provoked the remark that it would be nice to know the tutors' opinions. The tutors then obliged.

As the afternoon activity was explained, participants muttered sotto voce (but not in bad temper) that it was unclear who is crazier – the tutors for inventing such an activity or the participants for agreeing to go along with it. The report back showed that only one group had really engaged with the exercise. Others had spent the time trying to decide what it was all about and how to do it. Once more, participants asked the tutors why they had designed this particular exercise.

Reflecting later on the day, the tutors recognised that this had not gone as well as they would have wished. Suggested reasons were insufficient time allocation and over-challenge.

However, what is noticeable is that at this point the participants continued to ask explicitly for clarification on other activities and proposals: peer support groups ('Whose idea was that?') and, on the following day, the continuation of the European citizenship topic via the 'building block exercise' to design a European citizenship training programme. Several participants repeatedly asked what the aims and objectives were, whether it was a game, whether methods should follow or precede objectives, and whether participation and change are the main aims of youth work. Later, the tutors reflected that whilst the exercise had ultimately gone well, several groups had taken a long time to get going and had used the opportunity to get ahead with the planning of their group projects for Practice 1. Tutors remarked that there seemed to be an element of rebellion in the air, and by the end of the following day this was being described as "a strange atmosphere in the group. Counter-dependency – everything is automatically challenged". Some participants, it was reported, had begun a discussion on other approaches to training, commenting that they would prefer more structured input, to be given the concepts and the rules in a more conceptual way (for example, how to run a plenary session), to be more challenged, have more details.

By the end of Seminar 2, the tutor team had begun to respond directly by agreeing that aims and objectives for the upcoming period needed to be more systematically and explicitly specified and communicated to the participants.

It is important to underline that this account does not show that participants thought that they were not learning, but much more that they felt they did not understand how they were learning.

Making the implicit more explicit became the core pedagogic challenge for ATTE tutors and participants, as we go on to report further below (in Section 2.5). But first, how was the ATTE curriculum structured and what did it overtly convey?

2.2. The ATTE curriculum: building a ship under sail

The final report of the Curriculum and Quality Development Group that established ATTE's initial guidelines listed the following features as a unique combination of elements that make up non-formal youth education/learning in activities sponsored by the Council of Europe and the European Commission:

- intercultural learning;
- leadership and organisational management within European and other international settings;
- training for the effective implementation of European youth projects;
- advocacy for youth issues and concerns;
- community and citizenship experience with a European dimension;
- NGO and civil society development;
- participation of young people in discussions of their own concern;
- minorities, social exclusion and the fight against racism, xenophobia and intolerance.

On this basis, it went on to specify the professional development objectives for participants in ATTE in terms of the following demonstrable competences:[37]

1. cooperation in international teams of trainers;
2. training and facilitation skills for international groups of youth workers (in a foreign language);
3. capacity to sense and understand group processes within such groups;
4. presentation and facilitation skills;
5. capacity to develop new training concepts as well as to use and adapt existing ones;
6. capacity to build effective learning environments by use of interactive methods and experimental learning;
7. project management skills;
8. capacity to design and implement the methods necessary for national and European training activities for youth workers;

37. This is the list of competences recorded in the CQDG report, which was taken up in virtually identical form in the proposed curriculum for a pilot 'training the trainers' course under the terms of the Partnership. The ATTE course description sent out to participants (see Annex 1) grouped and consolidated these into a list of ten competences. This should be borne in mind when reading the source documents, although the variations between the lists are not significant for the analysis that follows here.

9. social competency;
10. capacity to deal with ambiguity and crisis;
11. intercultural competence;
12. self-confidence;
13. knowledge on Europe and the realities of youth work in Europe.

How far did the ATTE curriculum respond to working towards these objectives? To answer this question in a manageable way, the 13 competences have been re-ordered into three clusters:

Training competences

4. presentation and facilitation skills
5. capacity to develop new training concepts …
6. capacity to build effective learning environments …
8. capacity to develop and implement the methods necessary …
7. project management skills

Personal and social competences[38]

1. cooperation in international teams of trainers
2. training and facilitation skills for international groups of youth workers …
3. capacity to sense and understanding group processes …
9. social competence
10. capacity to deal with ambiguity and crisis
12. self-confidence

Internationalisation competences

13. knowledge on Europe …
11. intercultural competence

All these competences are, of course, interrelated and six of them (1, 2, 3, 8, 11 and 13) specifically refer to competences and skills to be exercised in an international, intercultural environment that will typically demand flexible language use as well. Nevertheless, only categories 11 and 13 refer to competences that are exclusive, definitive qualities for European-level professional practice in this field, and this is why they and only they are included in the internationalisation competences cluster. This 'separation exercise' has the purpose of giving sharper focus, which facilitates uncovering the ways in which non-formal learning is structured. At the same time, it also artificially separates that which in real educational practice is much more integrated. In the case of ATTE, internationalisation competences are a deeply interwoven and ever-present feature of the learning agenda. They are embedded within learning a range of other kinds of competences – which could also be acquired and used in local and national settings. This means that internationalisation competences 'in and for themselves' do not

38. All the competences in this category, above all the first two in the list, are evidently closely linked with intercultural competence and could arguably be included in the internationalisation competences category. For the purposes of this analysis, the emphasis was placed on the personal and social competence aspects in allocating these individual competences. The reason for this is that the analysis seeks to draw clear and sharp boundaries between competences that are solely 'internationalising' in nature and those that apply other kinds of competences to an international setting.

stand out that often. The sharp delineation of two definitive qualities (categories 11 and 13) was intended to bring greater relief into the curricular patterns.

The boundaries between the individual competences and the clusters are blurred and permeable, so we would not expect the ATTE curriculum developers – that is, the course team (five tutors and two co-course directors, supported by a course administrator) – to produce a highly structured course schedule with clearly distinct subjects divided up in pre-determined amounts. In other words, the ATTE curriculum did not look like a school timetable, although the residential seminar schedules[39] do have affinities with the conventional timetable format, and this became a more systematic practice over the two years. Nor was ATTE's curriculum constructed on the basis of pre-existing principles that set out which subjects are more important than others and therefore should be given more hours in the day, week or the course as a whole. This does not mean that pace and sequencing (in the team's wording: the flow) was not a planning consideration, but rather that these concerns were dealt with in a different way, as described further below.

In more formal learning settings, the integrated and multi-layered nature of the ATTE curriculum would be described as taking a cross-curriculum, project-based or transdisciplinary approach[40]. This means that developing a number of different kinds of competences is tackled simultaneously within the framework of a multi-purpose activity. This is observable in the course documentation for the residential seminars, and it is the defining feature of the Practice 1 and 2 self-directed group and individual work-based learning modules. In addition, identifiable sessions in the ATTE seminar schedules do not fit into standardised time units (such as 45 minute lessons or two-hour lectures and their multiples). A session may last anything between 30 minutes and three hours, according to the type of activity involved[41].

All these features are in themselves interesting, because they show how non-formal learning principles are implemented in structurally distinct ways. They also make it much more difficult to bring the patterns of priorities and balance to the surface in simple and meaningful ways. Looking at a non-formal curriculum as a structured representation of learning objectives in action makes it immediately clear just how much work remains to be done in this field to understand how principles are transformed into practices. The underlying logic of curriculum planning and the reasons for selecting particular activities, methods and their sequencing is poorly understood. As long as the logic remains so tacit, it may be easy to recognise quality learning (whether in doing it, observing it or evaluating its outcomes) but it remains difficult to identify the reasons for success (and failure) and to convey 'how to do it well' explicitly to others wanting to improve their practice.

It is also impossible to apply this kind of approach to Practice 1 and 2 in ATTE. These periods were not planned or implemented by the course team in a systematic manner. As pointed out earlier (in Section 1.2), this was because the true nature of ATTE as a continuous two-year course that integrates open and distance learning with residential modules was just not adequately appreciated in advance by anyone concerned, including the institutional sponsors. This is one of the most important reasons why many ATTE participants experienced problems in carrying through the projects they had in mind for these practice periods, and in particular

39. Annex 5 contains the four residential seminar schedules.

40. See here Fennes, H. and Hapgood, K. (1997) Intercultural Learning in the Classroom, Cassell, London.

41. Identifiable coherent activities may also run into several sessions, lasting for a full day or more. Nevertheless, these break into a series of consecutive sub-units.

this led to evident inequality of opportunity within the course between participants (see Section 4.3 on this matter). Neither did the external evaluation have the resources – and nor was this expected in the terms of reference – to follow through six group projects in Year 1 and thirty individual projects in Year 2. The intention had been to monitor ATTE's progress in the two practice periods virtually through the Open Learning Community (OLC), but this proved a fruitless endeavour (see Section 2.6).

Given the above uncertainties and caveats, Figure 5 (below) shows the result of a tentative classification exercise for the 132 sessions that made up ATTE's four residential seminars. The pattern that emerges is clear and simple.

Firstly, the course curriculum gives balanced priority to developing clusters of training competences and personal and social competences for all but the final seminar, which placed a very strong emphasis on training competences. This difference is logical, because the final seminar was devoted to the evaluation of learning outcomes, both through participants' portfolios and training quality products (TQPs; alternatively: through reflection on the fact that many did not manage to complete these tasks or decided not to do so) and through reflection on what had been personally and professionally gained from ATTE. The final seminar's structure also included fewer sessions, each lasting for longer blocks of time, which conforms to the needs of reflection and evaluation activities.

Figure 5: Competence clusters in the ATTE seminar curriculum

	competence clusters		
ATTE seminars	**training**	**personal and social**	**internationalisation**
1	16	14	6
2	16	17	3
3	16	17	3
4	20	4	3
Total: 132 sessions:	68	52	12
Percentage of total	52	39	9

Secondly, few sessions are devoted to the cluster of internationalisation competences, with the number falling to a very low level after Seminar 1[42]. This is the cluster that was designed to highlight the exclusive, definitive qualities for European-level professional practice in the non-formal youth sector, and its subsidiary overt positioning in the ATTE seminar curricula signals a very significant issue. It is no coincidence that the example of coded messaging given earlier (in Section 2.1) comes from an early session on European citizenship, where participants were especially keen to understand what the aims and purposes of the session were and to be able to see how the methods would lead to the intended outcome. Earlier on in this report (in Section 1.3), attention was also drawn to the contested quality of this element of the ATTE course, with which both tutors and participants expressed disquiet. We return to this in the context of curriculum

32. This proportion would have been somewhat higher had some of the individual competences allocated to the personal and social competences category been classified as internationalisation competences instead (see footnote 39). A significant distributional difference would nevertheless have remained.

dilemmas (see Section 2.4). Here, the distribution of sessions across competence clusters sends the same message. It can with justice be argued that developing internationalisation competences is integrated into a much greater number of sessions overall, because of the fuzzy boundaries between the clusters and the integrated approach of the whole course. This is true, but the very fact that it is difficult to extricate a high number of sessions in which internationalisation competences clearly and dominantly define the purpose and content only serves to underline the point.

Characteristically, curricula also feature short and long term rhythms in the ways that different kinds of sessions are placed in the day, in a module and across the whole course. This is what ATTE tutors call planning the flow, and some features are self-evident for the observer. Participants can only be asked to evaluate what they have been doing at the end of a recognisable block of learning time. ATTE's reflection groups, taking place at the end of each seminar day, mark a short-term and recurrent rhythm for evaluation activities. This conscious, structured link between their purpose and the positioning was disturbed in Seminar 2 by the external evaluation due to the need to find sufficient time for individual interviews and focus group discussions with participants. Although those participants who were individually interviewed (one third of the group) appreciated the experience, the participants in general found it difficult to engage in reflection in the morning or in the early afternoon. There are some aspects of flow, then, that probably do not lend themselves to very much flexibility of scheduling.

The visual representations of ATTE's four residential seminars (in Tables 1 4, overleaf) show that the broad flow of the curriculum was well considered and balanced. This is quite remarkable, given that the course team were highly self-critical of what they saw as inadequate forward planning on their part, even though the launching of ATTE had not foreseen sufficient time for tutors to plan in advance of the beginning of the course[43]. They recognised early on that they had not begun with the clear sense that ATTE was a two-year course that should be planned as such, rather than primarily as a series of ten-day residential seminars that could be planned individually at the requisite intervals. Nevertheless, the visual patterns show that each of the first three seminars tended to place sessions focusing on training competences in the mornings and those dealing more with personal and social competences in the afternoons. Sessions on personal and social competences also dominated much of the early days of the first seminar – for the learning group had to be established in the first place – whereas the last seminar could afford to allow training competence sessions to take over almost the whole schedule. Sessions on internationalisation competences tended to fall in the middle of the seminars and were more often in the mornings.

It would be interesting and useful to be able to go further into the details of flow patterns, but this would require an independent study in its own right. We think that gaining a better understanding of the principles of curriculum flow as these are exercised in practice by non-formal youth trainers would make a significant contribution to improving the quality of future training the trainers courses and their outcomes. This is not a post-hoc comment on the quality of ATTE as such, since all the material at our disposal suggests that the course team did well here (apart from a tendency to try to pack too many activities into the available time). It is much more to suggest that the capacity to conceptualise, plan and implement flow is a training competence that could be taught and learnt more systematically and rapidly if the underlying principles could be set out more explicitly as content to be acquired by those learning the trade.

43. Chapter 4 takes up this issue in more depth.

Table 1 1st Seminar 10-20 January 2002

	Thursday 10th	Friday 11th	Saturday 12th	Sunday 13th	Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th	Saturday 19th	Sun. 20th
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		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 (EuroCit+training)	FREE Optional *Visit to the Palais de l'Europe*	Linking European Citizenship to Youth Training (EuroCit+training)	Preparation of Practice 1 - Crossroad exercise (2):	Training experiences from another field: Training in theatrical contexts	Preparation of Practice 1 - Crossroad exercise (3): Research possibilities	Departures
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00	Arrivals	Group exercise: "Building the Station" Intro to ATTE structure and evaluation Introduction to the 1st Seminar programme	Visit to L'Étage	Pub and competences Personal development plans (1) Reflection groups	Personal development plans (2) Introduction to mentoring Reflection groups	FREE	Preparation of Practice 1 - Crossroad exercise (1) Reflection groups	Mentoring: Participant and mentor dialogues (2) Discussion with Frank Marx & 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
17.00											
19.00	Dinner	Dinner	Dinner Crêpes	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
20.30	Welcome and group building					Dinner in town	Mentoring: Participant and mentor dialogues (1)			Farewell party	

Key to Tables 1-4: Activities related to:

Table 2 2nd Seminar 7-17 May 2002

	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th	Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th
8.30		Breakfast	*European Breakfast*	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		Walk about (Intro of participants and surroundings) ATTE movie Opening of the seminar Learning -Juggling	Exchange of Training experience	*European Citizenship: a conceptual framework*	Training design - simulation exercise	Project consultancy Feedback	Free	Outdoor education 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
		Bryony: Presentation of the Evaluation	Reflection groups/focus group	Reflection groups/focus group							
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00	Arrivals	"Adam's will" (2) - Transfer of the role play	Training concepts Mentoring so far and during this seminar	Training methods	Training design - simulation exercise-	Workshops / discussion groups	Free	Optional workshops	Quality criteria for practice I projects	Seminar evaluation	Departures
17.00		Youth in Slovenia (EuroCit+training) Personal development time Dinner	Personal development time Dinner	Peer support groups (1) Personal development time	Reflection groups/focus group Personal development time	Reflection groups/focus group		Personal development time	Peer support groups (2): finalising composition Personal development time	Closing	
19.00	Welcome toast	Dinner	Dinner	Dinner	Dinner	Dinner in bled	Dinner	Dinner	Dinner	Dinner	Dinner
20.30	"Adam's will" (1) - Running of the role play			*Intercultural evening*						Farewell party	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

Table 3 3rd Seminar 21-31 January 2003

	Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th	Saturday 25th	Sunday 26th	Monday 27th	Tuesday 28th	Wednesday 29th	Thursday 30th	Friday 31st
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		ATTE movie – part 3 Reconnecting the ATTE community	Evaluation of Practice 1	Non formal education: Implicit and explicit pedagogy	Competences for European youth worker training (EuroCit+training) Interim self-assessment	Me in 2003 Personal development plans	Lifelong Learning External interim evaluation of ATTE (15 min.) ATTE in perspective (EuroCit+training)	European Citizenship in Training (EuroCit+training)	Open space technology	Individual reflection: "Solo" time Exploration Groups	Departures
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15.00	Arrivals	Intro to ATTE 2003 and to this Seminar	Evaluation of Practice 1	Learning on the Job in ATTE 2003	Mentoring Free afternoon	Mentoring	Mentoring	Free afternoon	Open space technology	Mentoring	
17.00		Introduction to quality criteria in European youth worker training Exploration Groups	Exploration Groups	Exploration Groups Mentoring	Mentoring	Workshops by/for participants trainers Exploration Groups Mentoring	Workshops by/for participants trainers Exploration Groups Mentoring	Mentoring	Mentoring	Distance Learning Seminar evaluation and closing	
19.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner in town	Dinner	Dinner	
20.30	Welcome evening		Celebrating 1st year of ATTE				*Eurobarometer on Lifelong Learning* (optional)			Farewell party	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

Table 4 4th Seminar 11-18 October 2003

	Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th	Saturday 18th
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		Introduction to seminar Reconnecting the ATTE community. Sharing the experiences since last seminar	Portfolio & Training Quality Product Discussion and feedback in small groups with invited experts and ATTE team members	Feedback to self-assessment Introduction Feedback to peers and ATTE team members Round 1 Round 2	Feedback to self-assessment cont'd Round 4 Round 5 Round 6	Evaluation of the whole ATTE course – framework, features, content, learning process and achievements Discussions in groups, questionnaire	Future Perspectives Seminar Evaluation	Departure
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00 17.00	Arrivals Optional reading of portfolios and Training Quality Products	Practice 2 Group discussions on quality Self-assessment form (SAF) Rendezvous	Portfolio & Training Quality Product Discussion and feedback in groups Panel discussions with invited experts	Training competences & self-assessment Presentation and discussion with Hendrik Otten Feedback to self-assessment cont'd Round 3	Self-assessment Individual reflection time Statements by participant trainers External ATTE evaluation. Progress report	Evaluation of ATTE cont'd Conclusions in plenary Input/Panel on policy & practice (SALTO, National Agencies and Council of Europe)	Future Perspectives Closing Session Presentation on the larger context of the ATTE by Howard Williamson. Closing remarks and certificates	
19.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
20.30	Welcome evening		Self-organised activities	Dinner on the Danube		Self-organised activities	ATTE GALA	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

2.3. Curriculum examples

2.3.1. Seminar 1: Laying the Foundations

The seminar's aim was to lay the foundations for ATTE by creating a common understanding of its framework (needs, resources, planned learning), of the relevance of European citizenship as a topic for training in youth work, and of the role of group projects for Practice 1. Using the three competence clusters already established (in the preceding section), the seminar's objectives can be restructured as follows:

Training competences

Clarifying and agreeing on common criteria for Practice 1 projects

Exploring possibilities for partnerships in Practice 1

Providing space for concrete development of project ideas

Assessing participants' specific needs in relation to project planning and project management

Session examples:

- Learning and training exercises: the learning preference inventory ( )
- Training experiences from another field: Training in theatrical contexts

Personal and social competences

Forming the ATTE group

Completing the Self-Perception Inventory

Planning the individual and the group learning process

Identifying participants' need, resources for and meanings of learning

Starting a process for identifying the competences relevant for ATTE

Establishing the reflection groups and mentoring relationships

Session examples:

- Opening – Join the ATTE Express (see Annex 4)
- Group exercise: Building the Station

Internationalisation competences

Sharing understandings of European Citizenship

Developing a common understanding of the framework (conceptual, political, institutional, educational...) of European citizenship in ATTE

Exploring the function of the trainer in relation to European Citizenship

Identifying areas of further research on European Citizenship

Session examples:

- Exploring European Citizenship
- Linking European Citizenship to Youth Training

Session illustration: developing internationalisation competences:

Exploring European Citizenship: Our contribution

This session, using an exercise adapted from the Partnership's European Citizenship course, took place towards the middle of the seminar and was

scheduled to fill the whole morning. It began with a 15-minute introduction to the session as an experiential exercise on values, norms, and citizenship, together with a description of the rules and tasks involved. The exercise itself lasted 120 minutes, including the coffee break. Participants split up into groups that were each given different resources and tasks. The groups communicated with each other to establish a basis (or not) for collaboration and exchange. A 45-minute plenary debriefing followed to review the outcomes of the exercise with questions posed by the tutors. The questions and discussion centred on why groups cooperate with each other (or do not do so), what the benefits of cooperation between groups are and why groups may exclude others from membership. The field notes from the plenary debriefing record:

> The tutor-led introduction uses overheads to support the verbal presentation, which points out that the concepts of European and national citizenships differ, in particular because the former adds civic and identity dimensions to those of legal and political rights and participation. European citizenship implies belonging to a chosen community and sharing a chosen identity. Choice is an exercise of individual human rights and in this case it is a continuous practice, not like voting every now and again. This is important for youth work because young people too have rights in the here and now, and they need the knowledge, skills and confidence to exercise them in their everyday lives. Other tutors break into and accompany the presentation with illustrations of the points made, including with thought-provoking metaphors such as playing music of monks chanting whilst playing out the appropriate gestures. … Correspondingly, when thematic discussion groups return to plenary for report-back, participants too adopt theatrical methods to show their thoughts: dancing women are joined by others, forming a throng of different kinds of dancing until some start jostling with each other and a fight appears to break out.

This is a good example of a session in which European citizenship as a concept and practice is firstly approached implicitly and through a practical exercise before more explicit discussion takes place. Developing internationalisation competences is embedded in activities that draw on and incite the development of training competences and personal and social competences, which was characteristic for ATTE. The session showcases a lively variety of methods and overall aims, objectives, topics and methods are coherent.

2.3.2. Seminar 2: Attention! Here we go! Theory and Practice of Training

The second seminar aimed to explore the theory and practice of training in the context of European citizenship, with special emphasis on changing the focus from learning to training, and on developing cooperation and support within the ATTE community. Using the three competence clusters already established (in the preceding section), the seminar's objectives can be restructured as follows:

Training competences

Introducing and exploring different training concepts and methodologies for European youth worker training

Continuing the work on competences required for European youth worker training

Beginning reflection on what could be quality criteria in European youth worker training

Planning for project work

Agreeing on quality criteria for Practice 1 projects;

Reviewing the projects for Practice 1, concentrating on quality criteria and inclusion of European citizenship

Session examples:

- Outdoor education and training
- Quality criteria in European youth worker training

Personal and social competences

Reconnecting the ATTE community

Reviewing and continuing the mentoring process

Introducing and forming the peer support groups

Providing data for the external evaluation of the ATTE course[45]

Session examples:

- Learning juggling
- Peer support groups

Internationalisation competences

Bringing together different concepts of European citizenship

Exploring the local environment in Slovenia

Session examples:

- Youth in Slovenia
- European Citizenship: a conceptual framework

Session illustration: developing training competences:

Giving and receiving feedback

This session took place towards the middle of the seminar and was scheduled to fill the whole morning. Its aim was to introduce feedback as a training tool with tutor-led input on the theoretical background to its use, followed by a practice session. The introductory input took up the first 30 minutes, followed up with a further 30 minutes for participants to work individually. With the help of a grid prepared beforehand, they were asked to enter information on how they think they behave and on what aspects of their behaviour they would like to receive a 15-minute feedback from their peers. The remaining 135 minutes were spent in project groups, with each participant taking a turn in the feedback chair. The field notes from this session record:

> The tutor's introductory input explains that feedback is a tool to enable people to find out what others think about their behaviour – what you do and what it conveys about your attitudes. Feedback is a way to reduce feelings of uncertainty about oneself, it is a trust-building mechanism that strengthens relationships and it is a source of learning that can improve the quality of what you do professionally. A set of guidelines for giving feedback follow: the golden rule is to benefit the other and not oneself; feedback should address itself to specific, manifest behaviour but be presented as a perception and not a fact; and the object of feedback is not the individual as such but a behaviour that an individual displays. Participants ask a number of questions to clarify their understanding. This is followed up with guidelines for receiving feedback: listen carefully and actively; resist being defensive, even if you disagree with the observation; make sure you have understood exactly what the observation

45. This activity, which was not, strictly speaking, a curriculum element, has nevertheless been included in this analysis. The capacity to cooperate with external evaluators also requires personal and social competence. Participants had to learn to accept their presence and distinctive role, and to be ready to divulge their views in interview and in informal conversation, knowing that this would provide information for the evaluation.

meant; consider the importance of the observation; see whether others share the same perception; decide whether it is useful for you; and remember that not everyone is good at giving feedback. In the group-work that followed, the participants took the task very seriously and also seized the opportunity not only to practise using a training tool but also to learn more about themselves as trainers by receiving feedback and reflecting on what has been said with their peers.

This session is a good example of a classic approach to developing training competences with a simple and logical format. The tutor gives a short lecture-style input, learners listen and ask questions, and then they practise what they have heard about. The distinctive non-formal learning feature is that the participants run the practice sessions, working together in peer groups. Tutors were not present in this part of session at all, that is, they expect the participants to be able to construct and manage their own learning processes together. In this particular case, using peer-led methods certainly contributed to the productive outcome of the session, since participants may have been more reluctant to be in the receiving feedback chair if members of the course team were present.

2.3.3. Seminar 3: Different Patterns, Consolidation and Development

This seminar fell half-way through the two-year course and after participants had completed Practice 1, in which they had worked in self-chosen groups to design and carry through a non-formal youth training project at European level and with a focus on European citizenship. The seminar aimed to consolidate and assess the learning achieved during the first year and to plan the learning and professional development during the second year, most particularly the individual projects they would design and carry through in Practice 2. Seminar 3 presages the final seminar in that its aims and objectives are already much more definitively focused on developing training competences. However, the sessions and activities themselves still work equally as much through developing personal and social competences as through developing training competences per se. In other words, in Seminar 3, developing training competences (the core agenda) is embedded in developing personal and social competences (the surface agenda). This may well be one important reason for the fact that relatively speaking, Seminar 3 was the most successful of the four ATTE seminars as far as the positive intensity of participant response was concerned (see Section 2.5). Using the three competence clusters already established (in the preceding section), the seminar's objectives can be restructured as follows:

Training competences

Evaluating Practice 1 as a practical training experience of the participant-trainers within ATTE

Making interim assessments of the training competences acquired by the participant-trainers during the first year of ATTE

Identifying further training needs and developing individual plans by the participant-trainers for the second half of ATTE, including Practice 2

Introducing portfolios and TQPs for participant-trainers

Developing quality criteria for European youth worker training based on the experience of Practice 1

Introducing the concept and practice of open and distance learning

Session examples:

- Open Space Technology

• Distance Learning

Personal and social competences

Enabling participant-trainers to learn from each other

Session example:

• Me in 2003: personal development plans

Internationalisation competences

Taking stock and focusing on European Citizenship in European youth worker training

Session example:

• European citizenship in training

Session illustration: developing training competences:

Evaluation of Practice 1

This session took place towards the beginning of the seminar and was the main activity of the day, covering three hours in the morning through to lunchtime and a further two hours in the afternoon. The aim was to evaluate Practice 1 projects in the light of quality criteria which had been prepared by the tutors on the basis of participants' input, but which were open to discussion and revision by the participants. Specifically, participants were expected to reflect critically on their experiences with each other, to engage in professional confrontation about these experiences with a view to improving future practice, to see how quality criteria can be used as an evaluation tool and to raise the issues that arise for discussion in an interactive way. The session began with 150 minutes in mixed groups (that is, no group could include more than two people from the same Practice 1 project), in which they evaluated their Project 1 experiences using a questionnaire developed by the course team. The questionnaire covered four categories of quality criteria and groups could prioritise those they would like to discuss further. The final 30 minutes before lunch were devoted to finding a method to involve other project groups in the issue that each group was especially interested to pursue. In the afternoon session, each project group animated a 15-minute activity-discussion that involved the full plenary. Following concluding exchanges, tutors took note of the main points arising from the evaluation of Practice 1. The field notes from this session record:

> When the questionnaire with the list of quality criteria prepared by the course team was handed out, participants immediately began debating about what quality criteria actually are and whether they are a desirable development or not as far as their own work is concerned:
>
> A Quality is not related to stakeholders. …
>
> B Do you measure the minimum quality standards before or after a project? …
>
> C We define our aims for a course in advance and after it finishes we can measure if course participants are satisfied and how they will use the outcomes in the future.
>
> T1 How do we view a training course before, during and after it happens? For example, the expert presentation in Slovenia concentrated on quality criteria to evaluate an application for project funding.
>
> D We are losing the point. We need to approach personal feelings – you cannot create the perfect training that nobody needs.
>
> E Who defines the quality? The YOUTH National Agency? In an application or in a final report?

A Are we working [in ATTE] for two years on quality standards? What do we feel we need or want to achieve – or are we just fulfilling the needs of the [ATTE] stakeholders?

C We work in a market and sometimes with companies. We have to think like this, we produce things, so who wants to buy our product? There are trainers and trainees on each side of the market trying to approach each other.

T2 We [the tutors] see quality criteria as situation-specific. We want you to take part in producing quality criteria, but of course they will always have to be adapted and updated – they will not be written in stone.

C The boxes in the grid are not coherent – they are like grass, green, sky, colour. The categories are not on the same level. They are not prioritised. The grid is more like a brainstorm.

F If you work on your attitudes then you improve quality: acceptance, empathy, transparency. These are measurable and can be taken from evaluation forms. But I am missing the emotional response – the Council of Europe is not seeing this work in a personal way and this needs to be made explicit.

T2 There are different priorities [for different actors].

C I change my practice when there is something missing – when there are expected outcomes and people are not working towards them. The priority is to make it balanced [when people involved have different expectations].

T2 Who defines the quality of your work?

G Organisations.

A If I recap on all the training courses I have worked on, we never verbalised quality criteria, they are automatic.

C [Quality is defined] during the participant evaluation of a training course, which shows their satisfaction, which relates to the needs of [their] organisations.

T2 … We need a common language for quality so we can all recognise it.

A There is a narrow border between developing common quality criteria and not automatically excluding others, and we are walking on that border.

T2 We are not creating an exclusive club [by developing quality criteria]. We agree on main values and we are open to support other colleagues and new actors to develop themselves.

G … But how do we measure these criteria? And then what do we do with them?

C Is it possible to measure? We are not making physical products in our culture, the results are different. What do participants take home? Nobody judges or measures that.

A For me quality criteria is a process rather than whether something 'is' high quality or how we can prove that it is. …

G We all have our own criteria, for example, to teach a participant tolerance. You help that person become tolerant. Do you need to name that?

This exchange shows that participants are perfectly capable of understanding the nature of and the reasons for quality criteria as such, but they demonstrate concern about the

- effects of different values and interests on the choice of quality criteria upon the aims and outcomes of non-formal youth training courses;
- fact that the most important quality criteria are those than cannot be measured;
- consequences of applying common quality criteria for access and differentiation amongst trainers.

This session shows very well how participants are well able to take on the 'legitimated knowledge' placed at their disposal by the course team, but it also shows

that the methods used in ATTE are moving rapidly towards self-directed learning in a mixture of individual and peer-based frameworks. The course team prepared input in written form, but the bulk of the session time itself was spent either on tasks in peer groups or in plenary with the peer groups leading the process. The tutors had become enablers and facilitators in the background, whereas the participants had taken the centre stage with the support of initial stage directions.

2.3.4. Seminar 4: A Talent to Emerge

This was ATTE's closing seminar, taking place eight months after Seminar 3, during which period participants had completed Practice 2 and had also been requested to prepare a TQP (Training Quality Product; see Section 3.2) and a portfolio to document and demonstrate their learning process. Seminar 4's aims were sharp and focused on assessment and evaluation –both of participants' learning and of the course as a whole. Its programme was explicitly dominated by developing training competences: that is, the core agenda was now on the surface and at the visible centre of attention. Personal and social competences together with internationalisation competences were almost wholly embedded in activities where training competences were at the forefront. Using the three competence clusters already established (in the preceding section), the seminar's objectives can be restructured as follows:

Training competences

To close and to evaluate ATTE learning processes and outcomes, and specifically to create a space for self-assessment and constructive feedback on the TQPs, Practice 2 and individual training competences

To evaluate the ATTE course 2001-2003

To facilitate the accessibility of the products developed within ATTE

To plan the application and dissemination of the outcomes of ATTE

Session examples:

- Practice 2 – what did we learn about quality?
- ATTE evaluation and future conclusions

Personal and social competences

To give recognition to the work done by ATTE participants

To enjoy and celebrate the closing of the first ATTE course

Session example:

- Reconnecting the ATTE community

Internationalisation competences

To contribute to quality development in youth work training in Europe

To develop future co-operation of actors involved in youth work training in Europe

Session example:

- Input/Panel on policy and practice

Session illustration: developing training competences

Future perspectives

This session took place towards the end of the seminar and was split into two sections. The first section was scheduled for 75 minutes in the late afternoon, the second for the whole of the following morning. The overall aim was to project

participants' professional perspectives into the future, bearing in mind policy developments in the non-formal youth training field, training concepts and methods and the realities of working as a youth trainer. The late afternoon session began with a brief introduction by the tutors to the purpose of this activity, followed by discussion in three peer working groups, each of which took one of the three dimensions listed immediately above. Tutors had prepared a worksheet to guide the discussions, including questions such as 'is the main objective for European youth training to produce European citizens?' (policy developments), 'how can self-assessment be assessed?' (concepts and methods) and 'how free is a freelancer?' (youth training as work). The next morning began with a longer (30 minute) introduction by the tutors, which made reference back to the report of the Curriculum and Quality Development Group that had recommended the training the trainers course that became ATTE. The next hour was devoted to an expert input from one of the leading figures from the ATTE's sponsoring institutions, which placed ATTE in the broader social and political context of the development of European non-formal youth training and pointed to important issues for the future. This was followed up with a 45 minute 'fishbowl debate' in which the expert speaker sits in a circle with four chairs in the centre of the plenary group. The chairs are openly available for individuals to come and go, bringing in questions and comments for discussion with each other and the expert. Finally, the three working groups from the previous day came back together for 45 minutes to prepare their conclusions, which were presented to the plenary group during the final hour of the session. The field notes from the second section of this session record:

> On this the last day of the first ATTE course, participants found a flower (different kinds, different colours) on each chair when they arrived in plenary. At their own expense, the tutors had made this gesture to the participants as a symbolic recognition of their work and contribution. The flipchart read: this is your last day – this is your first day; a tutor underlined that ATTE is a complex reality that has offered a wonderful chance to everyone to be part of it. Technical planning details for the evening's gala intermingled with light-hearted comments. The expert speaker opened with the remark that one indicator to evaluate ATTE is the fact that everyone stayed the course – there had been no dropouts. The fishbowl discussion that later took place was lively, with no shortage of people wanting to join the circle and around them an actively absorbed audience. The expert input had been well received, prompting the expression of a diversity of views and exchanges between ten 'fishbowlers' in all (four women and four men participants, one male tutor and one male expert). The main issues that came up were the politics of non-formal youth training, the role of European citizenship in youth training, the positive and negative potential of IT communication media, and the pros and cons of the growth of a youth training market. Views of those from East and West Europe tended, as often, to be nuanced differently. The concluding presentations of the working groups' illustrations of the future after ATTE produced consummate performances, as ever, by highly skilled professionals. Whether speaking of policy, methods or working life, the reports yet again revealed the strong demand for personal and professional self-direction and autonomy both in the face of state and market regulatory mechanisms and over against the potential incursion of impersonal, rationalist pedagogies into non-formal learning.

This session is an interesting one in that its structure is varied and stretches across a long block of programme time, including the intermezzo of a separate input following the first section and an overnight gap. The participants have to retain a number of thematic strands in their heads whilst actively engaging in peer-led group-work, listening to a lengthy input, generating and following a debate, returning to draw conclusions and rapidly finding an attractive way to

present these. Apart from making short explanatory introductions, tutors are now almost invisibly in the background as the session runs its course, whilst the participants demonstrate not only the capacity and confidence for self-direction but also their mastery of training competences in the ways they smoothly handle the different activities and the interaction process.

2.4. Curriculum dilemmas

All educational practice – wherever it takes place, however well-grounded in coherent principles and however expert the practitioners – throws up dilemmas for which there are no easy answers and which may ultimately be irresolvable. Educational practice is human action, which under normal circumstances is just not amenable to high levels of prediction and control (and thankfully so). Furthermore, all approaches and methods for teaching/training and learning have their advantages and disadvantages. This section draws attention to three kinds of dilemmas[46] that arose in ATTE's curriculum-in-action: the place of cognitive learning methods in non-formal learning settings; the integration of unpopular topics into the course; and the effects of selection methods on attitudes towards learning tools.

2.4.1. Non-formal learning and cognitive methods

Educational practitioners would all agree that quality learning involves establishing an appropriate balance between cognitive, affective and practical methods. Those who work in non-formal settings tend to interpret this by embedding cognitive learning in affective and practical learning. This is partly because they view this approach as more effective for the aims and topics that non-formal contexts typically address, and partly because the methods associated with cognitive learning are seen as redolent of formal schooling.

On the very first day of Seminar 1, this issue came up for discussion. The first day had been action-packed (film, train activity, buzz groups), shot through with affective experience (blindfolded touching, objects as metaphors for the self). More cognitively oriented sessions (plenary sessions with tutors talking and explaining) had produced rapid fatigue and evident boredom amongst most participants. The team concluded that the day had gone very well, with much positive response to the film and the train activity, but that there had been "too many inputs that had lasted too long, had fed in too much and were too concentrated." The observation was correct with respect to participant response, but objectively the day's schedule had not privileged 'chalk and talk'-style methods.

One alternative answer would have been not to end a long and busy first day with activities that demanded intense mental concentration, especially given that almost all participants were not listening in their first language and they were not yet attuned to the different speakers, each of whom have their own cadence when speaking English. This option suggests a technical resolution to an everyday dilemma in this field, that is, to revisit pace and sequencing across the day.

However, such dilemmas may not be easily resolvable if the participants in such courses have already committed themselves to a more embedded style of training others and in their own learning preferences. Several months later, team members

46. The fourth dilemma to which this report draws attention is the relation between implicit and explicit pedagogy in non-formal learning methods, and because this played a key role in ATTE, it is dealt with separately in Section 2.5.

referred to this as they discussed how to present concepts that would need clarification during Seminar 2:

T1 The session is about 'how do we transfer knowledge?' or in other words 'how do we run a plenary even if people don't like it?'

T2 People are often against transmitting knowledge because it is too much like school.

In fact, ATTE participants held differing views about the role of cognitive learning and the more 'formal' methods associated with it. Many indeed favoured highly embedded approaches, but a significant minority would have liked to see more emphasis given to cognitive learning in its own right. These participants consistently challenged the team and invited experts on this point, right through to the very end of the course, and they voiced their thoughts openly, as in the following comment:

"I expected more theory and depth on the course. As advanced trainers we need theory and yet we are still working on a very superficial level."

The curriculum had introduced the idea of different learning preferences early on in the course, which should have led to critical reflection on the part of all participants on the assumptions and judgements they each made about 'good' and 'bad' styles and methods. The team repeatedly returned to this dilemma as they considered when and how to bring in more cognitive elements and more traditional 'lecture-type' inputs, but of course there was no solution that would ever have satisfied everyone.

2.4.2. Integrating unpopular topics

In most settings, the curriculum that is implemented by practitioners is a negotiated compromise between different interest groups. Teachers and trainers rarely have full autonomy to determine curriculum content. This is more than evident in formal education and training systems, where state and public authorities specify curricula to a greater or lesser extent and monitor their implementation in a variety of ways. In the vocational education and training sector, many different agents exercise control over curricula, from the individual employer offering in-company training through vocational colleges to quasi-official coalitions between the Social Partners who regulate occupational qualifications and accredit training courses.

In the non-formal sector, educational practitioners traditionally have a great deal of autonomy to design and carry through structured learning activities. The reasons lie largely in the lesser importance attached to non-formal learning content and outcomes by public authorities and society at large, paralleled by the fact that the sector makes far lesser demands on public or private purses. From this point of view, the Partnership Programme is an example of 'big money' entering the non-formal youth training sector, and, as always, it comes with a number of strings attached. One of these strings was the requirement that ATTE give a prominent place to the topic of European citizenship[47].

47. The Partnership Programme on Youth Worker Training also sponsored the development of a special training course on European citizenship together with the production of curriculum resources in the form of a T-Kit. These were developed alongside ATTE, not ahead of it, so the resources were not available to use in ATTE until part-way through the course. Information about the European Citizenship in Youth Work courses is available at http://www.training-youth.net/site/training_courses/training_courses.htm. The T-Kit No. 7 Under construction...citizenship, youth and Europe is available at http://training-youth.net/site/publications/tkits/tkit7/TKit7.htm.

This report has already made several references to the tensions surrounding this feature of ATTE's curriculum. Here, we regard it in terms of the dilemma that practitioners face when they are expected to respond to external demands about which they have reservations, all the more so when the reservations turn out to be shared by the participants – who are also professional colleagues holding well-formed views on the subject. Early field notes record:

> The general feeling is that European citizenship has been artificially inserted into ATTE course aims and content by the Partnership Programme's institutional sponsors because it is a buzzword that attracts project funding and is high on the European political agenda: It seems like a sticker to the course. It is something we are told to do; It is intellectual masturbation; We have spent too long on something dropped on this course. The course co-directors have to keep pointing out that European citizenship is a key part of the rationale for ATTE in the first place, which would not have existed otherwise.

Under these circumstances, it did not help that from time to time unexpected 'offers that one could hardly refuse' popped up, for example, to demonstrate learning materials on citizenship produced in the private sector or to provide an institutionally-based expert input. On the other hand, participants were not necessarily impressed with the resources available in the libraries: Most of the books are old and written in the style of schoolbooks!

The dilemma was compounded by the fact that European citizenship is a relatively new topic in the educational world, and one that is also a contested subject of both intellectual and political debate. There is no body of established knowledge that finds broad consensus, and most people, educationalists or not, have more questions than answers about the concept and the reality of European citizenship[48]. It is neither surprising that participants were looking for clear guidance on this topic above all, nor that the team members also held diverse views and were unsure how best to approach the topic – above all, at the appropriate level for ATTE, which was, after all, designated as an advanced course. Later field notes record:

> General laughter ensued when someone asked whether the team itself has a shared understanding of European citizenship. … The tutors had picked up that some participants wanted more solid input, including in traditional lecture format. It was noted that they regard Euro citizenship as a 'subject' – it is seen as content they can hold onto – "but that's not how we see its role in the course." It was observed that the T-Kit on European citizenship could be used in the future for this topic.

The resolution of this multi-faceted dilemma was ultimately simple and conforms to established non-formal learning principles. European citizenship as a distinct topic did not occupy much space of its own in the curriculum of the residential seminars, but was largely embedded into sessions with other overt purposes and, furthermore, all Practice 1 projects were obliged to focus on the subject. This was

48. Innumerable surveys and studies confirm this, together with widely diverging attitudes towards European integration as represented in particular by the EU. This continues to be the case regardless of the extensive numbers of projects supported by European action programmes (especially by SOCRATES I and II and by YOUTH and the antecedent Youth for Europe programmes) to increase knowledge about Europe and support the development of a sense of identity with European integration. This does not mean that these efforts have been unsuccessful (quite the reverse) nor that they are futile, but merely that this is a long-term endeavour and much of the European population remains largely untouched by the activities concerned. One interesting outcome of ATTE was, nevertheless, an article written by a group of participants on this topic: Maistrelli, Giulio et al. (2003) 'Mind bending on European citizenship' Coyote No. 7, July; and see also the responses to this article in the same issue by Howard Williamson and Abdallah Rouhli.

a reasonable solution under the circumstances, although everyone would agree that in future similar courses, there will need to be a more concerted approach that draws on a wider range of resources and provides greater depth of focus.

2.4.3. The effects of selection on attitudes

The non-formal youth training field places a high value on open access to learning opportunities and non-differentiation between participants. Everyone knows that any given educational activity must have a maximum number of participants, because financial and human resources are always limited. But in principle all activities are open access and when applications exceed available places, then selection is made to achieve balance along standard parameters (age, gender, country/region of origin/residence, language groups and so on) and with respect to interest groups amongst organised youth. Beyond this, applicants may also be judged using explicit criteria according to their general suitability for the topic and level of the activity (prior experience, current voluntary or professional activities) and their reasons for wanting to take part (usually in the form of a written statement). These methods of arbitrating and distributing available opportunities as evenly as possible throughout the full range of those interested in participating have developed informally over many years, and they are characteristic of bilateral, multilateral, European and international youth social and educational activities.

Furthermore, the non-formal youth sector strongly supports the principle of social learning: individuals act and learn in groups and communities, within which there should be no invidious or disadvantaging differentiation, that is, status hierarchies. This is one reason why the sector's practitioners do not favour evaluation or assessment of learning outcomes.

Chapter 4 includes a description of the selection process and its outcomes for applicants to ATTE in more detail. 192 written applications to join ATTE were received, from which a short-list of 40 was drawn up using the kinds of methods outlined above. In this case, because of the nature of the course, it is obvious that particular attention was given to applicants' professional experience and level as youth trainers. This stage of the selection process has never been questioned by anyone, but the final stage led to much anguish and had long-lasting effects on the curriculum-in-action. The 40 short-listed applicants were invited to a short introductory seminar, after which they were asked to confirm whether they wished to continue (almost all did) and the course team made the final selection.

A key outcome was what became known as the 'Budapest syndrome'[49], which left an unloved legacy in a collective allergy against learning tools that looked like the kind of instruments that had been used at the introductory seminar. The original dilemma had been a two-fold one. On the one hand, the course team wanted to make the introductory seminar a worthwhile learning experience for all 40 participants, regardless of whether they would become ATTE participants or not. This led to the use of various self-assessment tools, most especially a specially modified Self-Perception Inventory (SPI). On the other hand, the course team had to make a final selection amongst the applicants, and the latter were acutely aware of this – they knew that judgements had to be made, so they naturally deduced that the learning tools and methods would provide the basis for those judgements.

49. Annex 2 includes extracts from the external evaluator's report from the Introductory Seminar, held in November 2001 at the European Youth Centre Budapest.

The ensuing dilemma in ATTE itself began with resistance to further use of genuinely productive learning tools that had become imbued with the odour of assessment, as the field notes record:

> In the session that returns to the SPIs, many participants commented that the exercise had been stressful for them, because they saw it as part of the final selection process at Budapest, even though they had found it a personally rewarding and challenging activity. … Tutors immediately refuted that the SPIs were a selection instrument, underlining that there is no right/wrong/ideal response to such instruments, and that individuals' response profiles change over time. … Despite all efforts to refute this interpretation, participants stuck to their collective view and began to ask whether the other methods that were going to be used in the course would also have the same kind of purpose: Are we going to do this with other self-reflection methods such as in peer groups - are we using peers to evaluate ourselves? … In that day's reflection groups … some participants openly mooted the idea of excluding their tutor from these meetings: So are you observing or participating? The tutors had made up the group lists, and were directly asked on what basis they had made their decisions as well as what the reflection groups are intended to be doing, and how. … The team's debriefing meeting showed that they were very aware that this day had not gone well – "basically tough shit".

This nervousness never fully disappeared, cropping up whenever participants were asked to fill something in with information about themselves – for example, the introduction of the self-assessment form (SAF) in Seminar 3 prompted some to ask about the use to which the self-assessment form they had been asked to complete would be put (who will see it?), and whether it is a binding document (is it a contract?). By this time, participants themselves had realised that the course team had been caught on the horns of a dilemma that had long since outlived its relevance: We are too suspicious, I feel sorry for the team.

The introduction of mentoring also suffered from the Budapest syndrome, especially with respect to the allocation of participants as mentees to tutors as mentors. Despite the fact that the tutors carefully described the nature and purpose of mentoring, taking pains to underline that it is a professional development tool that has nothing to do with selection and assessment, the participants immediately questioned its purpose and the tutors' motives. The course team had made a purely pragmatic decision to pre-specify the allocations, to avoid uneven workloads for tutors or long-drawn out negotiations and adjustments to ensure that all participants got their choice. The effect was quite the opposite of what they had intended, as the field notes record:

> The air was full of expectation and tension as the list was read out, and reactions varied from delight to visible disappointment. … At the same time, the tutors were aware that the allocation of mentors had not gone well: "The atmosphere when reading out the mentoring allocations was like being at university and handing out grades."

By the second year of ATTE, mentoring had settled down into a generally positive experience on all sides, but this episode and its repercussions shows just how much the introduction of selection and assessment into non-formal education/learning can disrupt attitudes and perceptions in ways that can damage the learning process by the incursion of distrust. At least some participants had interpreted their mentoring allocations as a kind of streaming by ability in which the 'best' were matched with 'best' and so on down the line.

Obvious immediate solutions to such dilemmas could have included, for example, letting the participants choose their mentors after all, or using quite different

tools and methods for selection seminars than for courses themselves. However, these solutions are not necessarily practical and, more importantly, they do not address the underlying dilemma. It can hardly be said that ATTE participants are any more enthusiastic in principle about the use of 'hard and visible' selection and assessment in non-formal learning settings than was the course team. As time went on, though, it became clear that the crux of the problem, here as elsewhere in ATTE, lay not so much in the fact that professional expertise and performance might usefully be monitored and evaluated as part of assuring and improving quality. Rather, if monitoring and evaluation were to take place, then it should be appropriate, up-front and transparent. In other words, it should be explicit and explicitly acknowledged by everyone involved.

2.5. Becoming explicit

Non-formal education/learning does comprise a structured process, which means that in principle the aims, content, methods and projected outcomes can be made explicit. This minimally requires a textual record (written or visual), which would enable someone who had not been present when the activity was carried out to understand the aim and method and to carry it out on another occasion. At its simplest level, this is the justification for requiring course documentation, but there is much more than this to becoming explicit.

Overall, in all aspects of non-formal curriculum and pedagogy, flexibility enjoys a higher value than predictability. Training principles focus strongly on interaction and process over against content and outcomes. Hence, training course programmes frequently change in situ and intensive pre-course planning as a longer-term intentional strategy is not, on the whole, a standard practice.

The demand to apply quality criteria to learning processes and outcomes implies turning an implicit, non-codified body of professional knowledge, skills and standards into a more explicit, codified set of concepts, descriptors and assessment tools. It became increasingly obvious during ATTE's first year that the concept and practice of implicit pedagogy needed to be more explicitly introduced and justified with the participants, who very clearly demanded greater depth, more structured inputs and more 'knowledge' about professional skills, competences and techniques than they could recognise themselves to be getting. The implication was that ATTE course activities had to be framed by more transparent and explicit aims and objectives.

There are innumerable examples of how the principles of implicit pedagogy suffused ATTE's first two seminars – as well as the introduction seminar itself. This can be seen operating on the very surface of the curriculum, with the marked preference for metaphor and activities akin to theatre, role-play and games as ways to convey concepts and generate reflective knowledge. ATTE tutors did not always feel the need to explain the aims and objectives of the various learning tools and methods they were using. This was partly because implicitness becomes a part of the natural world of non-formal learning practitioners, and this plays a positive role in the usual course of events since it supports good practice. These are the ways in which young people from highly diverse backgrounds can be readily drawn into a range of social learning experiences in an integrated manner. In the case of ATTE, tutors also regarded the participants as their professional colleagues and did not want to provide superfluous information and explanation to people who are already accomplished practitioners.

There is little doubt that implicit pedagogy can work extremely well at this level. The activities that were developed around juggling, which recurred throughout the curriculum, are an excellent example. Learning to juggle was first introduced as a prelude to a session on learning preferences. After watching tutors juggle and then practising themselves, participants were asked to describe what methods they had used to try to juggle. The session then switched to using a customised learning preferences inventory that distinguishes between different – but equally valuable – ways to learn. Afterwards, the link back to juggling was made, with the concluding point that understanding one's own learning preferences is not only a way to improve the quality of one's own learning but equally improves the quality of professional practice by appreciating that others may learn in a variety of ways. This set the scene for a learning spiral during the course that was conveyed through different aspects of juggling.

There were also many examples, however, that suggested taking a more explicit approach would have been more productive in terms of learning. A role-play activity at the beginning of the second seminar did not work well, because participants experienced it as having been pitched into an activity without sufficient prior explanation of the reasons – these were provided the following day, but participants thought they would have gained much more from the exercise had they known that the aim was to consider method qua method (as opposed to using role play as a means to convey a point of content or concept).

The key challenge facing ATTE in this respect was to find ways to meet these demands without betraying fundamental values and principles (for example: open and social learning, democratic freedom of choice and action, personal empathy and human relations, a shared community of values and orientation to consensus, learner-led learning, non-hierarchical pedagogic relations, …). In this community of practice, professional knowledge and skills are acquired and developed contextually and discreetly by 'doing training competences'. They are recognised by other professionals in exactly the same ways, by 'seeing training competences'. Professional relations between tutor-trainers and participant-trainers are mediated through human and social relations, professional development is viewed through the lens of personal and social development. Capturing and explicitly recognising the transfer between personal and professional development, from implicit pedagogies to explicit learning outcomes thus became an urgent task for the course team.

The external evaluation gave a report to the course team in late 2002 in the context of preparing the interim evaluation report[50], in which the issue of becoming explicit was raised and taken up at length by the course team. The tutors decided to prepare a session for Seminar 3 on exactly this topic as described below.

Session illustration: developing training competences

Non-formal education: implicit and explicit pedagogy[51]

This session took place in the first part of Seminar 3, taking up the whole of the morning. Its aim was to raise awareness of the use of implicit and explicit pedagogic practice, introducing relevant aspects of Bernstein's theory of pedagogic

50. A similar report was made to the participants during Seminar 3 in January 2003. Both summary reports are included in Annex 3.

51. The online ATTE course documentation provides full details.

discourse[52] in order to do so, and thereby to resolve the confusion that had arisen about learning in ATTE. The session began with a 15-minute brainstorming on the terms 'implicit' and 'explicit', followed by a 15-minute discussion on what the implicit characteristics of using brainstorming are. Participants then worked for 15 minutes in pairs to identify a moment during their Practice 1 project that would illustrate what they had made explicit. The outcomes were briefly recounted in plenary before a 30 minute introduction to the background, aims and objectives of the session together with a presentation of the typical learning models and methods used in ATTE, each with practical examples. A 60 minute tutor-led input on Bernstein's theory followed on, emphasising the ideas of visible and invisible pedagogy and the implicit-explicit rules they embody and use. Plenary discussion closed the morning, with particular attention paid to concrete examples of the use of implicit pedagogy in ATTE and underlining that non-formal learning does not always have to be implicit. It is the relation between implicitness and explicitness that trainers need to understand and learn to manage well in their professional practice.

The field notes record:

> This was integrated learning that combined cognitive with practical learning at its best. Once the participants had understood the concepts, the tutors encouraged them to transfer and apply what they had learnt to other settings from their own professional experience. A tutor concluded the session: "We now have a gut feeling: becoming explicit is a real challenge – it is not magic any more."

Seminar 3 as a whole marked ATTE's educational turning-point as the team translated the key recommendations of the interim external evaluation report into practice, both in the seminar content and in the methods they use. For the first time, the week's programme is explained in detail at the beginning with visual image, programme flow description, specification of horizontal themes and activity descriptions with reasons. The field notes describe this as follows:

> The seminar was presented using different coloured sheets of A4 paper, which were already prepared and stuck across one wall. Four different colours were used to represent different programme activities during the seminar. The team explained the meaning behind the use of different coloured sheets to show the flow of the programme and in relationship to the different learning elements: 'being a group learner, being a self directed learner, being a trainer (competences, roles and attitudes) and exploring training elements'. All tutors were integrated into this presentation, describing the flow and a moment-by-moment description of each activity with aims and objectives. The participants were very attentive and said that the introduction to the whole programme was beneficial for understanding why they were expected to follow certain activities, the purpose for attending the training and learning how to design training programmes themselves. … Almost every activity during the week began with an overhead explaining the aims and objectives of the session and a brief introduction from the team to the session. The implicit message to the participants was that the being explicit is a 'better' approach.

2.6. Open and distance learning in ATTE

The first chapter of this report (in Section 1.2) has already referred briefly to the importance of face-to-face interaction in the non-formal learning tradition in the

52. For a full compilation of Bernstein's publications, go to http://k1.ioe.ac.uk/library/archives/bb.html. Key contributions in this context are: Bernstein, B. (1971) 'On the classification and framing of educational knowledge' The Human Context, 3, pp.339-386; Bernstein, B. (1990) Class, Codes and Control Vol. 4: The structuring of pedagogic discourse Routledge: London.

youth sector. This means that open and distance learning (ODL) is not at all a familiar approach and there is little accumulated experience of using such methods in training courses. The potential of e-learning for all sorts of education and training largely still remains to be appropriately developed and exploited, but interest in the matter is intense in all quarters. This is especially the case at European and international level, because IT tools can bridge time and space in hitherto impossible ways and in real time[53].

Under these circumstances, it was inevitable that ATTE would try to take some first exploratory steps in open and distance learning methods[54]. The Partnership Programme would set up its own website as a matter of routine, and it seemed obvious that the courses it sponsors should be able to use IT to maintain communication and exchange between 30 participants, five tutors and a management/administration team spread across the whole of Europe. What could be more inviting, what could be more promising?

Accordingly, the ATTE course outline foresaw establishing an Open Learning Community (OLC) through which everyone involved could participate in chat sessions and virtual seminars, contribute and access learning resources, plan collaborative projects, keep up mentoring and peer group contact, and so forth. However, like so many enthusiastic recruits to IT communication channels, nobody had much idea about how to set up successful e-learning communities and certainly nobody had much time to devote to the task – which is a continuous, ongoing one. Initially, the Partnership awarded a contract to a web developer, but at the very start, at Seminar 1, the field notes record:

> An afternoon session introduced the OLC, but participants' questions showed that the tutors found it difficult to give precise answers to the issues they raises, for example, access and confidentiality. At the same time, the tutors express their own dissatisfaction with the ATTE website: "It looks like crap, it's very embarrassing but we have to work with what we have got."

And only three months later:

> The external contract is not producing the desired results. The decision is to internalise the work through the Librarian. Tutors are drawn into the design and operation of the OLC, although they are not contracted for this task.

The course team quite rightly saw the OLC as a means of more effective and richer communication and exchange between seminars for everyone, and especially for self-directed group learning. But no thought had been given to what could or should be learnt using these methods, nor did anyone know how to make the communication happen and be educationally productive. This was a management error for which ATTE's institutional sponsors are responsible, even though ATTE's

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53. A great deal of information on e-learning is available via the European Commission's elearning portal: http://www.elearningeuropa.info/index.php?lng=1. See also: Fletcher, M (2001) Distributed open and distance learning: how does e-learning fit? Learning and Skills Development Agency (LSDA): London; Hasebrook, J., Herrmann, W. and Rudolph, D. (2003) Perspectives for European e-learning businesses. Markets, technologies, strategies, Cedefop Reference series 47: Luxembourg; Massy, J. (2002) 'E-learning Europe: trends, developments and critical issues; e-Learning Age, March, pp.12-15.

54. However, it should be borne in mind that ATTE was not designed as an ODL course. It was designed to integrate project-based learning. However, the practical circumstances of European-level training courses mean that project-based learning implies the use of ODL as well as face-to-face methods. Participants in such courses live and work across the full range of European countries. It would be impossible for course tutors to travel regularly to all locations in order to provide face-to-face guidance and support to all participants.

experience is only one small example of the kinds of problems that are arising every day in the attempt to introduce e-learning methods into education and training settings of many diverse kinds. The field notes from Seminar 2 record:

> Whilst the participants are working in self-defined regional groups on a task using the just-published T-Kit on European citizenship, the team consider how they will best deal with the planned session later that day on introducing the OLC – another new learning tool for ATTE, but one with technical and pedagogic teething problems: "Who should take it forward as a feature of ATTE? We need to learn how to use it!" The team were about to launch a tool for which they had not considered the purpose, the content or the way to use it; they already knew that some participants were much more experienced in using IT tools than they were, whereas others were neophytes and lacked motivation.

When the external evaluation sampled OLC activity in summer 2002 – that is, during Practice 1 – little chat was taking place, and what did was at a basic level in terms of content and level of interaction, although this may have been a function of the times sampled (out of office hours). The OLC discussion forum was not widely used by participants. A few used it in interaction with the course team, which generated some interesting discussion on measuring quality in training and the role of trainers. A count showed that 20 different topics had been raised through the OLC, but also that ATTE men from western European countries were prominent participants in the discussion forum, although they were in the minority in the ATTE community.

The introduction of the OLC thus met recurrent problems from the outset. This was particularly unfortunate since so many of the participants were initially eager to use it. Indeed. Some participants appeared to be more competent in this field than those initially contracted to establish and maintain the facility. It was especially unfortunate that the OLC got off to a poor start because ATTE is just as much an open and distance learning course as it is a course made up of residential seminars. However, OLC was treated as a supplementary rather than a defining element of ATTE, and it was also prematurely introduced as a working feature. It did not work, which caused frustration and disappointment. By the autumn of ATTE's first year, the OLC website had been given a face-lift and looked more attractive to users. But its contents remained way out of date: at that time, the timetable of Seminar 1 was the most recent course information available online.

The failure of ATTE's OLC to take off in educational terms was fully recognised by the tutors, course directors and the secretariat. Following the autumn 2002 interim evaluation meeting, measures were taken to find a new website developer with a view to upgrading the quality and attractiveness of the website. The tutor team delegated a sub-group to work on ways to improve its use as a pedagogic tool within ATTE. There was not enough time to resolve the problems by Seminar 3, but the course team decided to take a proactive approach and enlist the participants' assistance to pinpoint the main issues involved. The field notes record:

> The day opened with an activity in which the participants considered open and distance learning as a learning process and the role of the OLC in this, given the eight-month gap between Seminars 2 and 3. The participants brought back the following comments to plenary:
>
> - Most lack either technical access or sufficient time to use the OLC.
> - Online chat is an attractive idea, but time zones and different daily rhythms make it difficult to organise.

- Many lack confidence (and technical basic skills such as typing speed) in how to use the OLC and feel it is an unnatural form of communication that can easily lead to misunderstanding, especially amongst those who say they prefer verbal to written communication overall.
- Getting items online takes too long because of the administrative chain involved.
- Much concern about confidentiality and data protection of documents and online exchanges between participants: "We should use Yahoo groups then [X – representative of the institutional sponsors] cannot have access."
- Interest expressed to have job offers disseminated through the OLC as well as background resource literature (for example, on European citizenship).

Tutors reminded participants that

- The OLC is a group resource that should be used collectively as a social learning tool.
- The development of the OLC means asking and answering very specific questions about what they want it to do for them.
- Representatives of ATTE course sponsors cannot be excluded from access, since they hold responsibility and also pay for it.

The key issue here is that the course team as a whole did not possess the knowledge and skills to design and use ODL tools for learning purposes, but it would be quite untenable to expect them to have had such knowledge and skills. The underlying problem is that ATTE's sponsors did not consider this issue in advance, and so the requisite human and financial resources were not foreseen.

ATTE's second year did, nevertheless, witness a significant improvement for the OLC. The Council of Europe took up contact with Cedefop (European Centre for the Development of Vocational Training), which, as a European agency, is supporting the European Commission's implementation work for the Lisbon Strategy. In practical terms, this has meant setting up a series of virtual community platforms (VCs) to enable communication and exchange between research, policy and practice experts on a wide range of topics[55]. Cedefop agreed to assist the Partnership Programme by sponsoring an ATTE VC, whose quality is far better than the original OLC and which has been enthusiastically received by the participants. ATTE tutors have been closely and actively involved in establishing and moderating the new VC, which quite plainly shows that non-formal youth trainers do have both the capacity and the commitment to make open and distance learning a positive reality for training the trainers courses. Unfortunately, by the time the VC became operational, it was clear that its benefits would become really accessible only to future ATTE-type generations.

The responses to an E-survey[56] that the external evaluation sent to ATTE participants in summer 2003 provide some further details on how they regarded the OLC and then the VC. The replies show that initial curiosity in and open enthusiasm for ODL using IT communication tools rapidly turns to disinterest and disappointment if the tools used are poorly-designed and have limited interactive potential. Good-quality IT tools are only the first step, however. They must be stocked with

55. Access to the virtual communities associated with this support is available via http://cedefop.communityzero.com/control/login. Access to the ATTE virtual community is also available at this address.

56. The E-survey was sent to all 30 participants in July 2003. By early October 2003 and following two reminders, 14 responses had been received (from eight men and six women participants; those coming from eastern European countries were under-represented in this group). The survey included six open-ended questions (see Annex 7) on a number of issues including about the OLC/VC.

plenty of interesting material and they need continuous animation and moderation by specialist personnel, who know how to stimulate and maintain interaction so that the virtual space becomes dynamic. Only then will users positively want to consult it and contribute actively to it, and only then do IT tools become a real learning resource:

> When nothing is going on at the platform, people stop coming there, and even less is happening.
>
> No updating = losing your interest after some time. If something gets boring, you lose track. And this was the case here I think
>
> I think it can be useful tool for learning, but someone should regularly keep it alive and attractive so that people are keen to visit OLC, to interact.

ATTE participants saw the main advantages of IT-facilitated ODL as a cost-effective way of being able to keep in contact, stay informed and work together across distances in time and space:

> An advantage of the system is that everybody is free to see at any time what is happening on the OLC. Whenever it is 3 in the morning, or 2 in the afternoon, it is just up to you when you decide to use the OLC.
>
> The [new] OLC is an extraordinary and powerful tool – especially for keeping contact, to share information, opinions and ideas, to share experiences and raise questions.

This is also a democratic tool, in their view, because learners can choose whether, how and how much to use the OLC/VC as part of self-directed and peer-based learning. At the same time, it creates new inequalities, since some ATTE participants had poorer quality and irregular Internet access – especially those coming from eastern and southeast Europe. Slow Internet connections are also de-motivating, because it is frustrating to wait so long at every single click before the page shows up on the screen:

> It might seem ridiculous, but my recommendation in order to improve the OLC as a tool would be to pay (even if partially) a fast Internet access to participants not having it already (instead of the peer group meeting, for example; which to my view would cost more or less the same...).

Several responses point out that IT-facilitated ODL can become a real time-eater, and time is a very valuable resource for busy people such as themselves. Unless the content is interesting and regularly updated, then the time investment is not worthwhile and E-mails do the job of keeping in contact at least as well Individual participants evaluated the time-cost against the perceived learning benefit and competing priorities, and then behaved accordingly:

> I think the OLC is perfect for freelance trainers or for people that work day and night (without sleeping or going out), but ...to be sincere with myself and others I have to admit that if I look to the 24 hours [in each day] I had the time to log in, but I preferred to dedicate this time to other things useful to colour my life. In the list of priorities I had to make a choice and, even if it was a pity for me, OLC was not on the top.

ATTE participants' professional and personal lives are subject to different kinds of opportunities and constraints as far as time is concerned, which means that they viewed and used different features of the OLC/VC in different ways. For some, the opportunity to log in at any time of the day or night to read content, provide their own contributions and send or receive messages was an advantage. Others found that it was difficult for them to take part in virtual meetings because they could neither readily predict when they would be available nor were they often regularly available at a given time. This suggests that in future, thought should be given to providing a variety of tools for achieving similar purposes, so that learners can

select those which fit the organisation of their lives best without losing an important dimension – such as, for example, peer-based learning.

Not surprisingly, some survey respondents noted that they are unfamiliar with the concept and practice of ODL and this alone made them feel that they preferred to stick to what they know – that is, face-to-face interaction and paper media. Some find it disconcerting that virtual communication cannot use the same non-verbal, symbolic markers that people routinely use in face-to-face interaction (such as body language, cadence, facial expression, touch) to understand and convey meaning. They experience this as a loss for which there are no alternatives or which is simply irreplaceable. Technical, content and time constraints pose concrete obstacles and less confident users can be discouraged as much by good as by poor quality tools: "many of the features are fancy gadgets which mostly remain unused by the expert user, while they confuse the inexperienced ones."

These views and experiences show that courses that integrate IT-facilitated ODL into their learning methods and processes must provide structured opportunities for participants to learn how to use the tools involved and to appreciate their distinct features in comparison with other communication and learning media and resources. Those who are already digitally literate to a high level recognise and take up the opportunities they offer rapidly and enthusiastically. Others – perhaps the majority for some time to come – will not all be able to do so without guidance and support, which should be provided by specialists familiar with using the tools, with the subject-matter and with the target group of learners.

It is important to underline that problems in launching a successful virtual learning platform are not specific to ATTE, but are endemic in the educational and training field as a whole. To date, there are few examples of success and there is little accumulated knowledge on how to achieve success. It was wholly unrealistic to expect that ATTE would be able to resolve this problem within the timescale and resources base of the pilot project. Developing successful virtual learning platforms for ODL training courses in the non-formal youth education sector will certainly require specific and targeted attention under future activities of the Partnership Programme on European Youth Worker Training.

3. Developing and assuring quality

Developing and implementing quality criteria is a multi-faceted and interconnected affair. Quality criteria can refer to:

1. The quality of the ATTE learning environment enabled by the funds allocated from the Partnership Programme budget: are these funds adequate, appropriately used and effectively used?
2. The quality of the framing conditions provided for the course team: does the team receive adequate and appropriate resourcing and support services, and is that which is provided used well?
3. The quality of the training that the course team provides for the ATTE participants: does it meet their current learning needs at the appropriate level and in the appropriate ways?
4. The quality of the projects that the participants develop and implement in connection with ATTE course demands: do these projects meet appropriate quality standards in themselves, and how is that assured?
5. The quality of the learning outcomes that can be shown to have taken place through ATTE: have participants' training competences developed and improved across the course, how can this be captured and recognised – and by whom?

Clearly, each bears on the other, but in practice different stakeholders will always tend to emphasise some aspects of quality over others. This chapter looks especially at the quality aspects (3), (4) and (5). Chapter 4 relates to quality aspects (1) and (2), whereas Chapter 2 also relates to quality aspect (3).

3.1. Towards quality criteria

ATTE was explicitly committed to developing quality from the outset, as the course description states:

[All] involved in the development, implementation and evaluation of European youth projects are confronted with big challenges, specifically in the areas of intercultural communication, project design and methodology, programme delivery and project management of European youth projects. Therefore, the Partnership Programme [aims to achieve]:

- 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 competences of trainers;

– assessment and recognition of the qualifications and competences of trainers;
– ongoing monitoring and evaluation of training activities.

The aims of this training course are:

– to improve and deepen … specific training competences …;
– 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 …;
– to set the basis for the future recognition, certification and accreditation …

However, the ATTE community found it difficult to tackle this quality agenda at first, as this later comment illustrates: "When it was written we all thought that it was some political document with no reference to the actual course." This initial reluctance to engage with formulating and applying explicit quality criteria was grounded in three concerns:

- to do so contravenes core non-formal educational principles of non-evaluative inclusion and acceptance for all participants in training courses;
- how to define what quality is, whether consensus is possible, how to develop quality criteria in practice and to what aspects of ATTE they should relate;
- who is responsible for developing and applying quality criteria in ATTE.

The reluctance to confront these issues openly led to uncomfortable ambiguity, postponing their resolution until later and then, more positively, establishing the principle of collective and equal responsibility for evaluating quality within the ATTE community as a whole.

The need to specify quality criteria for the design and evaluation of participants' Practice 1 projects was the first hurdle for the course team, as the field notes record:

> At Seminar 2, it was proposed to split the participants into groups and ask them to set up the quality criteria that should be applied to Practice 1 youth projects with a focus on European citizenship. At Seminar 3, after having completed their projects, the participants could be asked to judge whether their projects had matched the criteria they had themselves set up. The tutors asked themselves a number of searching questions. What would be the orientation of the quality criteria – towards process or outcomes? How important would it be to orient the quality criteria towards the expectations of the European Commission and the Council of Europe, ATTE's two institutional sponsors? What if their respective expectations diverge? What if the expectations of both institutional sponsors diverge from the professional perspectives of the tutors as representatives of European youth trainers? Isn't it really about what the participants themselves judge to be quality projects? Who, after all, should set the quality criteria and what are they going to be useful for in the end? At the same time, there is pressure to see quality outcomes from ATTE. The participants may also expect explicit monitoring and guidance on the part of the course team, which has a responsibility to ensure that the projects are of good quality. Ultimately "we have to run a training course at a high level – there are expectations of raising the standards and quality of European youth training – this is the expectation of the Partnership Programme, the users and the organisers. We take it as a huge responsibility, even if we do not verbalise it. … We have a joint responsibility, not an individual responsibility, an expectation of outcomes to improve quality in training and participants are equally responsible."

However, putting this into practice was less successful than had been hoped. Firstly, the second seminar's programme was over-stocked with activities and new

learning features, and the ongoing adjustments resulted in giving too little space in the programme to both training competences in general and to quality criteria in particular. Secondly, participants were not in a position suddenly to develop what were termed "minimum quality criteria to start a debate." This was a wholly new terrain for all of them. The external expert input they had received in advance of the relevant session on the programme had focused on the quality criteria that the YOUTH programme applies to applications for project funding, which was both useful and relevant – but by itself insufficient to permit participants to address confidently the task of developing quality criteria for projects qua projects, that is, their aims, design, execution and evaluation. Figure 6 below shows the results of participants' work on quality criteria.

The contents of Figure 6 evidence a valiant first attempt to bring together a range of attributes that contribute to the quality of non-formal youth training projects. They are not yet, for the most part, quality criteria that can be directly applied in practice. The categories themselves are imprecise (programme quality depends on...) and contain different kinds of features of which some are simply selection criteria (the profile of course participants...). The contents of some categories are particularly vague and incomplete (European citizenship: key criteria are...), whereas in the majority of cases the features remain at a purely conceptual level, that is, they neither indicate what is meant nor how to identify the feature in practice.

However, the busy seminar programme meant that there was little time to move further at that stage, and at the end of Seminar 2 the course team expressed concern about whether the question of quality in Practice 1 projects could be satisfactorily addressed on this basis and whether it was, after all, feasible to take a wholly participant-led approach. For Seminar 3, the course team itself produced a more systematic quality criteria grid[57] that was critically discussed and then used by the participants as a basis for peer-led evaluation of their Practice 1 projects (see Section 2.3.3, which uses this session as an illustration of curriculum practice). This produced a much more satisfactory outcome, because tutors had responded to what most participants sought: orientation, guidance and arbitration from the course team as respected and valued colleagues.

Figure 6: Participants' quality criteria for ATTE Practice 1 projects

Objectives and outcomes: does the training course...

...fit the needs and expectations of the team, participants and partners;

...promote participants' awareness of their role as actors and promoters of change;

...initiate and support the learning process of its participants;

...raise participants' awareness and motivation to organise community activities and youth projects;

...make use of the diversity and richness of the group;

...assure the coherence of principles/values, methods and approaches;

...promote innovation

European citizenship: key criteria are...

...a dynamic concept

...open space of analysis

...from every person's reality

...ethics of responsibility

...potential/ value based
...various levels of citizenship
...intercultural dimension
...how to apply it to reality
...living experience/confrontation

Programme quality depends on...

...delivery and design
...attractive for pax
...learner-sensitive
...flexibility
...degree of challenge
...being challenging for pax and trainers
...being not taken for granted
...good use of resources
...being learner-centred
...adequate financial and human resources
...being future action orientated
...having balance in theory and practice for time and type of activities
...having coherence
...specifying objectives and methods

The profile of course participants...

...youth workers and youth leaders
...having an active role or being a decision-maker
...age 18+
...12 to 25 participants in total
...sharing/discussing/analysing/contributing
...gender and geographical balance

Course evaluation should...

...use understandable and diverse methods
...be objective and neutral about outcomes
...provide sufficient time for reflection and finalisation
...produce critical proposals for improvement
...take an ongoing approach
...include everyday actors
...provide documentation

That discussion also showed that ATTE participants were still finding it difficult to acknowledge the distinction between the roles and functions of trainers vs. learners, as they struggled to grasp the idea and the meaning of separating themselves as human beings from their professional work as trainers. Tutors explained that the essential point is to meet participants where they are and help them to move forward, which can also include challenging them. They

added that maintaining the learning process often demands rapid and flexible response, and that sometimes it just doesn't work, whatever one does. Tailor-made response to participants is important, but there are limits to professional and human capacity – so trainers must try to set parameters by defining the participant profile for a training course, and they must set limits on their availability to meet participant needs as "you learn to say no." The deeply-held principles that underlie the dilemmas facing participants were also clearly voiced in this discussion, from which the essential dimensions of quality in non-formal education/learning can be summarised, as shown in Figure 7 below.

Figure 7: Dimensions of quality – summary of ATTE participants' views

- Learning processes are more important than learning outcomes
- Learners' needs are more important than those of other stakeholders
- Learning cannot be measured
- Learning opportunities must be equally open to all without distinction
- Learning must begin from and be anchored in whole-life experience
- Effective learning methods are:
  - learning by doing
  - learning through exposure to the new/unfamiliar
  - learning with and through peers
  - learning with and through affectivity

Subsequently, in working groups that mixed up the Practice 1 groups, participants demonstrated what they had learnt from Practice 1 by answering evaluation questions set by the tutors. The response showed a high level of capacity for critical reflection on their professional practice, for example:

Q How explicit were you about your choice of methods and content towards your participants?

A We were working with what we thought were participants' expectations and our perception of their needs but there was a conflict. How much do you stick to your programme? You need a map but the pathway may change. There are institutional needs. We were afraid of how much information to give participants – to say the why from the beginning – and because we didn't do so, there was a small crisis.

Q How did you include a European dimension in your project?

A We gave them lots of opportunities to make their own projects. We wanted them to have something concrete in their hands because we ourselves were lost. It felt disconnected when we visited people from the local projects. I'm not sure if they made the link. We knew it was public money and so we wanted them to do something afterwards and to be active.

Q How would you evaluate the way you put your ideas into practice?

A I learnt a practical issue: we had too high expectations of our project and we failed. We forgot to have contact and connection to basics. We learnt that less is more and to be realistic and create theory through participants and to use open questions.

Seminar 3 in January 2003 also marks the beginning of a second and more critical phase of the quality question in ATTE, as attention turns to the quality of learning process as shown by participants' work during the course. Practice 2 projects – which were individual challenges in contrast with the group-based Practice 1 period – were the linchpin for developing principles and methods for assessment of learning outcomes. Quality criteria for projects as such receded

more into the background, and further preparatory work on this topic was entrusted to a Council of Europe expert working group[58]. The course team had more pressing issues to consider, and it was certainly always unrealistic to expect that a single course, taking place for the first time ever, could produce a quality criteria 'bible' for non-formal educational activities in the youth sector almost as a side-effect of everything else it had to do. However, participants, too, naturally regretted that more progress could not have been achieved, as one remarked at the end of the course: *"I missed a structured process towards [quality criteria]. For example, we never agreed on the categories of the quality in training, onto which we defined the criteria afterwards."*

3.2. Recognising learning outcomes

Whether to assess the quality of learning outcomes and then how to do it proved to be ATTE's thorniest and inescapable challenge. The course description had made unmistakable reference to the aims of the Partnership Programme to set minimum professional standards for youth trainers and, correspondingly in ATTE, to set the basis for the future recognition, certification and accreditation of training courses for this occupational sector. The ATTE course description also made explicit reference to the assessment of learning outcomes:

> [The course includes] assessment of the training competences and skills of the participants at the beginning, after one year and at the end of the course including a course certificate.

The course team did not focus attention on this matter until the close of ATTE's first year, as Seminar 2 was being prepared, during which the aims, objectives and purposes of Practice 2 period were more closely specified. It is possible that assessing learning outcomes would have been taken up earlier, had the Introductory Seminar in November 2001 not been such a stressful experience for both tutors and participants. Neither side were accustomed in practice to undertaking or undergoing selection procedures in the non-formal education environment, but more importantly this practice contravenes long established fundamental values and principles in the field. The experience was little short of traumatic for at least some of those involved, whilst others adjusted rapidly and accepted that selection and assessment would be the price to be paid for greater professional recognition and hopefully improved career chances.

Nevertheless, as described earlier in this report (see Section 2.4.3) what became known as the 'Budapest syndrome' continued to have an impact on the ATTE community. It coloured participants' responses to the various instruments they were invited to use as support for their personal development and planning/evaluating their learning. It further legitimated the presence of a certain amount of competitiveness between the participants, which concerned the tutors, as illustrated in the following remark at the end of the first year:

> I feel powerless [to know what to do on this. … I have tried hard but] it is useless – the participants keep their distance, remain competitive and wear their mask. I would be happy for advice on how to change the atmosphere psychologically.

58. This group met twice during 2003, but of course the outcomes of its work were not available in time to be applied in the ATTE pilot course.

The Budapest syndrome also fed participants' suspicions that implicit assessment of their qualities as trainers was taking place all the time in ATTE[59].

Transparency is the key to resolving such problems, which are by no means exclusive to the non-formal youth training sector. Whichever methods are used for assessment of learning outcomes, the task requires explicit definition of training competences, which can then act as benchmarks for progress and achievement. All recognise that developing and codifying training competences and quality criteria is mandatory for ATTE's longer-term acceptance in the professional milieu as the standard-setter for training the trainers in the European youth sector. This is less a question of breaking with the culture, more a matter of securing greater recognition for the value of non-formal education/learning.

The external evaluation's interim report specified three ways forward, which are not mutually exclusive. These were to:

- delegate the tasks to ATTE participants themselves, on the grounds that they are experienced professionals capable of explicating the features and the quality of their own practice;
- outsource the tasks to external specialists and implement their recommendations;
- decide that these are properly tasks for the ATTE team (tutors and/or associated Council of Europe staff) and give explicit consideration to this in future time and funding budgets.

It was decided to outsource further preparatory work on training competences and their assessment, and the outcomes were integrated into the final ATTE seminar's programme and methods[60]. Participant involvement was assured by placing self-assessment at the centre of principle and practice, complemented by input from external experts and tutors. The course team established the assessment process and its constituent elements. A pro-active role for tutors in the assessment of learning outcomes found increasing acceptance during ATTE's second year. As the interim external evaluation report had predicted, this was welcomed by most of the participants, both because they recognised and respected the professional expertise of the tutors and because they favour explicit over implicit assessment of their learning achievements and training competences.

Before Seminar 3, participants thus received written details of the planned assessment of training competences in ATTE. Reference was made to the course description, which explicitly foresaw an interim assessment at the third seminar in January 2003 and a final assessment at the final seminar in October 2003. The starting point for assessment would be the 10 competences listed in the ATTE course description and final assessment would be based on self-assessment, complemented and challenged by feedback from peers, the course team and external experts. Practice 2 projects, a 'showpiece/masterpiece', a portfolio and

59. This anxiety took in the external evaluation as well. It took considerable time and effort to reassure participants that the external evaluation had nothing to do with individual assessment of participants' learning outcomes; that observation of the seminars serves to provide information for an evaluation of the course; and that the individual interviews and group discussions serve as a means for participants to express their views on the quality and benefits of ATTE in relation to their own needs and circumstances.

60. Otten, H. (2003) Study on trainers' competencies necessary for developing and implementing high-quality European-level training activities in the youth field, Council of Europe Directorate of Youth and Sport, Strasbourg, July. This report was coupled with a pilot inventory for the self-assessment of training competences (SAF), which was finalised in cooperation with the ATTE course team and used as an element in assessing learning outcomes at Seminar 4 (October 2003).

participation in the ATTE seminars themselves would furnish the evidence for final assessment. Interim assessment would be based on self-assessment complemented by feedback from peers, in particular those who had been involved in the same Practice 1 project, and would include a review of progress on Personal Development Plans (PDPs) and setting new goals for 2003.

Seminar 3 served to evaluate learning outcomes from Practice 1 – and not an evaluation of the projects as such. Practice 1 experiences were used to review PDPs in the light of the competences outlined in the course description. In addition, preparation for Practice 2 and its outcomes – that is, what became training quality products (TQPs) – and putting together learning portfolios were introduced. This is an extract from the information on TQPs that the course team sent out in advance of Seminar 3:

> Each ATTE participant trainer should deliver a 'product' which is supposed to show that s/he has a high/advanced level of competence in the field of European youth worker training. This product could [take various forms –] but how to call it? [One suggestion was] 'masterpiece', translated from the German Meisterstück, which describes the practical product of a qualified craftsman/woman, completed and presented at the end of his/her apprenticeship. But the connotation in English today is different: masterpiece means a grand piece of work, a Van Gogh or Monet, so to say, and this was not the intention of the ATTE course team. So [we] came up with Masterpiece – a contribution to quality in European youth worker training, being more descriptive, but maybe not a solution. … At our last meeting, the idea of calling it 'showpiece' came up – and that's where we are: still struggling with the name. A final decision should be taken at the ATTE course team meeting prior to the seminar in January 2003.

Figure 8: Criteria for an ATTE showpiece/masterpiece (TQP)

Conditions

- agreed with the team
- a personal challenge
- an individual piece of work
- in English (exceptions to be negotiated)
- to be delivered by 1 September 2003
- not only text, but also visual and IT media permitted

Focus and purpose

- related to Practice 2
- contributes to the development of European youth worker training
- represents an added value

Content

- documentation of a training/learning process
- conceptualisation of existing practice
- training manual – good practice for the use of others
- comparative study

Figure 8 above shows the basis on which participants were asked to draw up a proposal in time to present and agree on during Seminar 3. Between January and October 2003 participants were thus expected to carry out Practice 2, produce a 'training quality product' (TQP) based on Practice 2 and prepare a learning portfolio containing Practice 2 documentation, their TQP and other elements of their own choice. They experienced this as a big challenge: they had to work by themselves, produce something in writing and to open themselves to judgements of their work by others (their ATTE peers as much as the tutors or anyone else). When this was first introduced at Seminar 3 in January 2003, some participants' initial reactions were not altogether positive:

A Why do we have to do a TQP?

T1 To demonstrate training competences.

A Is it a suggestion or an obligation?

B It's not an obligation, just a decision that we have to follow!

T1 It is part of ATTE. We cannot force you to do it, nor sanction you if you do not, but it is a request as part of ATTE.

C Will the TQPs be published? I am concerned about this.

T1 It is your product, you have ownership.

D How much is expected? A training manual takes years to prepare.

E I'm a freelancer and I don't know what my work schedule will be.

F It sounds like homework.

The course team had really not had sufficient time to design the nature, purpose and evaluation of Practice 2 beforehand, which made it sometimes difficult for them to give (consistent) answers to participants' questions on the spot – such as whether those who had not yet completed Practice 1 could re-label it as Practice 2. A collision of principles took place between the value attached to non-differentiation, which implied that everyone should 'pass' the ATTE course, and the awareness that this would not satisfy the demands of an advanced certificate in non-formal youth training at European level. The team's solution – but consensus was fragile – was to decide to make decisions on a case-by-case basis using soft criteria (self-assessment and personal development plans [PDPs]). There was little point in setting minimum benchmarks for achievement that would not be achievable for the majority of the participants given the time at their disposal for ATTE in the eight months to come before the final seminar in October 2003.

ATTE participants were inclined to think that assessment of learning outcomes is a feature of formal education and training, and this accounts for some of the initial resistance to the proposals for assessment in ATTE. Exchanges underlined that what people understand by formal learning and how they see schoolteachers' behaviour are culturally relative, but the basic negative perspective remains, as in the comment made that "the formal is more rigid, fixed and the non-formal flexible and human." Uncertainty about whether "greater recognition will improve things for us, or will it harm what we do?" was a recurring topic of debate, whilst some participants were very much aware of the underlying dilemma:

> In non-formal education we usually sit in a circle, but does this make us all equal? There are rules, but are they explicit? Where does the power come from?

As described in Section 2.4.3, some participants therefore queried the interim self-assessment form they had been asked to complete at Seminar 3, wanting to know the use to which the self-assessment form they had been asked to com-

plete would be put. For others, these queries were an unnecessary over-reaction to a perfectly normal procedure.

The tension between cooperation and competition explains much of the mistrust. The participants had to balance both elements – between themselves and, importantly, with the tutors, who are gatekeepers in the professional community they all share. The extent of the mistrust unnerved and frustrated the tutors, who not only felt that the mistrust in their direction was undeserved and misplaced, but also that the conflicts between the participants holding differing views on this issue showed disconcerting behaviour not at all in conformity with the values of the non-formal youth sector. The team's confidence was shaken by these developments, but they were not prepared to back down on such a crucial professional issue:

> T1 The prospect of a fight is not a reason not to carry on. The same thing happened with the self-perception inventories (SPIs) a year ago.
>
> T2 The self-assessment is in their interest – it is a basis for us to give feedback. Why do we always have to prove that we are supporting them and fight for their trust?

ATTE participants had also been asked to offer to run workshops in Seminar 3, and to list what they saw as their training needs to be served by such workshops. Many listed their needs, but hardly anyone offered to meet others' needs by running a workshop. On the basis of expressed needs, the team approached individual ATTE participants who were felt to be able to meet them – again, most turned the opportunity down. It is possible that this, too, can be attributed to the fear of being negatively judged by peers and tutors. The team were again disconcerted, but also aware of the delicacy of the situation, since asking individuals might look like making "a list of our golden girls and boys."

The solution was to appeal for more volunteers once the seminar had begun. Nevertheless, the competitive tensions between participants did not subside, as participants themselves ranked workshops into a status hierarchy (theoretical:practical, cognitive:affective) and this was confirmed by who went to which workshop (west:east, in-crowd:also-rans). In the process, participants from eastern Europe registered their annoyance:

> They think that in the east this training thing is new, they think they have more knowledge. … In eastern Europe we are quite clear about the roles of the trainer. We used to have long nights where we would talk all the time … – we are used to this kind of thing, we don't need more of it in ATTE.
>
> I do not feel valued by the ATTE community. … Other participants look down on [those of us from eastern Europe}, because we are not all trainers in the same way the westerners think about it and our jobs are not on such a high level. It seems like we don't have the same justification to be here as the westerners.

Labour markets in eastern European countries are in many ways differently structured from those in the west of the continent and they offer far fewer opportunities to make a living from non-formal youth training – the main channel is inevitably to work with EU-funded programmes and activities. The western Europeans have a wider opportunity spectrum and more potential employers, so can more readily afford to keep a safe distance from what in some quarters is regarded as 'the devil,' that is, the European Union and its officials. These kinds of differences in opportunity structures and their effects for the practicalities of earning a living sometimes inserted distorting images of self and other into subgroups of the ATTE participants' community, and this meant that on occasion,

some participants felt hesitant to speak out in plenary because, as one remarked "*I do not feel that it is a safe environment.*"

These various indications of unease about assessment of learning outcomes in principle and in practice, together with the relatively late precise specification of what participants would be expected to complete by the end of the course, meant that the anxieties surrounding TQPs never wholly subsided. As a matter of principle, the course team always underlined that the elements making up the assessment of learning outcomes were voluntary, not compulsory. After the original deadline had passed, a message had been sent to all participants emphasising that although there may be good reasons for not having sent in a TQP, "the ATTE team is very concerned that a majority of you has not yet finalised the TQP, because it is an essential building block" for the final seminar. The TQP, it was stressed, is an opportunity to demonstrate training competences, enables participants to receive valuable external, tutor and peer feedback, and should contribute to quality in European youth worker training.

In the event, 16 TQPs (five of which were accompanied by learning portfolios) were received in time to be taken into account – so half the participants met the core expectation. However, the course team was concerned right up to the last moment – almost all arrived much later than the deadline originally set, so that planning the programme and then preparation time for the external experts was rushed and went right up to the line.

In advance of the final seminar, the course team had also sent an informal message to participants using a voyage metaphor to suggest that after a long and tiring journey it is good to take a rest and reflect on what has happened to date: "it's not the experience that's important but what you make of it". Participants should "think seriously about where you are now as a trainer and start the feedback process." Using the specially-prepared inventory (SAF), the final seminar would provide for self-assessment on learning outcomes, which is a key tool for non-formal practitioners:

> In non-formal education we work mainly with self-assessment. No teachers, tutors or trainers attempt 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 competences as a trainer to others? ... For self-assessment you need a framework, the right focus points, certain quality criteria and good questions to ask yourself.

The final seminar programme included sessions for individual feedback to self-assessment by peers and tutors, and copies of all the TQP/portfolio documentation were made available to everyone the day preceding its start. Participants could choose from whom they would like to receive feedback, and they also received transparent information on how external feedback would be delivered. Dossiers would be distributed equally amongst the experts, as far as possible according to their thematic focus, and would be evaluated with respect to ATTE objectives on training competences. The external experts would initially give collective feedback, that is, on the overall features of the dossiers they had seen, but would also give individual feedback on request. In the event, the external experts took the view that the dossiers were too heterogeneous to be able to give

collective feedback[61], especially given that they did not know the participants and that there were no pre-defined quality standards for ATTE learning outcomes. In addition, all participants submitting TQPs explicitly sought individual feedback through the channel of small group discussions, and so the sessions were arranged accordingly. The external feedback process thus comprised three steps:

- concentrate on feedback to individuals within the small group, while identifying and developing common themes, questions and issues;
- focus on the collective elements that emerge during these group discussions in the subsequent plenary feedback;
- finally, write up the collective feedback and, where relevant, discuss this again in one-to-one feedback sessions as requested.

In a final meeting between the course team and the external experts, it was confirmed that the latter should apply their own quality standards to the TQPs they assess for feedback, but should make these criteria explicit. The experts insisted that small group feedback sessions should be facilitated by a member of the course team (rather than by a participant), who would also take notes. The tutors underlined that no participant should be placed in an uncomfortable position 'in public' by being asked in the feedback sessions why they had not managed to produce a TQP. An illustration of a small group feedback session with an external expert is shown immediately below.

TQP feedback sessions: an example

As planned, a tutor chairs the session. Participants admit that they have not had the time to read all the documentation in advance and apologise to their peers, assuring them that this was "not because of disrespect for your work, but because I simply did not have time." The opening questions for the feedback session are: Why is your product worthwhile for others to know about? For whom did you write your TQP? What do you expect to learn from this session?

The three TQP candidates each explain their product and all listen with care and concentration. Two presenters had written their TQPs first and foremost to clarify issues for themselves, but all agree that this did not mean they have nothing to offer for other trainers. The third presenter's product was quite different, because

61. The intended distinction between collective and individual feedback derives from the course team's view that these are complementary elements with different purposes. Individual feedback between an expert and a participant would take place on a confidential basis, and then participants would be free to decide whether they wished to share what they had learnt from that exchange with others, and free to ask for a written feedback from the expert in question that could be placed into their learning portfolio. The collective feedback was intended to be a plenary session in which the experts present and discuss with each other their overall views on the batch of TQPs/portfolios they had looked at closely, with the participants first listening and then asking questions to the expert panel. The idea was to permit an overall view of the quality and value of the learning outcomes without making public statements about the strengths and weaknesses of any one participant's outcomes. In the individual feedbacks, experts make their standards explicit by the comments they make about the individual dossier. The participant concerned can ask the expert for clarification on how the expert is making his/her judgements, if this is not clear as the exchange takes place. In the collective feedback, quality standards become explicit because they are revealed in the exchanges between the experts, to which the participants listen and can request clarification. This exchange may show that the experts are in fact using very similar kinds of quality standards – and equally illuminate areas where they take different approaches. Both outcomes are a valuable learning exercise for the participants themselves. In both cases, the quality standards to be applied are those of the experts themselves in the first instance, but the ways in which they are applied make them explicit and open to discussion amongst everyone concerned without placing participants in the position of having their work evaluated in public as an example of the presence or absence of this or that quality standard.

it was directly related to setting up a small company to provide non-formal training to a diverse range of customers. The participants respond actively with questions and constructive criticism to all three presentations. They encourage the third presenter to discuss in more depth the reasons leading to the decision to become self-employed and found a company. The tutor takes a more challenging role, raising the question of whether this initiative will end up creating exactly the kind of closed circle that it wants to break – the participant in question has experienced considerable disappointment and frustration in the past few years in trying to gain access to the European milieu of non-formal youth training.

The external expert arrives and the session moves into its second phase, beginning with a metaphor expressed through touching and smelling different lavenders, which have always been used to preserve textiles from attack by moths. In this metaphor, the TQPs are the textiles and the participants are the lavenders, whose role is to preserve and take care of the TQPs as reflective and emotional products. The participants understand at once and the atmosphere of the session subtly opens towards a more poetic, spiritual spectrum of response: "I met you through the paper of your TQPs. You already know each other – the TQP is not only an artefact, it is also a part of you."

All participants are asked to contribute three keywords that express what they wanted to achieve through a TQP, even if they did not complete the task. The words they chose include down-to-earth issues (being pragmatic, being useful, looking for future professional cooperation, searching for quality criteria, wanting to learn something new) but these are easily matched by visions, ideals and emotions (engendering personal experience, having dreams, believing in something worthwhile, transforming the world, seeking meaning, like making a baby). The external expert picks up the combination of pragmatism and idealism and remarks that this is characteristic of the TQPs themselves.

After lunch, discussion first moves to a more general level, as participants respond to a range of questions related to the learning triangle of knowledge, attitudes and skills. Participants agree that ATTE has not fully exploited its potential to become a knowledge-sharing community, and they express self-criticism in this respect. Participants have perhaps been too fearful and unsure of themselves to have the courage to share what they know and would like to know openly with everyone. Some have also consciously chosen not to share, and others felt they had little to give to others.

In the last part of the feedback session, the external expert offers comments on the three TQPs as individual products, focusing on their hybrid qualities in terms both of content and form, their different approaches to achieving analytic clarity, and the parts of each that would be worth developing further. The session ends in positive and appreciative mood.

The mood and content (see Figure 9 below) of the plenary session that followed the TQP feedback sessions showed that including external experts had been a very successful element of the final seminar. One participant remarked that "this was the first strong feedback I have received!" The experts encouraged the participants to see that they have a responsibility to share the outcomes of their professional work with others, and that it is always worthwhile to complete such tasks:

Their quality lies not in the product itself but in the relation between product and receiver. Some of it will be useful to somebody, and some of it will be totally useless to others.

Figure 9: External experts' summary of main features of TQPs

TQPs are...

- diverse products addressed to different audiences
- contributions to the European Youth Work Community of knowledge and practice
- linking practice, non-formal education and formal learning elements
- mediators between quality the product and its (projected) users – and therein lies the ultimate judgement of their quality

TQPs share...

- tight links to individual learning processes and loose links to potential users – 'too self-centred'
- more reflection on how others might use the outcomes would be beneficial
- experimentation with a range of expressive forms (not only writing) would be welcome
- too little challenge to the orthodoxy of non-formal learning

Those who had not completed a TQP had now learnt that they had missed a valuable professional opportunity as well as not having taken a professional obligation sufficiently seriously – even if their reasons were good and justifiable ones:

> "This morning I asked myself whether I have a place in this feedback group, not having written a TQP. But I learnt a lot – all we learnt in ATTE was there and I learnt more than I expected."

> "I had a great fear – even the name Training Quality Product was a reason for crisis – now it is clearer – these are learning tools".

But not all participants agreed with the principle of assessing learning outcomes in this way:

> "From the beginning I was against TQPs. I felt confusion and discomfort inside me – I see the analogy to the formal system's certificates and diplomas: I wrote I don't know how many essays, which are now in archives nobody reads or needs them. I rejected it because I did not find the need in my environment for this, and still it is a big question to me: For what is all this talk? I would like to ask the team: Why did you introduce them?"

The day closed on a high note, not only for the participants but also for the course team, one member of which remarked: "I have had one of the best days I have had for a long time." The positive effects continued into the following days, with participants expressing their satisfaction with this process. Buzz-groups and brainstorming on the virtues and vices of feedback produced results effectively and efficiently. Many attended a postponed individual feedback session, eager to participate in the experience and to demonstrate solidarity and respect with the participant in question. The external experts had indeed performed a small miracle. They had succeeded in conveying their appreciative but critical views on the quality of the TQPs as a whole in such a skilled manner that everyone went away with a very positive feeling and motivated to revise and finalise – including those who had produced nothing in time for the seminar. This is educational assess-

ment practice at its very best, and it owes much to the outstanding professional expertise of the individuals concerned.

Participants later remarked that they now saw TQPs as a useful tool for learning and a personal challenge, whose outcomes could be offered with generosity to the youth sector's community of practice. They realised that over-ambition with TQPs had been a stumbling block and that many had also needed more time to complete something they would be confident to bring into the public sphere[62]. Doubts still remained in their minds about whether this is a good way to assess learning outcomes and who is best placed to do this, but on the whole the response was a positive one:

> "I took [the assessment process at the final seminar] as an extra degree of freedom … a feature very different from all the others within ATTE. I agree! The institutions separate strongly trainers from researchers but I think that TQPs demonstrated how research is possible within training practice."

For me this has been the best feature of ATTE. I would have liked to have it earlier, in order to be able to implement the feedback from the experts within the ATTE time-span.

Interestingly, the later session discussing the role of self-assessment and the use of the specially developed self-assessment inventory (SAF) was less obviously successful. Participants had received the text of the commissioned study[63] on training competences and self-assessment, in which the key points are:

- self-assessment is an appropriate form of assessment in non-formal youth training;
- non-formal youth trainers have a clear professional responsibility to engage in systematic self-assessment in order to improve continuously the quality of their work;
- non-formal youth training rests on a set of socio-political values that are essentially non-negotiable and are more important than ever, given the continued existence of racism, intolerance, lack of respect for human rights and global threats to democracy and social justice.

Many participants unfamiliar with reading complex texts in English had found the study difficult to read and this made them wonder whether they were up to being advanced trainers after all. They took cover by questioning the objective validity of the SAF itself and querying the absence of the affective dimension of training competences in the inventory they had completed. Regardless of their ultimate salience, their questions show that the participants had understood some very important points about assessment concepts and practices. The difficulties they experience in such situations lie in the form of acquiring and interrogating cognitive knowledge, and not with their capacity to appreciate the issues and problems. This shows that ATTE has succeeded in raising participants' awareness of the need for quality criteria and quality monitoring.

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62. Negotiations over TQP submission deadlines continued well beyond the formal end of the course, as several participants requested further extensions to the deadline for sending summaries for inclusion in the course documentation and then for sending a final product that – with the writer's agreement – would be placed on open access on the ATTE virtual community platform.

63. Otten (2003), op. cit.

The course team had decided to issue ATTE course completion certificates that would record participation but not differentiate according to the extent to or the level at which tasks had been fulfilled. However, the certificates that had arrived from the printers were of unacceptable quality and could not be given out as planned at the end of the final seminar. To replace the certificates, T-shirts printed were handed out with the message ATTE: At the end is the beginning.

3.3. Quality in the eyes of the beholders

In what ways, then, did ATTE provide a quality learning experience by meeting training needs appropriately? ATTE recruited well-qualified and articulate young professionals. They came with high expectations for themselves and what the course would give them. They also had concrete professional development and career advancement needs. The main source of information in this section comes from the participants themselves, using material collected through field observation, interviews, an E-survey[64]. This is complemented by the results of a questionnaire on their attitudes to and experiences of learning in general. This section will also take into account the views of the course team (collected through field observation and interviews) and some of the YOUTH National Agencies (collected through an E-survey).

3.3.1. Attitudes to and experiences of learning

When they began the ATTE course, participants were aged between 22 and 47, with half of the group in the age range 26 to 30. The five who were under 26 came from East and Southeast Europe, whereas this was the case for only two of the nine participants who were at least 31 in 2001[65]. On these grounds alone, we can conclude that educational and occupational experiences differ to some extent between the younger and the older participants.

The older participants had completed initial education, gained qualifications and entered the labour market in relatively stable social and economic systems, albeit under increasingly difficult employment conditions in most countries. The younger participants were more likely to have experienced massive political and economic transformation as an integral part of their early to mid youth phase, that is, when they were between around 12 and 18 years old. Education and training systems, too, were thrown into turmoil during the 1990s as the transformation in central and eastern European countries towards democracy and market economies took hold, which means that the so-called 'perestroika generations' had to be proactive and self-reliant in seeking out qualification, occupational and employment

64. Each ATTE seminar concluded with an evaluation by participants, the form of which varied and in the design of which they also took part on occasion. These evaluations were managed and analysed by the course team alone, forming part of the ongoing course planning cycle and designed for that purpose. They are an integral part of the course team's internal evaluation of ATTE in which the external evaluation team is not directly involved. In addition, participants also completed a questionnaire to evaluate ATTE that was administered (at the final seminar) and analysed by the summative external evaluation commissioned for the Partnership Programme as a whole (Deloitte & Touche Management Solutions NV (2004) Evaluation of the partnership covenant on training in youth work between the European Commission and the Council of Europe. Final Report to DG Education and Culture, January). ATTE's own formative external evaluation did not participate in that process, although the Partnership evaluators had access to ATTE's interim external evaluation report (delivered in December 2002, halfway through the course) in order to prepare their questionnaire.

65. See Section 4.3 for a detailed analysis of the changing profile of ATTE participants by age, sex and European region of origin between the initial application and final acceptance stages of the selection process.

pathways. The need to find a promising niche in which to establish a career together with the rapid expansion of grassroots social and political initiatives to build and – in parts of south-eastern Europe – literally to rebuild civil society could and did frequently lead to active involvement in youth and community NGOs and new local or regional service centres.

We can see these various factors at work in the ATTE participants' biographies to date, as shown in the following examples.

> An economics graduate, Kirsten first worked for 18 months for a youth INGYO before moving to the youth ministry three years ago, where she coordinates European youth exchanges. Very active in her INGYO from the age of 15, she still invests a lot of time in it voluntarily, specialising in European affairs. She sees taking up non-formal youth training courses as a natural step for people like her: "I liked it very much and found it very challenging. I became increasingly involved … in the networks." Despite lack of positive support from her employer, she decided to apply for ATTE when the information arrived on her desk, although she has to take holiday leave to attend the seminars. Kirsten is in two minds about moving into the field on a full-time professional basis. She enjoys her current job, but she really likes working directly as a trainer too. Some of her hesitations have to do with the disadvantages of being a youth trainer: it's a competitive employment market that is difficult to break into, insecure and not very transparent, so freelancers have to balance idealism with realism. And if she projects ten years ahead, how could she combine this kind of work with family and children? At the same time, it is really interesting work that Kirsten thinks is very much needed in today's world.

> Laura looks back on a decade of active involvement in an INGYO. She now has a law degree and works in a YOUTH National Agency, but enjoys her involvement in international youth work alongside this. She entered the field by taking part in Council of Europe training courses, then becoming a trainer herself. Feeling she needed to improve her training skills, she was keen to join ATTE and has her employer's full support in doing so. In the future, she plans to take another degree in human resource management as soon as something suitable comes on offer. Making a career in non-formal youth training would be difficult, because it is not well-developed in her country and qualifications in this field are unknown. On the other hand, Laura does not think getting on in the labour market is that dependent on formal, recognised qualifications – in her experience, employers don't pay much attention to the details of what or how well people have really done. At the end of ATTE, Laura felt she had gained knowledge and in her personal development but was still hedging her bets as far as future career direction is concerned. She is glad to have a regular job and does not think she is ready to take the risk of working as a youth trainer, for whom self-employment seems to be the main option.

In general, the older the ATTE participant, the longer s/he has been actively involved in the non-formal youth training sector, but this is only a broad generalisation. The most experienced among the group record that they had begun by the age of 16, typically through voluntary work in youth and community organisations. This means that some relatively young ATTE participants were already approaching a decade of experience, and for some, ATTE proved to be a critical turning point in their career development, as in the following case.

> Joey was 27 when he came to ATTE. Active in the non-formal youth training field for nine years, he came as a full-time employee with an NGO training provider in his region – and with its full support – but was then surprised to find that so many participants work as freelancers. Joey is still formally registered as a university student in a subject unrelated to education, but doubted his capacity to complete his degree alongside his job. His first Council of Europe international training course now lies almost a decade behind him. In his own words, he "broke into the National Agency circle of trainers" towards the end of the 1990s and then moved rapidly to European

and international level work. By 2001, Joey was already in greater demand than he could supply in terms of time availability. When he heard about ATTE, he immediately applied, thinking that it would be a new and original course and give him more access to European trainers' networks. He sought not only greater professional competence for the labour market, but also the chance to improve knowledge and skills through personal study. Whilst placing great value on self-directed learning and personal development, Joey nonetheless sees being a trainer "as a process of negotiation between ethics and the market." This ultimately led him, by the end of ATTE, to the decision to abandon his salaried position and take the risk of working as a freelancer. Trying to put good intercultural projects together as part of his ATTE practice periods had uncovered what he saw as the embarrassing professional weaknesses of his employing organisation, and this prompted him to rethink how he wanted to work as a youth trainer in the future. Joey chose his ethics over the market – and to do so, he chose to place himself at the disposition of the market.

The typical ATTE participant, however, was aged between 26 and 30 years old and had accumulated about five years of professional (or at least quasi-professional) experience in the youth sector by 2001. 16 of the full 30 participants had begun by the age of 23 and all but two had begun by the time they were 28. Some, however, had not begun until towards their late twenties and only had three or four years of experience in the field before beginning the ATTE course. Interestingly, those who had entered the field relatively late and much more recently faced problems of acceptance in professional structures and networks.

At the end of his computer science course, George decided to change to social work, specialising in youth work. It then took him a year to find a job as an urban streetworker. Around the same time a friend introduced him to what he experienced as an exciting new world of non-formal youth training. He was offered a European Voluntary Service placement, and when his employer refused him the necessary leave of absence, he resigned and went anyway. On return, he freelanced for 18 months before finding temporary employment at his country's YOUTH National Agency. ATTE began just as this job came to an end. George's plan was and is to set up his own small training company, and ATTE is part of his self-investment in that. He expected to expand his networks and gain better access to the trainers' pools, but also to gain greater self-esteem and recognition in the field – which is more important to him than a formal qualification. By the end of ATTE, George estimated that he had improved his professional skills in a number of ways. Above all, it had taught him how important it is to work together with others: ATTE was a forum for gaining social knowledge, common professional understandings and a set of collective competences. He had found the entrepreneurial inspiration he sought and begun to put this into action. Nevertheless "big organisations do not give open access to the trainers' pools, and I'm not the only one that thinks so. … It is very clear that this is a very closed community and there are no objective quality criteria, there are only subjective criteria – networks and friends. … If they know you, they don't care about ATTE!"

This all suggests that building a credible professional identity in the non-formal youth training field is something it is best to begin relatively early on in the transition process between education, training, employment and career development. The classic entry route is through voluntary participation in organised youth movements and grassroots politics, which gradually leads to involvement in political education activities more generally and then non-formal youth training more specifically.

Francine, 22 when she applied for ATTE, found her way into the non-formal youth education field when her maths teacher asked her if she'd like to go on a youth exchange in the school holidays, so "I got into the business without knowing what the hell I was doing!" It caught her imagination and she wants to make a career of it, which means she is taking every chance she can get to learn as much as she can. She had already participated in two Council of Europe training courses and was eager for more when she heard about ATTE, especially when she saw the names of the people on the course team. Being young and quite new to the field, she thought she stood no chance of being accepted, but decided to have a go. Having been in ATTE is something positive to put on your cv, even if in some quarters people are critical of it "because it comes from the Council of Europe … and some people think it's a two-year course, lots of money, with the same methods, with the same educational approach, so it's worthless." This means the good results will have to be visible. Francine thought that the only person who worries about her age as a sign of inexperience is herself, because "the common point here is to try to be a trainer and that's really the one and only common point." At the end of ATTE, Francine had become one of the key personalities and is in great demand as a trainer.

ATTE participant backgrounds suggest that people need to have made a recognised debut as youth trainers between the ages of 19 and 23 in order to stand a good chance of joining the professional community at the 'appropriate' age and stage of life. This seems to be the case regardless of the level and the kind of formal education and training that individuals have completed or are still pursuing alongside their professional activities as youth trainers. The ATTE application form did not, in fact, ask individuals to specify their formal qualifications, although many did refer to these alongside listing their experience in the non-formal youth training field. Instead, they were asked to list their experience in international youth work or youth projects, to describe recent and relevant practical experience as a youth trainer and to indicate the type of initial and continuing training they had pursued in order to practice as youth trainers. From this it is evident that the main access route into the non-formal youth training community takes the form of a gradual apprenticeship.

People begin by participating in youth exchange projects themselves, move on to leading youth projects with an intercultural learning focus and find their way onto first-level short-term training courses. These turn into a progressive, self-amplifying chain of simultaneously being a youth trainer and improving one's professional skills. In other words, people practice their trade 'one step down' from the training courses they themselves attend as 'learners'. One ATTE application, for example, specifically noted the motivation to "take the perspective of the learner to improve my own practice." This apprenticeship pattern explains why the main access route into ATTE itself was already to have participated in training courses run by the Council of Europe, by the YOUTH National Agencies and by established training providers in the intercultural learning ambit. This inevitably also meant that many ATTE applicants and ultimate participants had already worked as trainers with these organisations and their staff, some of whom themselves became members of the ATTE course team. Such training and recruitment patterns are, in fact, characteristic for self-regulated occupations where there are few or no formal qualification routes.

The ATTE group included one participant who completed a Ph. D. in intercultural learning while following the ATTE course, whilst another is in the early stages of

an academic career as a lecturer in economics at the same time as working voluntarily in a youth NGO and in this context as a trainer too. A number of ATTE participants do hold higher education qualifications in educational science or social pedagogy. In some cases, individuals had followed such courses precisely because there were no recognised formal courses or qualifications for youth workers or non-formal educators in their country. A few hold qualified teacher status and have experience teaching in the formal education system, others are qualified youth and community workers with considerable professional experience in those fields. Many ATTE participants, though, have completed (or perhaps have begun but never finished) higher education courses that have nothing at all to do with education as a discipline or as a profession, such as law, economics, mathematics, computer science or architecture. Interestingly, the gradual drift or the conscious switch into working as a non-formal youth trainer was not – according to their own accounts, at least – due to objective achievement difficulties in their original field of study. Rather, they felt drawn to working in non-formal education because of their social and political values, and the activities that go along with these. One of the written ATTE applications offers an exemplary case of this point of view:

> Training is not an aim in itself; it's a mechanism to transmit a value-based message embodied with a political dimension, in the sense of a desired transformation of the world. ... Therefore, training does have, for me, a political weight in the sense that it aims at empowering (young) people to promote social changes towards a more peaceful, democratic, tolerant, just and in solidarity world.

This approach to youth training is more typical of ATTE participants from EU countries who have entered the field through socio-political activities alongside their formal studies, and they are more likely to be freelance trainers – partly because they do not necessarily have to work full-time and earn a full living wage. Many continue with some voluntary or freelance work even when they do have a full-time, regular employment contract – typically as a training officer or programme coordinator. Those in such posts, and particularly when they also hold a field-relevant formal qualification, are more likely to highlight the nature of youth training as a professional practice. Again, an extract from one of the applications demonstrates this kind of approach:

> For me, training is an interactive process between trainers and trainees with the aim to transfer an agreed standard of knowledge, competences and skills by practice and instruction.

All participants, however, are deeply committed to the value of intercultural learning and human rights education, emphasising their wish to promote tolerance, social justice, democratic civil society and active participation by young people in shaping the world in which they live. When they applied for ATTE, all wrote that they sought to improve their professional competences, and to do so by learning in a collegial environment that offers the opportunity to exchange and network with others in the field. Some added personal development into the equation, and a few explicitly noted that they wanted to gain a recognised qualification for this kind of work together with employment opportunities. Their expectations in this respect were wholly justified, whether these were expressed openly or not, since the application form requested them to sign the following declaration:

> I understand that, as a result of my participation in this course, I will be asked to work as a trainer within the youth programmes of the European Commission and of the Council of Europe. (emphasis added)

Whatever participants imagined or hoped to gain from ATTE at the outset, there is little doubt that all consciously experienced significant personal and professional development during the two years of the course, as the following final example shows.

> Janet is a freelance experimental theatrical performer who had worked occasionally as a non-formal youth trainer for six years before joining ATTE. She is also registered for an architecture degree, but given all her other commitments it is difficult to finish her studies, much as she wants to do so. It was through her architectural studies that she began to spend time abroad, and through this that she came into contact with European youth trainer networks. She was keen to apply for ATTE given the professional reputation of the course team, but was sure she was too inexperienced to succeed. Halfway through ATTE she still did not see herself as a youth trainer in the first instance and was critical of her professional skills in this field. Her challenge was how to put everything she does together. Janet became a central participant in ATTE, with the capacity to move between different sub-groups: "... we used improvisation [in street animation], you take a high risk. ... Here [in Practice 2] I was alone in a public place, where no women perform in public, so I really had to use what I knew. ... I am a freelancer, so it had to be combined with what I do to earn a living. ... And this gave me the answer: combining the worlds of performance and learning." At the end of ATTE, Janet now has a concrete plan to establish a specialised training centre for non-verbal intercultural communication.

The material presented above is drawn from ATTE participants' application forms together with the individual interviews carried out in May 2002 and October 2003. In addition, a survey, using a new Eurobarometer questionnaire, was carried out halfway through the first ATTE course[66]. In early 2003, a Eurobarometer survey on citizens' views about lifelong learning was carried out in the 15 EU Member States, in Iceland and in Norway[67]. The questionnaire sought information on people's participation in, experiences of and motivations for learning and their views on lifelong learning itself. ATTE participants are adults who have decided to take up further learning through a vocationally relevant education and training course, that is, by participating in ATTE. They are certainly a highly specific group of citizens who differ in many ways from a general sample of the adult population living in Europe. This makes their views on learning all the more interesting in comparison with a general sample, and their views also provide useful information about the target population for courses such as ATTE.

24 (of 30) ATTE participants voluntarily completed the survey during the course of Seminar 3 (January 2003)[68]. The respondents come from 15 different countries throughout Europe (including central and eastern European countries, which were not included in the main Eurobarometer survey) and they conform to the overall

66. This was possible because, in another context, ATTE's external evaluator was responsible for coordinating the survey's design and its subsequent analysis as part of a broader Cedefop project on lifelong learning, which meant that the questionnaire was immediately available for use in ATTE.

67. Chisholm, L., Larson, A. and Mossoux, A.-F. (2004) Lifelong learning: citizens' views, in close-up Office for Official Publications of the European Communities, Luxembourg; available for download in EN, FR and DE at www.trainingvillage.gr. The survey was integrated into wave 59.0 of the standard Eurobarometer survey and for a representative sample of the population aged 15+ in terms of gender, age, NUTS2 region and urbanisation size. The questionnaire and further details of Eurobarometer surveys are available at http://www.europa.eu.int/comm/public_opinion/index.htm.

68. See Annex 8 for tables of the main results. This is a very small sample from which to draw conclusions with wider relevance, but it is in many ways a homogeneous sample, for which the response patterns may hold useful clues for issues to bear in mind when planning future courses of a similar nature to ATTE. Otherwise, the patterns reported here can only be seen to describe this specific group of respondents.

profile of the whole ATTE group: most are aged 25-34, most are single and only three have children. Two-thirds are employed and one-third is self-employed – and, by definition, all are also currently engaged in some form of education or training (although on the relevant survey question, four respondents did not see themselves as doing so, that is, they did not define ATTE as 'education and training'). One-third of the respondents report that they had changed their activities in the preceding two years, that is, during the year before beginning ATTE or during ATTE's first year. This largely meant that they had changed their employer, had found a better job, or had completed a period of military, voluntary or social service. Three had moved into self-employment and two had interrupted their working career on having a child. On the whole, the men in ATTE had been somewhat more likely to have changed their activities in that period. These characteristics show what we would expect: ATTE is populated by a group of young adults moving into the prime of life and working their way into the labour market and up the career ladder, as yet largely unfettered by family commitments and quite mobile in terms of their employment patterns.

In comparison with the general population, ATTE participants are even more convinced that lifelong learning is important and they know that it is relevant for everyone throughout life[69]. Not a single ATTE survey respondent dissented from these views. We are looking, then, at the attitudes and experiences of a well-informed group of young adults who have a positive approach to the value of learning.

The Eurobarometer survey asked citizens to report which skills they think are important in working life and in family or private life, and which of these skills they think they possess[70]. Like the population at large, ATTE participants think that most skills are even more useful in working life than in personal life. But these young, professionally active adults are even more emphatic about what working life today needs: they all think that almost all skills are important. There is only one real exception: only 14[71] think that using scientific and technological tools and equipment is important in working life, which once more corresponds to what the general population thinks. On the other hand, quite unlike the general population, ATTE participants are all convinced of the importance of being able to use computers and the Internet.

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69. Nine in ten Eurobarometer respondents thought that lifelong learning is important, at least to some extent; but there was a degree of uncertainty about whether it was for people of all ages and whether it is more important for the disadvantaged and unemployed than for everyone, regardless of their social and economic situation. (This and all further references to the Eurobarometer findings are drawn from the publication cited in footnote 1.)

70. The skills list was constructed on the basis of the work of the expert working group on basic skills within the framework of the Objectives Process (see: http://europa.eu.int/comm/education/policies/2010/et_2010_en.html): Traditional skills: being able to read and write; being able to do arithmetic; having general knowledge. Social skills: being able to express oneself well, being able to cooperate with people; knowing how to learn; being able to assess situations and solve problems; being able to take initiatives; having organisational skills; being able to get on with people from different cultures and countries; being able to manage people. Instrumental skills: using a computer; using the Internet; using scientific and technological tools and equipment; using foreign languages.

71. Interestingly, most of the ATTE women respondents (10 of 13) but only a minority of their male peers (4 of 10) agree that using scientific and technological tools and equipment is important in working life, and this relative difference carries over into their judgements for family and personal life. When asked whether they possess these skills, ATTE women are, if anything, marginally more likely to report positively – so ATTE women certainly do not emphasise the importance of such skills because they think they do not possess them.

The general population accords highest importance to traditional skills and then to social skills, in both working and family life. The ATTE survey respondents think almost everything is important in working life, but for family and personal life they rank social skills even more highly than traditional skills. They place being able to express oneself, to assess situations and solve problems, and the ability to cooperate right at the top of their list: every single one thinks these skills are important in family and personal life.

When it comes to reporting their own skills, ATTE participants are much more confident across the full range than is the general population. Almost everyone in the EU thinks that they can read, write and do arithmetic, but fewer than three-fifths say they can use a computer or have management skills, while under half can use the Internet, scientific/technological tools and equipment or foreign languages. The Eurobarometer main survey findings also point up a gender gap for felt competence in using computers and using scientific/technological tools and equipment[72]. Virtually none of these response patterns show up in the ATTE sample. They unanimously report that they are literate and numerate, that they can express themselves well, can cooperate with others and can use foreign languages; and they can all use computers and the Internet. There are only four skills for which ATTE participants show any measure of uncertainty at all[73], and even here the highest number of respondents reporting that they do not (or do not know if they) possess a given skill is 6 – unsurprisingly, for scientific and technological tools and equipment.

Again, these findings show that in very broad terms, ATTE respondents do hold similar views as adults in general about skills and their relative usefulness – but more importantly, these young adults are very confident about their skills and capacities in almost all key areas. They certainly have no reason to fear that learning settings would place them in an uncomfortable position and there is no obvious sign in the survey findings as a whole that they are or would ever be reluctant or alienated learners.

Like adults in general, ATTE participants most enjoy learning in a social and informal setting – that is, by getting together with friends and by contact with people who have different kinds of skills. But like younger adults in general, ATTE participants think that they have learnt almost everywhere they might have been in the year preceding the survey. And just like for the general population, ATTE participants are least likely to report having learnt in a formal setting (school, college or university), doing military, voluntary or social service, or on courses that combine periods of study with work-based learning.

This last result is, however, rather odd: ATTE is exactly this: a course that combines periods of study (the residential seminars) with work-based learning (Practice 1 and 2). This does not mean that ATTE participants think they have not learnt in ATTE, but much rather that they did not, at that point, yet recognise the course in these terms – just as the ATTE course team also needed time to realise that this course was genuinely a new departure in non-formal youth trainers'

72. 65% of men and 52% of women reported that they can use computers; 53% of men and 28% of women say they can use scientific and technological tools and equipment.

73. Five respondents are unsure about their capacity to assess situations and solve problems; and four respondents in each case think that they may not be able to lead or manage, or to organise, plan and manage tasks efficiently. It is in these three skills that women respondents from ATTE may lack confidence – in each case, only one of those reporting negatively is male.

professional development opportunities. In contrast, every single respondent reported that they had learnt at work (that is, on the job) and that they had learnt by travelling, studying, working or living abroad; and almost all said they had learnt by being involved in social or political work. These three features are very different indeed from the Eurobarometer findings for the general population[74] , and they confirm that the ATTE community is made up of active, mobile, socially committed and, not least, privileged young European professionals. Here, there are no observable gender differences.

Almost all ATTE survey respondents had taken up their latest period of study or training – in effect, this means ATTE itself – on their own initiative. This was the case for only 44% of the Eurobarometer main survey sample, who were much more likely to have been advised to do so by employers or their families. European adults in general also report that social and personal reasons for learning tend to outweigh work-related motives. This means that they privilege personal satisfaction, increasing their general knowledge and obtaining a qualification. We might expect that the ATTE sample would confirm the greater importance of personal and social motivations for and benefits of learning, given their high levels of idealism and social commitment, and given that working in the non-formal youth training field does not, on the whole, bring high monetary reward or offer sparkling career progress opportunities. Interestingly, this is not so much the case as might have been predicted. 18 of the 24 ATTE respondents, women and men alike, give work-related reasons for taking up structured learning in the year preceding the survey. They did so to be able to do their job better, to take on greater responsibilities at work or get promotion, or to get another job. However, they also acknowledge that the benefits of this learning are not only work-related, but equally provide them with personal satisfaction and increase their general knowledge[75].

Finally, whereas 20% of the general population saw obtaining a qualification as a benefit of learning, no ATTE respondent thinks this to be important enough to record in comparison with all the other kinds of benefits one may get. Half the general population also reported that if they wanted to improve or update their professional skills, they would take part in an organised, formal course of some kind. This stands in a certain contradiction with the finding that most people said they learnt best in informal settings, which might be related to longstanding ideas about where one is 'supposed' to learn, that is, in schools, colleges, training centres and universities. These ideas do not necessarily translate into what people know is 'really' the case for them. ATTE participants, however, are, as we might expect, less oriented to thinking first about organised, formal provision. The most frequently selected ways to improve or update professional skills are by secondment to or exchange with another organisation (38% of total responses) and by coaching or supervision at the workplace (21% of total responses). These choices bear an obvious relation to the real character and opportunities of working in the non-formal youth sector at European level. It is also possible that the lesser emphasis they give to organised courses is not only a matter of principled preference but also

74. In which 44% reported learning on the job, 30% by going abroad and 20% through social or political work.

75. The most frequently checked categories were being able to do one's job better (28%), getting personal satisfaction (20%), gaining general knowledge (14%) and being able to take on greater responsibilities or get promotion (12.5%). In this case as with a number of other survey questions, respondents could check more than one response category, so that the percentages do not refer to the number of respondents but the total number of responses.

one of scarcity of (appropriate) provision – which is why ATTE was introduced in the first place.

Only four ATTE respondents – all women – report that they see no obstacles to pursuing further learning in the future. Most, though, do foresee potential obstacles, and these are in large measure related to shortage of time and energy due to job demands. In this, they are just like the general population, with the difference that family-linked obstacles (both time and competing responsibilities at home) do not play a role for a sample where most are single and few have children[76]. Not surprisingly, then, ATTE respondents are also most likely to identify time-related factors as effective facilitators, such as the provision of flexible learning opportunities, being able to have time off from work and help at work to free up time and energy resources for learning. Nor, perhaps surprisingly, is the lack of financial resources a significant factor for ATTE participants. Only two respondents report that they would need financial help to pay for course fees. More broadly, the Eurobarometer main survey findings suggest that about half of the population would not be prepared to pay anything at all towards their education and training out of their own pockets, regardless of the nature and the purpose of the learning involved. In general, citizens would be readier to make a financial contribution if they judge the benefit to be an exclusively personal one.

The ATTE sample is much more prepared to pay all or some of the cost of their learning. The maximum number of respondents who are not prepared to pay any of the cost for learning with a given purpose is 5[77], and this would be for learning in order to get a promotion at work. In common with the population at large, ATTE participants are most likely to be (in fact, they all are) prepared to pay some or all of the cost for learning they personally choose to do and which enriches private life. But unlike Europeans as a whole, they are all also willing to do so in order to learn a new language. This is not surprising, given that they already know about the personal and social benefits of being multilingual, and that it is also a skill that they must possess in order to work in non-formal youth training at European level.

In conclusion, this exercise shows that as far as very basic patterns and tendencies are concerned, the ATTE group does not hold views on learning that are significantly different from those held by a general population sample of European adults. This is particularly notable given that the ATTE group is made up of participants from across the whole of Europe rather than only from the EU (plus Norway and Iceland). In addition, there are few reliably notable gender differences within the ATTE group as far as attitudes to and experiences of learning are concerned, including with respect to employment and career. It is especially refreshing to see that there is no immediately obvious gender gap to ATTE women's disadvantage as far as using ICT and scientific or technological tools and equipment are concerned. Perhaps, then, it is ATTE men who do not follow quite

76. It should nevertheless be added that those ATTE participants who do have children did raise the issue of the difficulties of combining family responsibilities not only with pursuing courses like ATTE but also with the demands of non-formal youth training work. Furthermore, two ATTE participants had a child during the ATTE course and both had to miss part of the residential seminars as a result. Ensuring equal opportunities to participate and to benefit from courses like ATTE will require some additional support services (such as childcare facilities or grants) and contingency arrangements for tailor-made distance learning modules that can be used when life schedules 'collide' with learning schedules. A group of ATTE participants also wrote an article on this topic: Stabauer, C. et al. (2003) 'Being a parent and trainer' Coyote No. 7.

77. That is, one in five of the ATTE sample compared with around one in two overall for the general population.

so closely more 'typically male' education, employment and skills patterns that general population trends still reveal?

ATTE participants appear to be very conscious of the need for a broad range of well-developed and up-to-date skills for today's world, and they are perhaps rather more work and career oriented than they might want to admit in ATTE plenary sessions. This means nothing more than that they are realistic about the circumstances of modern life for young adults. They still have to work hard to make their way, even if they are fortunate enough to be knowledgeable, well-qualified, privileged and already comparatively successful. They are also idealistic and socially committed, they are positively disposed to learning for intrinsic reasons too and they are well capable of adjusting to and gaining from a wide range of learning settings and methods. These are the kinds of people that would be welcome and rewarding to any teacher or trainer, in any learning context. They are also the kinds of learners who demand a great deal of those who are there to guide and support them along the way. In a word, they are a challenge – and ATTE's experience shows that they lived up to their promise.

3.3.2. ATTE as a quality learning experience

The external evaluation's field observation provides a wealth of data on the ways in which participants and course team shaped ATTE as a learning experience and how they themselves evaluated its development and quality over two years. In addition, interviews took place in May 2002 (during Seminar 2), September 2003 (during a course team meeting) and October 2003 (during the final seminar)[78]. In July 2003, an E-mail survey covering similar topics was sent to all participants[79]. This sub-section and the two that follow draw on all these sources of information.

The preceding section's lifelong learning survey findings have shown that ATTE participants are proactive and intrinsically motivated learners who are prepared to invest energy, time and money in their personal and professional development. From the outset, it was clear that they expect return on that investment and want to know what this return might be. In the early days of ATTE, participants continually voiced their awareness that the course's institutional sponsors had invested a lot of money in it – so they, too, must have a reason to do so and would expect benefits. In his welcome address, the then-Director of Youth and Sport at the Council of Europe had said that ATTE is the "Rolls Royce of non-formal training courses," a phrase that stuck in participants' minds and was later rephrased in one of the interviews as "ATTE is like being a Harvard student."

But what kind of benefits did the sponsors want and how did this fit in with what the participants wanted? Most – but not all – ATTE participants described themselves as working as non-formal youth trainers, but their routes into this kind of employment were diverse and for many, it was not their sole occupation. Quite a few had begun or completed higher education degrees in fields of study leading to occupations they decided they did not want to pursue after all. Some had then embarked on courses leading to qualifications in fields more closely related to youth training, typically education and social pedagogy. Some were still formally

78. Annex 7 includes the interview schedules, which were used to guide open-ended discussions around key themes. Interviews took place with ten participants in May 2002, four of whom were interviewed a second time in October 2003. The respondents were selected to represent the gender and European regional distribution of the participants overall. One interview was held with each member of the course team.

79. Annex 7 includes the E-survey schedule; see footnote 49 for further details.

registered as university students but this had become a subsidiary activity, even if they often said that they did still want to finish. Others were now working in jobs that have little to do with their degree subject, but which are close to the youth training field – most typically in national ministries, YOUTH National Agencies and Third Sector NGOs. And three participants – all women – were in the family-building phase of their lives, so they also had childcare responsibilities to fulfil. Otherwise, the overall picture looks like a set of relatively relaxed voyages through mixtures of employment, education, socio-political activities and discovery of life's richness. ATTE participants were trying lots of things out, had come across youth training in the process and found they liked the work and the subculture in which it exists. Most were very committed to the work, but by no means all were absolutely sure that this would be what they would do as a full-time career on a permanent basis. On the other hand, they all need to earn a living and, as one interview respondent said "you have to negotiate between ethics and the market."

So the benefits the participants sought from ATTE were equally mixed. On the one hand, they sincerely espouse the intrinsic virtues of personal and social development, which, happily, coincides with the core competence profile of all educational professions. In May 2002 Janet, for example, said that she hoped ATTE would improve self-awareness, Laura wanted to improve her communication skills and Dora thought that it was a unique opportunity to be on a course that was all about personal development. On the other hand, they want and need to maintain and improve their occupational standing and market value in and around the youth training world – and this is what they hoped the institutional sponsors also wanted. For the participants, policy statements that talk of the need to improve the supply and the quality of non-formal youth trainers at European level translate into the expectation that their own investment in ATTE will produce concrete results in the form of employment opportunities from which they would be in a good position to benefit. Naturally, this was particularly important for those who were working as freelancers – and they were 10 from 30 in all. Others thought that the course would help them to do their current job better and, perhaps, give them greater opportunities to move ahead.

These mixed motivations – which are rational and unremarkable – help to explain why many participants expressed concern at the lack of active involvement in ATTE of the European Commission and its partners, beyond contributing financial resources. Putting ATTE into practice had been formally conferred to the Council of Europe under the terms of the Partnership Programme on the perfectly sensible grounds that its Directorate of Youth and Sport possesses the educational expertise and professional experience to do so. However, the YOUTH National Agencies and, increasingly, SALTO are important players in youth training employment-related networks. ATTE participants were fully aware that not only they had to cope with the tension between cooperation and competition amongst themselves, but also that relations between the Council of Europe and the European Commission display the same feature as far as educational and cultural policies and action are concerned. Before ATTE had even begun, many had picked up a certain tension in the networking air – was ATTE going to put everything else on offer into the shade, would its 'graduates' take all the best jobs and contracts, why should the 'Council of Europe approach' to non-formal youth training define the field, and so forth. Views on what ATTE should be and do did indeed diverge to some extent between those representing the two institutional sponsors, although compromises were always successfully found. So ATTE participants were

only being strategically reasonable in wishing for greater involvement of the European Commission and its partners in the course-in-action.

Most participants also wanted some form of recognition at the end of ATTE, both as a mark of personal achievement and for its possible currency value in the youth training employment market. They held mixed views on whether 'certificates' would really have much use-value, especially those who come from countries where non-formal education/learning is poorly established and recognised – this was something that participants from eastern European countries were particularly likely to note. On the other hand, nothing speaks against certification and accreditation as such – it cannot do any harm to have extra proof of one's competences that not everyone has, as one participant expressed in the following way:

> Course assessment itself could be useful – having a piece of paper for professional purposes. But the real meaning of doing ATTE is different – it is experientially focused, and I doubt whether it is possible to access and evaluate levels of training competence. Professionalisation is really important, but does it have to pass through the formalisation of levels of competence? Is that utopian? The ATTE team are recognised as among the best and most experienced trainers, but they don't have a piece of paper to say so – whereas qualified teachers do, even if they don't necessarily do a good job. (May 2002 interview)

Relatively few were keen on differentiated certification based on assessed performance, that is, few wanted to see the kinds of assessment systems characteristic of formal education and training. Their ideas and knowledge about assessment, certification and accreditation were, however, quite vague, certainly as far as proposals for alternatives are concerned.

Significantly, most participants think that the non-formal youth training field works on contacts and networks, which regulate job access and distribution. They regard this as at least as important as having proven experience and expertise – which is hardly surprising, given that youth training is an unregulated occupation that attracts people from a wide range of backgrounds. Joey said, for example, that he had never been asked for a cv before getting a job – he sometimes had to hand it in afterwards for the administrative follow-up. Adherence to a common set of humanitarian values, active involvement in youth organisations and social movements and an open, adventurous personality with good communication and social skills are the basic entry qualifications. Many who successfully applied for ATTE were already known in the youth training field and had been alerted to the call for applications by their networks. For example, George had heard about ATTE through the trainers' networks and decided to apply, despite the fact that there was some debate about whether this was a way of creating a group of elite supertrainers:

> "The final selection in Budapest was highly competitive – it felt like applying for a job – but it is better to do it this way than just from paper applications."

In other words, application was open to all, but many people were specifically encouraged to apply. Most participants were well aware of the potential contradiction between the importance attached in the youth sector to equal opportunities and equal treatment, and the realities of professional networking and access chances. Still, most felt ambivalent about the final selection process at the Budapest introductory seminar. Everyone wanted to be selected into the ATTE club, but they also regretted the effects on those who were not selected and on the initial social climate in the ATTE community. For example, Laura commented that the final selection process for ATTE was a new experience and a stressful

one, especially because it disturbed how candidates could relate to each other and it was painful for those who were not selected. It created competition in the group and this left an uncomfortable legacy in the way they related to each other.

After the first two seminars and six months into the course, initial teething problems had settled down and participants were largely happy with the way the course team worked with them. They respected and admired the skills and qualities of the tutors and course directors, they appreciated their commitment, care and concern for individuals and the group as a whole, and they welcomed the way in which the team members regarded them as colleagues on an equal level. But they also expressed some concerns with transparency of purpose, content and pedagogic approach. In particular:

- they wanted more information and guidance on aims, objectives and intended learning outcomes of ATTE, so that the reasons for specific activities are transparent;
- they sought more structured inputs, more external content expertise and more cognitive-based elements in the seminar programme;
- they sensed a lack of clarity on whether/how their learning achievements were being or would be assessed – the concern was less with the principle of assessment (or indeed of selection) but rather that criteria should be fully transparent.

This is why participants later reported – when reflecting back – that it had taken them a long time to understand ATTE's pedagogic approach and what it was trying to achieve. In Laura's view, Seminar 3 (January 2003) was the most meaningful one, "when we started to talk clearly and explicitly about quality and quality standards. … During ATTE many things were implicit, it changed to be more explicit." This echoed what many participants said: understanding ATTE was a gradual process that clicked only during the second year, when they were able to bring together many different elements and put them into a more coherent framework. The two practice periods played an important role in this gradual learning process.

By July 2003, when the E-survey was sent out, participants had been through three residential seminars and Practice 1, and they were in the middle of Practice 2. They were now in a better position to take a grounded view on the quality of learning in ATTE, and four key points emerge from their responses:

- the value of peer-based and practice-based learning;
- confirmation of personal development as the linchpin of the learning process;
- the importance of time and process for the quality of learning outcomes;
- continued demand for better advance planning of the course and curriculum.

On a note of caution, it should be recalled that 14 of 30 participants had sent in replies by the time of the final seminar. This is a respectable response rate for a 'postal' survey requiring written response to open-ended questions, but the group was made up of eight men from western and southern Europe and six women from across Europe. This means that both men and Eastern and South East European ATTE participants are under-represented amongst the respondents[80] –

80. 18 of 30 ATTE participants were women; 14 came from Central and Eastern Europe, South East Europe and Turkey. Of the 12 men, 9 came from western and southern Europe; 8 of the 18 women came from western, southern and northern Europe.

just as many participants, including those from these countries, noted that the latter tended to be quieter in plenary sessions. Eight of the nine ATTE men from western and southern Europe sent in replies, and this mirrors both their predominance in OLC chat sampled by the external evaluation and their very active participation in seminar plenary discussions as noted by the tutors[81]. These patterns probably do not materially affect the points that come out of their replies to the E-survey, but they do point to issues that future ATTEs and training courses overall should take more explicitly into account in planning activities and selecting methods. Communicative behaviour is highly gendered and it would have been surprising had ATTE been gender-neutral in this respect, but the combination of gender with European region (that is, with language and culture) is clearly an issue that should impinge on course planning and methods.

Be that as it may, the E-survey and the interviews show that ATTE participants gained a lot from ongoing contact and working together with their peers. Not only were competences developed in this way through shared projects, but also professional socialisation took place as they debated trainers' values with each other:

> "I think the best learning was through common projects. I have been working with a fellow ATTE participant since Practice 1 and this has greatly contributed to my learning. Other than this, I have not learnt from others other than thanks to face-to-face contacts, as with my Peer Group meeting."

> "I think the start of the professional cooperation among us is one of the best points of ATTE. The opportunity to work with other ATTEans this year … has been significant in my learning process."

> "To work as an international trainer means at the same time to work in a team, but also to compete with others. And because of this in my perception sometimes I am not that honest with other trainers about all the thoughts and ideas about what it means to work in this field. But among ATTE participants there is a new dimension about sharing and considering various aspects of trainings (being on the same level) and therefore the exchange was and still is extremely significant for me."

The emphasis placed in ATTE on personal development and self-reflection was highly valued by everyone. All said that the gains they made in this area were one of the most important learning outcomes, together with teamwork, communicative and project management skills. Participants take the view that a sophisticated degree of self-knowledge is extremely important for good professional practice in their field:

> "What became clearer for me is my own training style, values and attitudes, and that's a great benefit for me."

> "Learning as a trainer is very much connected to developing as a personality."

> "It opened new opportunities, made me more confident with what I am doing as a trainer and also on what I really want to do with my future."

> "ATTE changed my life! In the past two years I decided to become a freelance trainer, I acted as such professionally, I quit my job and I set up my own training organisation. This was not a spontaneous and immediate change – it was built over time, strongly accompanied by ATTE colleagues, trainers and especially by my mentor."

81. This observable communicative predominance contrasts with the views of the majority of participants of both sexes that gender had no effects on group relations in ATTE. In this particular case, gender and European regional origin act together, so that ATTE women's communicative reserve is a function of both attributes. The three men from Belarus, Lithuania and Moldova were in an absolute minority in these terms, and it is tempting (if by no means reliable) to attribute their sotto voce (but by no means passive) presence to this factor alone.

> "These two years have clarified to me how much I want to be involved in the training field in reference with other things I want to do. It has given to me more awareness about my strengths and my limits, the things I can and I want to do better and the things it is better I leave. It has opened directly and indirectly a lot of new opportunities for training adventures and it has even helped to clarify some points for my life."

They were enthused and curious to experience the many new learning features that ATTE introduced, which they found almost overwhelming, especially at first. Gradually they learnt to select and wanted to seek greater depth in the methods and tools they found most useful:

> "I can say also that, if in the first phase of the process, I was curious and I wanted hardly to experiment all the "new possibilities to learn" as the peer group, the mentoring, and so on...in the second phase I chose to experiment only what I found relevant and I thought I could experiment in terms of time and energy."

> "Maybe it is better to go more deeply into only some of the features."

> "Maybe sometimes less is more: the topic groups in the 2nd year did not work at all."

> "I think ATTE was a too richly decked table, which made me feel really spoiled [for choice] but in the end it broke up into too many ripples which brought some frustration."

However, participants tended to take the view that the course team should have taken a more selective and structured approach to the curriculum, its pace and its sequencing. This is another way of saying that they sought more explicit guidance or 'navigation' through the course, rather than what they experienced as a relatively sharp break between the tutor-led learning of Year 1 and the self-directed learning of Year 2. Many comments refer to such issues:

> "The mentoring and the feedback from both peers and tutors should be more structured throughout the course in order to help the monitoring and the assessment of each individual's learning processes."

> "We still haven't received real feedback. Are we OK? Can we change things? We are told to do this and that but nobody says anything about the results of what we do – the difficulties, the possibilities to do things better."

> "I would announce the overall structure in advance to make people choose features and be able to work at their own pace."

> "It wasn't obvious to me, a priori, the progress from seminar to seminar – only a posteriori. In designing a new ATTE, I would make the sequence of topics and learning progress clear for the whole two years."

> "Having a clear example of a portfolio and introducing it earlier in the process would be useful. The same applies to the TQP: I have the feeling it came too late in the process. It would be good having this in mind already from the very beginning."

At the final seminar, participants had ample opportunity to make their overall comments about the quality of the learning process in ATTE from their perspective. The main points with respect to the quality of learning in ATTE arising from this last and from the earlier sources of information are shown in Figure 10 immediately below.

Figure 10: The quality of learning in ATTE

Positive aspects

- ATTE provided a unique opportunity to be trainers and learners at the same time, which improves the capacity to switch perspectives in professionally relevant ways.
- Reflection and self-reflection is the most important aspect of what was learnt and developed in ATTE, i.e. becoming a reflective practitioner.
- Future ATTE courses should not necessarily provide more tutor support, even if participants ask for this: self-directed learning has a strong learning effect by forcing people to use their own capacities and initiative.
- The external evaluation was a rewarding part of the learning process; the interviews were particularly appreciated in this respect. It is also an explicit recognition by the sponsors that ATTE is an important venture, which makes the participants feel their investment and contribution has been worthwhile.

Positive and with room for further improvement

- Practice 2 was a very valuable self-directed learning process, but in future participants need more advance information on the aims and requirements, and the assessment of Practice 2 should be much better planned and systematic.
- The TQP was surrounded by confusion in all quarters from the outset. Detailed information on the task came too late, was incongruent and changed over time. Participants experienced the task as an unexpected demand and felt insecure about it. At the same time, in principle and in practice it has been the most important feature of the ATTE learning process for those who had completed it. Those who had not managed to do so largely genuinely regretted it, all the more so because the external assessment had been a highly rewarding process, both individually and collectively.
- The external experts' feedback was greatly appreciated, but in future, they should be drawn from a wider community of experts and not from the 'inner circle' of the non-formal youth training world.

Ambivalent aspects

- The topic of European citizenship was not dealt with in sufficient depth, but many participants felt that it had been unnaturally imposed on ATTE in the first place. For many, the term has a negative connotation altogether and this means that motivation to engage with it is low. There was resentment that regardless of their objections, the team had insisted on keeping it in the curriculum.
- Participants expressed tensioned contradiction on the question of their role in ATTE. On the one hand, they felt more like consumers than active participants and thought they had had too few opportunities to run the course themselves (but when they were offered a chance in Seminar 3, the response was poor). On the other hand, they defined themselves as learners and wanted others to 'teach' them.
- Motivation and experience of mentoring was highly mixed. By and large, participants liked the idea in principle, but held different views on whether they

had individually benefited in practice. Much hinged on the question of whether they thought they should have been able to choose their own mentor and to what extent they suspected it may have been used as a surveillance and assessment mechanism.

- Participants held divergent views on the cognitive-affective-practical balance in ATTE, but their views on this topic were not well-formed. Some wanted more cognitive depth, others wanted greater attention to affective dimensions of learning. Nobody thought there had been too little or too much activity-based learning.

Aspects that deserve a re-think

- The sequencing and spacing of ATTE seminars should reduce and even out the gaps between seminars. The final seminar should not be wholly devoted to evaluation and assessment. The course did not fit into an evident or smooth whole, but was more like a series of disjointed elements.
- ATTE did not succeed in setting out explicit quality criteria, which the participants had largely expected to be delivered and not co-developed during the course. The self-assessment process would have been improved had it been explicitly linked with clear criteria, but in the event the SAF had been produced too rapidly and no-one (including tutors) had sufficiently understood it.
- The OLC simply did not work and when the much better VC was introduced, it was too late.
- In general, much clearer information and explanation of ATTE's aims, objectives, methods and tools, curriculum, task-load, assessment and projected learning outcomes should be made available from the beginning and as the course proceeds.

3.3.3. "Illuminating the process of becoming" whilst only just ahead of the game

Did the course team reach similar conclusions to those of the participants? There is much consensus on most of the issues raised in the preceding sub-section, as preceding chapters of the report have also shown in a variety of ways. The ATTE tutors, too, were uncomfortable with the topic of European citizenship – they felt "lost" and did not know how best to deal with it. They were also somewhat dissatisfied with the progress made on developing quality criteria for projects: "We need to develop them before stepping into it again", recognising that this is a really difficult challenge for everyone in the youth sector.

There was a good deal of dissensus and hesitancy about introducing assessment and validation of learning outcomes, although this was one area where their views changed to some extent over the two years:

> [I'm] not necessarily [against it], but [non-formal education] is a different animal and it needs some creative thinking – what is a non-formal or informal qualification? .. We must be daring on this and experiment with ways of validating ...
>
> Before I was against it, but this has changed, now I am for it. But it is better not to do it at all than to do it wrong. If you do it wrong, you will ruin it forever. Better to implement it later, to be better prepared before you show anything. Accreditation is not a two-year thing, it is much more long-term.

> A serious assessment was not given sufficient attention during the course – so it can't be there now. On the formal question of which institution is responsible, the best accreditation is from the institutions and the employers. I am not so keen on having a university recognise the course – it is no use for these people.

This is one reason why giving details about TQPs and portfolios came later than it should have done, and it accounts for the only last-minute finalisation of how the external experts should approach and conduct their feedback at the final seminar.

Tutors, like participants, found mentoring a differentiated experience – sometimes good, sometimes disconcerting, sometimes never really getting off the ground at all. They would have liked to have felt more confident and knowledgeable about how to do it well, although in the majority of cases the experience was at least satisfactory and sometimes very positive for both sides.

They also knew only too well from the outset that the OLC was not working as they had hoped, and they invested a lot of extra effort to establish the new VC and to acquire the skills of moderation and animation that such platforms need.

> "We kept running after the OLC. There is a limit to what the CoE can provide, so it caused frustration. … We should not try to do things we are not able to do! So we should define what we cannot do."

> "There are so many good things about [having an OLC] – we had so many hopes for it and it didn't work – it was embarrassing. … [In future] participants should be introduced to virtual communities at the first seminar and learn how to use it technically."

The effort to improve the OLC was only one of the extra tasks the tutors took on that had not been explicitly foreseen. As participants uniformly recorded, the five tutors were a committed group of very experienced professionals in non-formal youth training. They expended a great deal of time and effort well beyond the call of duty in order to plan, carry through and monitor the ATTE pilot course in situ – and they pushed themselves to exhaustion to do so, in the early days, unconscionably so. They made every attempt to modify the seminars to respond to what participants reported they would like more or less of, or preferred to have differently done – and the participants in their turn noticed this, which gave a positive dynamic to course development. It was the team's unrelenting drive to find the turnkey to an upward learning curve that made them take up the challenge to turn the interim evaluation report's discussion of the implicit vs. explicit pedagogy into a real-life set-piece of good educational practice (as described in Section 2.5).

There are always some important questions for which there are inevitably several answers, each of which has different advantages and disadvantages. There are also problems for which no obvious solutions can be found. Such matters preoccupied the course team on a recurring basis. They include, for example:

- finding the right balance between cognitive, affective and practical learning activities, with the aspiration that integration should be the ideal;
- grasping the best moments to challenge participants without discouraging them;
- deciding when to guide and shape learning processes and when to foster or perhaps 'prescribe' self-directed learning;
- where and how different categories of activities are best placed in the fixed frame of a seminar.

None of these dilemmas are peculiar to ATTE, however, and so the decisions and modifications made across the five seminars are not litmus tests for the quality of learning in this specific course.

Modularisation is one way of dealing with dilemmas posed by having several possible answers for one problem as well as by the reality that people's learning preferences and life circumstances vary. Yet here, too, there are several implications to take into account, as one tutor thoughtfully reflected:

> "When planning ATTE started we talked about using modules, where each participant would take certain modules as needed. It could have been interesting to see what would have happened. The participants would not all have to start the course at the same time. But that would not have been ATTE. Supported learning is really important in this – to learn together, with or from each other. This needs a great deal of trust. With modules, there would have been no strong group dynamic. People learn individualised ways, but they are supported, carried and sometimes rejected by the group and the group dynamics. That is especially important in this field, because you never work alone – how can you become a trainer alone?"

However, different members of the course team, weighing up the same pros and cons, came to different conclusions – that is, that future ATTEs should be designed on modular principles and be based on tailor-made personal development plans. What everyone realised by the end of the first year was that no thought had been given by anyone involved in establishing ATTE to the serious task of planning the two practice periods as genuine ODL modules – which lasted seven and eight months each, after all. In future similar courses, this will be very important indeed, since participants all reported how much they had learnt through project-based learning together with their peers. In conclusion, as one tutor remarked in a broader context:

> "ATTE should have started where it ended. It's like a movie played backwards. So we have developed a lot of things by the end of ATTE that should have been at our disposal at the beginning [such as an agreement on the minimum combination of the minimum acceptable level of specific competences of trainers and a common understanding of quality]. The problem is that something cannot be at your disposal when it doesn't exist, and [at the beginning] certain things just didn't exist."

3.3.4. On the ATTE sidelines

The Partnership Programme on European Youth Worker Training that sponsored ATTE (and other joint ventures) was a logical attempt to join forces between the European Commission and the Council of Europe in order to create synergy and added value, so that non-formal education/learning in the youth sector can move forward to a new stage of development. The key issues in this process are those of improving the quality of non-formal youth training, expanding the pool of European-level non-formal youth trainers, and the professionalisation of the occupation 'non-formal youth trainer' through establishing peer-led and peer-monitored quality criteria for recognition of practitioners' knowledge, skills and experience.

The Partnership Covenant between the European Commission and the Council of Europe is founded in equal partnership between the two institutions, and more specifically, between the directorates and units responsible for youth affairs in the two organisations. Nevertheless, the two institutions play different kinds of roles in European affairs as a whole, both historically and in real terms. They possess different kinds of formal competence for policy and action, they operate somewhat differently in day-to-day practice, and staff profiles vary accordingly. The

European Commission also has far greater financial resources at its command to implement operational Community programmes and measures, whereas the Council of Europe brings greater 'moral authority' to bear in supporting human rights and democracy throughout Europe as a whole.

In the case of the youth sector, the differences between the two institutions reveal themselves in a singularly distinctive way. Firstly, the Directorate of Youth and Sport at the Council of Europe is engaged in practical activities to a far greater extent than other parts of the organisation. Its European Youth Centres (EYCs) are operative units that directly provide non-formal education and training with and for organised youth and associated interest groups. The staff therefore includes professional educational advisors, who are directly involved in designing and carrying through seminars and courses. Secondly, the Directorate operates on a co-management principle, which means that not only governmental representatives but also recognised youth-related NGOs and INGYOs are members of its governing advisory body (the European Steering Committee for Youth, commonly known by its French acronym CDEJ). As far as educational activities are concerned, this means that user groups play an important role in determining and evaluating directions, priorities and specific initiatives. Thirdly, the Council of Europe took a pioneering role in the development of European-wide approaches to youth policy, so that to this day it is the Directorate of Youth and Sport, and not the European Commission's Youth Unit, that organises the regular meetings of European Youth Ministers.

All these features mean that the balance of power and influence between the two organisations is more even in the youth sector than it is in related policy fields in which the Council of Europe is active. At the European Commission, by contrast, youth affairs is a small-scale arena for policy and action with a comparatively modest budget. This remains the case despite the acknowledged success of the Community youth programmes, which have received significant budgetary increases since their inception in the mid-1980s, and notwithstanding the 'great leap forward' that the Commission's 2001 White Paper A new impetus for youth has brought in policy terms[82]. Furthermore, whilst the Community action programme YOUTH is by definition highly operational, it is managed and administered in practical terms by National Agencies (NAs) and is now educationally supported by the SALTO-Centres network (Support for Advanced Learning and Training Opportunities). Staff working at the European Commission's Youth Unit are therefore not typically experienced education and training professionals or youth work practitioners. They are more characteristically seasoned administrators with technical and policymaking skills and experience. They also have to keep a very close eye on budgets and bookkeeping issues, since the European Commission is subject to rigorous financial control and accountability procedures. Finally, non-governmental organisations have no formal decision-making power with respect to the European Union institutions.

This all means that whilst the European Commission and the Council of Europe are equal partners under the terms of the Covenant, they are destined to play differing but complementary roles in the implementation of the Youth Worker Training Partnership. In principle, their complementary and equally valuable roles are self-evident. In practice, it takes time to develop an effective working cooperation, whilst the two partners must also respond to the differently nuanced

82. For follow-up activities, see http://europa.eu.int/comm/youth/index_en.html.

contingencies of the political and professional contexts in which they operate. For the purposes of practical implementation of Partnership activities, it is the Council of Europe's EYCs that are in the forefront as far as directly educational activities such as ATTE are concerned. Their staff direct, administer and work in ATTE; they run the residential centres that can readily host seminars and meetings; they are the longstanding focal point for non-formal youth training networks; they are where youth NGOs and INGYOs play an integrated and significant role in youth affairs in general. Under such circumstances, the European Commission may appear to be the less visible and less active partner, and it may sometimes have to take on the rather thankless task of assuring efficiency and accountability in financial and administrative terms. There is also the recurring risk that organisations and services that are not directly part of the Council of Europe's professional and operative networks may not be as well-integrated into the Partnership's practical educational initiatives as they could or should be.

None of these problems arise from the intentional exercise of partisan interest on any side. They are a consequence of established structures, traditions and perspectives alongside a rational division of labour between complementary partners. The Partnership's Technical Working Party (TWP) meetings between 2001 and 2004 were occasions for voicing and resolving incipient concerns and tensions in these respects. The TWP was very much on the ATTE sidelines in terms of the development and implementation of the pilot course, but it also had considerable influence to define aims and set limits. The ATTE course directors then had to bring these into congruence with what the course team and the course participants themselves wanted in educational and practical terms.

The TWP meeting reports reflect these kinds of issues quite succinctly. These were small meetings, in which usually between two and four representatives of the Partnership's two sponsoring organisations took part, together with representatives of the European Youth Forum and the SALTO-Centres. Later, the Council of Europe introduced representatives of government and NGOs as observers, which met with a degree of reservation on the part of the European Commission. The TWP met three times in 2001, four times in 2002 and twice in 2003. It is likely that it will meet three times in 2004, but the management of the Partnership and its activities has entered a transition period in which the TWP will probably cease to exist in its present form.

The early meetings – which took place before ATTE began – show that the TWP as a whole had not wholly grasped the essential features of what the Partnership's Curriculum and Quality Development Group's (CQDG) 2001 report had really proposed. This report had recommended that genuinely long-term in-service training courses for non-formal youth trainers should be developed. These should have a modular structure so that participants could more readily combine them with work and family life, but the overall concept would be one of consciously planned building blocks that incrementally lead to a high quality, recognised qualification at European level. The basic idea was to produce something comparable with a 'professional M.A.' whose curriculum and activities would be practice-based and whose operation and recognition would be tailored to the principles of non-formal education and the needs of its practitioners in the youth field. This was an ambitious plan that could not be achieved all at once, but the pilot courses would take the first steps. The substantive theme of European citizenship was of particular importance to both institutional partners – if for rather different reasons – and therefore there was no question that one of the modules

would focus on this topic. Other modules – which became ATTE – would address developing training competences of different kinds, and course participants would devise practical projects drawing on their regular working environments as contexts for critical reflection and competence development.

Discussion at the early TWP meetings did not pointedly take up the intended 'incremental' agenda of the proposed modules. Instead, both the European Citizenship course and the 'new LTTC' (long-term training course) were initially regarded in equivalent terms as a series of relatively freestanding and loosely additive modules that would each take the conventional form of the short-term training course as long practised in the youth sector (and see Section 1.2 on this point). At its May 2001 meeting, the TWP took the decision that the course director for the European Citizenship module and the three 'new LTTC' modules would be one and the same person. This decision was both astute and logical, not least with respect to the experience and expertise of the individual concerned, who had developed earlier Council of Europe LTTCs and is a specialist in human rights education. In reality, however, this was an impossible workload for one person to carry in addition to existing tasks. What became ATTE thus moved to a co-directorship model, whilst the European Citizenship course stayed with the original course director alone. As a result, the European Citizenship course became 'based' at the Budapest EYC together with its course director, whereas ATTE was more closely identified with the Strasbourg EYC, where its course director and the Partnership's educational advisor were based.

In these ways, what became the Partnership's European Citizenship course drifted away from the other planned modules, which were initially seen by the TWP as a rather loose cluster of three short-term training courses and then coalesced together into ATTE. The June 2001 meeting report shows that the 'new LTTC' remained a nebulous concept for at least some TWP members:

> It should be a long-term course, and not three different ones, but at the same time the three different elements of the course would be open to different participants and would offer input at varying levels, which meant that the target group should be well-defined by the course team when it meets in early July 2001. Furthermore, how would the moving feast of participants relate to each other, would they be evaluated and receive accreditation? If so, then this would need to be reflected in the elements of the course from the outset. (June 2001 TWP meeting report summary; italics indicate direct citation)

The preceding meeting in May 2001 had nevertheless already taken some important practical decisions with educational consequences. The course teams for the planned Partnership training modules would draw on Council of Europe educational advisory staff in the first instance, with "the possibility of adding recognised outside individuals and organisations" to be approved by the TWP. The European Commission was keen that course tutors themselves should come not only from the Council of Europe's trainers' pool but also from the YOUTH National Agency and European Youth Forum networks. The TWP also set a standardised daily fee for contracted course tutors, set following a SALTO survey on this subject and representing a significant improvement on previous rates (see Section 4.1 on this point).

In the six months preceding the start of ATTE in November 2001, budgetary issues had taken up much of the TWP's energies and had exercised decisive influence on several important matters that subsequently had palpable consequences for ATTE. The European Commission was very concerned at the prospect of a large

budget overspend and therefore sought ways to cut costs as well as withholding its agreement to proposals for new expenditures. This meant, for example, that the plan to hold a large meeting over several days to select ATTE participants from the large pool of applicants was abandoned. Had this not been the case, YOUTH National Agencies would undoubtedly have acquired a greater sense of ownership of ATTE from the outset, because they would have participated as co-selectors in such a meeting. It also meant that the level of administrative support for the Partnership's activities could not be raised, and neither could the resources available for the development of the Partnership website match the 'e-ambitions' of its educational activities, not least ATTE (and see Section 2.6 on related matters).

Budgetary constraints continued to affect ATTE (and see Section 4.1 on related matters). So, for example, a final dissemination conference planned for October 2003 was abandoned; there were recurring skirmishes over the number of course tutors and external experts that could be invited to various meetings associated with ATTE; and it proved difficult to secure agreement to hold ATTE's residential seminars elsewhere than in the EYCs. In the last case, this was due to internal budgetary considerations (making full use of the EYCs; staff mission costs) at the Council of Europe itself, whereas the European Commission would have welcomed alternative locations so that Partnership activities would not be seen as synonymous with the Council of Europe and its EYCs, as the June 2002 TWP meeting report records. In other words, possible resource constraints may be given greater or lesser emphasis by each of the two Covenant partners according to their differently nuanced interests in relation to one or another issue[83].

So between summer and autumn 2001, both the first round of the European Citizenship course and the run-up to the start of ATTE found themselves scurrying to bring course teams together, select participants, plan a quality training module and achieve a quality learning experience. Unsurprisingly, the October 2001 TWP meeting report notes (with specific reference to the evaluation of the first European Citizenship course) that in future "trainer selection and the formation of the team should become more transparent" and that it is crucial to "show the course's added value, as well as [that of] the entire Partnership Programme to the National Agencies and the SALTO network" (emphasis in the original). Exactly these issues were about to repeat themselves in ATTE, and they remained a constant feature of TWP discussions.

The meeting reports for the whole period consistently refer to the need for better dissemination of information about the Partnership training courses and to forge closer links with the YOUTH National Agencies and the SALTO-Centres network. They also witness an increasing emphasis on quality criteria, quality standards, recognition and accreditation both as features of the Partnership courses that should be visible and transparent to all those who have a stake in non-formal youth education and as products of the training courses' educational work, not least in the projects that course participants carry through in that context. This is linked with the follow-up to the 2001 White Paper, for which the development of a European Training Strategy is a key element. The March 2002 TWP meeting

83. This accounts, for example, for the reservations about the participation of Council of Europe government and NGO representatives in TWP meetings. At the October 2001 meeting, it was decided that they would be welcome as observers, but their expenses could not be paid from the Partnership budget. The underlying concern, however, was openly discussed at the following meeting in January 2002: "The Partnership is not subject to the co-management procedure of the Council of Europe."

report records that for the European Commission, the Partnership plays a central role in this area, and that those directly involved should "raise awareness that we are part of a political process aiming at underlining the importance of applying quality standards in non-formal education." In October 2002, the TWP report underlines again that the Partnership training courses should aim for a strong multiplier effect, and both institutional sponsors were in full support of making "validation, accreditation and recognition" a major focus of attention in ATTE in 2003.

It was only in October 2002, at the end of ATTE's first year, that the TWP meeting report records a systematic account – provided by the course co-director – of the nature of ATTE as an integrated, long-term in-service training and professional development course that includes a combination of face-to-face and open and distance learning elements. At the same meeting, however, the future development of the European Citizenship course (which had by then run successfully for the third time) was discussed, and here the meeting report includes a first hint of reservation about "retaining long-term courses under the Partnership." By December 2003, discussion had begun on the shape of the 4th Covenant (2004 – 2006) and the future of the Partnership courses were to be seen in that light:

> The ATTE course needs to be seen in its wider context. Its most important mission was to produce the multipliers themselves for European youth work training. The 30 direct participants already reached several hundred young people through the projects and training activities they ran as part of the course. The course's contribution is also crucial in contributing to developing objective quality criteria, standards and indicators in European training field. … Following the conclusions of the evaluation, including the final evaluation report by the academic evaluator, decisions about the possible continuation of the course will be made. No new ATTE course is planned to start in 2004. The development of "ATTE modules" and the participation of a larger core group of trainers in possible future ATTE courses will be ventilated. (Extract from the December 2003 TWP meeting report; direct citation and emphasis in the original)

The January 2004 TWP meeting then signalled options for the future governance and management of the Partnership within the upcoming 'umbrella Covenant' (that is, integrating the current separate Covenants on youth worker training, research and Euro-Mediterranean cooperation into a single framework). These include the establishment of an 'expert advisory group' or 'board' that would take on a more formal and expanded role, including in guiding the Partnership's educational activities, than the TWP had fulfilled in the period from 2001.

The TWP is the forum in which the two institutional partners to the Covenant together manage Partnership affairs (with the assistance of closely linked stakeholders). The above account shows that its remit and decisions place it firmly on the sidelines as far as the educational life of the Partnership is concerned, but just as firmly on the main playing-field as far as its political and financial life is concerned. This reflects a characteristic imbalance between the worlds of professional practice and policymaking or, strictly speaking, policy implementation. Political and financial considerations frequently exert considerable influence on educational realities, but the reverse is far less frequently the case – and this is certainly not a specifically European-level phenomenon. Tensions inevitably arise – and this evaluation report documents their existence and effects on ATTE in many ways. Council of Europe staff are most likely to be caught in the middle of these, since they work for an organisation that is directly active in both worlds; this is less directly so for European Commission staff. Nevertheless, working through tensions and contradictions can and often does have positive effects on

quality of service, which in itself is a continuous challenge for educational practitioners and for policy administrators alike. Furthermore, it can be argued that current developments under the Covenant indicate a rising interest in bringing the two worlds closer together in the interests of further developing the educational quality of non-formal youth training in Europe as well as the quality of professional opportunities for youth trainers in the field.

This contextualisation of ATTE within the broader scenario of influential stakeholders and interested actors would not be complete without reference to the increasingly significant role played by the SALTO-Centres network. SALTO was founded in 2000 to improve the quality of non-formal youth training practice and it is funded through the European Commission's YOUTH action programme. The network began with four individual coordinators in four EU Member States and by autumn 2003 had grown to eight resource centres in eight different European countries, each physically attached to an NA with a specialist brief[84]. In autumn 2002, SALTO launched its on-line trainers database, TOY (Trainers Online for Youth), so that training providers and youth trainers could seek and find each other more easily. In summer 2004, the European Youth Forum's own trainers pool merged with TOY, which by May 2004 had registered 147 youth trainers in its database. In April 2003, SALTO launched its online Toolbox for Training, so that practitioners could create and share a wide range of training tools in the form of an 'online bookshelf'. It had already taken an active part in the Training Partnership activities, not only by participating in the TWP but also in the magazine project Coyote and the T-Kits resources packs[85].

In spring 2003, a first evaluation report[86] on the network's activities recorded that the Centres had successfully mounted 12 training courses reaching 249 youth workers. A significant number of project applications under the YOUTH programme had been initiated as a consequence of these courses. SALTO training courses were intended from the outset to work closely to the needs and priorities of the YOUTH National Agencies (NA), and those wishing to take part in a SALTO training course must apply through their NA or analogous channels in countries outside the NA system. With eight resource centres in operation and having established a firm foothold in the youth training market, the number of courses offered through SALTO is now steadily increasing. The EuroMed Resource Centre, located together with the French NA at INJEP (Institut nationale de la jeunesse et de l'éducation populaire) is an especially active network member, benefiting from the existence of a dedicated Partnership Agreement on Euro-Mediterranean cooperation in the youth field, similar to that for European youth worker training.

All this indicates that during the three years that passed between the preparation of the CQDG report that led to ATTE (and the Partnership's European Citizenship course) and the end of the ATTE pilot course in November 2003, parallel developments were underway that have made a significant impact on the European non-formal youth education map. The SALTO network has succeeded in raising

84. Full details about the SALTO-Centres and their activities is available at http://www.salto-youth.net. The eight centres and their specialisms are in the UK (Cultural diversity), Belgium-Flanders (Inclusion), Belgium-Wallonia (Youth initiatives), Poland (Eastern Europe and Caucasus), France (EuroMed), Slovenia (South-East Europe), Germany (Training and Cooperation) and jointly Sweden/Hungary (Information).

85. Information on these and other Partnership initiatives is available at http://www.training-youth.net.

86. Hoskins, B. (2003) "You've been SALTO'd": The Evaluation of the Support for Advanced Learning and Training Opportunities Training Courses, unpublished report to the European Commission by SALTO-UK.

and opening up the provision of short-term professional training courses throughout Europe, and it has succeeded in creating a useful, practical space for communication and networking between practitioners and between practitioners and the training providers who largely employ them. The SALTO network expressly serves the needs of the YOUTH NAs as they define these, which all agencies are bound to appreciate.

In comparison, ATTE was targeted to serve a distinct public at a distinct level. To be eligible for participation in ATTE, youth trainers already had to be experienced in working at European level. That is, they are professionals likely to be recruited onto SALTO course teams. ATTE is an in-service continuing training course for these kinds of professionals, and not for those who would typically join SALTO courses as participants. It took time for this distinction to become clear in everyone's minds: SALTO provision and the Partnership courses complement each other, they do not compete in the same market. Since both were developing in parallel, opportunities for cooperation and synergy between the two initiatives were both under-recognised and inevitably not systematically planned. In other words, the SALTO-Centres, too, sat on the sidelines of ATTE – but the same holds in reverse. This is something that future Partnership activities within the framework of the European Training Strategy can readily rectify.

ATTE's stakeholders also include the YOUTH National Agencies, of course. Their staff are responsible for the management of the YOUTH programme in their respective countries, and they have a commitment, together with SALTO, to assuring and improving the quality of the educational activities of the youth sector as implemented though the exchange projects that are funded through the programme. They can employ European-level youth trainers directly, for example in running 'training the trainers' activities that support the professional development of youth trainers in their own countries. They can also recommend youth trainers to project promoters. In other words, the National Agencies exert a gatekeeping function in the youth trainers' employment market, and this is all the more important in a field that for recruitment and advancement has traditionally and perforce relied on word-of-mouth, informal recommendation from well-established youth trainers and socio-professional networks. As the YOUTH programme has expanded and consolidated its role in the Member States, and as the European Commission has gradually achieved greater cooperation and co-ordination between and with the Member States and accession or candidate countries on youth policy matters[87], the National Agencies have become a core element of the structured provision of youth exchange and non-formal youth educational activities throughout Europe[88].

National Agencies are not the only gatekeepers, not least because the work of the Council of Europe's European Youth Centres constitutes another important

87. This process began during the 1980s; for an analysis, see Chisholm, L. (1995) 'Up the creek without a paddle? Exploring the terrain for European youth research in policy context' in CYRCE (ed.) CYRCE Yearbook for European Youth Policy and Research Vol. 1, de Gruyter: Berlin/New York, Ch. 4.1. The second half of the 1990s saw an increasing engagement with developing greater concertation on youth policy matters, leading to the publication of the European Commission's White Paper on Youth in 2001 (com(2001)681final).

88. There are now 33 NAs in Europe (including those in EEA and candidate countries), together with the eight SALTO-Centres attached to NAs, and in addition 12 National Coordinators are correspondents for the non-EU Euro-Med countries (in conformity with the Barcelona Process; see http://europa.eu.int/comm/youth/priorities/euromed_en.html.)

channel of access and employment for non-formal youth trainers[89]. In a day-to-day sense, the European Commission and its National Agencies were not directly implicated in ATTE's design and implementation. At the same time, the National Agencies should have a salient interest in ATTE, because it should increase the supply and the quality of European-level youth trainers. The ATTE external evaluation decided to canvas their knowledge and views at the end of the course, in the expectation that by this time, all would know something about it and have formed an opinion about its usefulness.

A brief E-survey with nine open-ended questions[90] was sent to all National Agencies in mid-November 2003, one month following the close of ATTE's final residential seminar. By mid-January 2004 and following two reminders, nine National Agencies (from very different parts of Europe) had responded in any way to the survey. This corresponds to a response rate of less than 30%, which is not unusual for unsolicited postal questionnaires using a random sample of the population and for a topic that is not of immediate and significant concern to those asked to participate. In this case, a higher response rate might reasonably have been expected. This is a specific, targeted sample that was asked for its views on a matter that ought to be of great relevance to the respondent organisations and their staff.

What might account for the low level of response? Taking into consideration the possible factors[91], there is reason to suppose that the National Agencies do not feel a strong sense of co-ownership in ATTE. This had already gradually come to the surface in a number of ways – in comments made by those directly involved in implementing ATTE, by relevant actors having closer contact with ATTE in one capacity or another, and by ATTE participants themselves seeking support for their Practice 1 and 2 projects. Neither did many representatives of National Agencies take up invitations to participate in various meetings within ATTE or associated directly with it. This suggests that National Agencies as a whole did not see ATTE as something that supports their work in a clear and tangible way. Indeed, despite the information they did receive about the course, it took a long time for information to be made openly and widely available. This was due to

89. There is little doubt that the Council of Europe defines and arbitrates the professional field in these respects, and practitioners are very much aware of this. Being a 'Council of Europe youth trainer' not only connotes adherence to a set of accreted professional values and practices, but it has also acted as a kind of credential, an informal qualification, for professional competence.

90. Annex 7 includes the National Agencies E-Survey questionnaire. The survey was forwarded in English, German and French with the invitation to respond to as many or as few questions as they thought relevant, in one of these three languages at their own choice, and indicating that responses could be as brief or as lengthy as they wished. They were assured that their responses would be confidential and anonymous.

91. In particular:

- National Agencies have too much to do. All messages to two National Agencies were returned with the information that their Email in-trays were over quota and could not be delivered, despite repeated attempts to do so over several days each time. This request could simply have been lost in the crowd and not identified as a priority;
- unintended confusion between the external evaluation of the Partnership Programme as a whole, which had begun to request information in the form of closed questionnaires in autumn 2003. This misunderstanding is known to have taken place in at least two National Agencies. A message clarifying the difference was sent out on this matter, but it did not produce more responses;
- writing in English, German or French is too onerous in many countries, given the pressure of work in general;
- National Agencies know too little about ATTE and have little to say. However, there have been regular reports to the Partnership's Technical Working Party and directly at the Action 5 seminar, autumn 2003.

shortage of human resources and appropriate specialist expertise to do so, and because innovations are always invented in progress. But it is difficult to support actively something that is an unknown quantity, as National Agency responses pointed out:

> "I do not know how it came into being. … I have not recommended ATTE to anyone because my knowledge of it was very limited until recently. … I have not discussed the course in any detail. … I do not know enough about the details."
>
> "I would have to go into more depth to know about the results and the follow-up of the ATTE experience so far and only then would I consider recommending it to trainers in [my country]. … We should wait and see the results of the pilot course."
>
> "I always like to change a lot, but before I would know what, I would have to read and hear more in depth about ATTE."
>
> Q: Have you sought or received any information or views about …. ATTE?
>
> A: No.
>
> We did not send you a [response to the survey] because we did not send a participant to ATTE and therefore we cannot fill in the evaluation survey.

This last comment is an important one. Of the replies that were received, the well-informed were those who were in contact with an ATTE participant from their country and those who are particularly actively involved in relevant European-level committees and working groups:

> "[It is] only after I started working more with Action 5 of the YOUTH programme this autumn that I know more about the Partnership Programme."
>
> "I have been informed about the progress of ATTE through various channels, the European Steering Group for training, the expert group and the working group on training of the Commission."
>
> Q: Have you sought or received any information or views about … ATTE?
>
> A: Yes, at the Bonn [Action 5] seminar, general information. … Yes, participants have expressed that ATTE has been a success and that they have developed their skills as trainers.

Several responses explicitly mention that the National Agencies should be more directly involved in the future, especially with the selection of participants and tutors:

> "National Agencies should be involved all the way because they can develop the working relationships with the trainers, offering practical opportunities to develop their training skills. … It would be good if the NAs would be consulted about the candidates from their countries somehow."
>
> "One thing that I would like to talk about is the composition of the trainers team. … I would be interested to be involved in the design of the training [but] I think the delivery should be done by the trainers, not by the NAs."
>
> "We would be very interested to get information about selected participants at the very beginning of the training, to cooperate with participants, at least with those from our country. Even assistance – suggestions, advice and recommendations – in the selection process could benefit for further cooperation among ATTE participants and trainers."
>
> "We recommend that the NAs involved or which have sent participants to ATTE should be involved in the design and delivery of future ATTEs."
>
> "[ATTE should respond to the] needs of each country and the NAs."
>
> "It is important that NAs are involved in the selection if [participants'] concrete projects are to be funded through the NA budget."

There are cogent reasons not to position the National Agencies (or any other institutional instances) as major gatekeepers for access to courses like ATTE – this would be likely to tighten, rather than open up, access to this professional field at European level. However, there is every reason to open up National Agencies' access to ATTE and its participants more effectively, not least with respect to the National Agencies in the countries in which the participants live or work.

However, the replies to the E-survey certainly record that there is a need for a course such as ATTE:

> "...there are no professional youth trainers in [this country] that I know about. ... ATTE and SALTO's ToT [Training of Trainers] ... are the only training courses for trainers that I know about. It will be very useful for the NA to have some experienced trainers as resource persons for future activities."
>
> "We would recommend [youth trainers] to apply for future courses because there is a need in [this country] for people to be trained at European level."
>
> "In general I think it helps a great deal to develop the professionalism of the training arena of the European youth field. ... To my information there are no other similar possibilities to rival ATTE."
>
> "We consider that such courses are useful for the development of youth work and the recognition of non-formal education in the future. This kind of course brings more professionals to the youth field"
>
> Q: ... do you think such courses are a good investment of resources?
>
> A: YES – there is no doubt that the trainers taking part in ATTE have improved their skills and competences.

Overall, the responses were either directly positive or cautiously so, simply because National Agencies want to know more about the outcomes of the first ATTE before committing themselves, including the evaluations of the first generation of ATTE participants. All were explicitly aware of the need to improve the quality of professional development opportunities in this field. Several did note that participating in ATTE seems to require a heavy time investment over a long period and for some National Agencies this also implies that they also have to consider where to place their time and money priorities, that is, some clearly expect to subsidise participation by trainers from their country in such courses:

> "Two years is a long time for many people unless they are young and without family responsibilities. Many youth workers [in this country] are older and have responsibilities. It is also becoming increasingly difficult for them to get leave of absence for organising international projects and taking part in professional development."
>
> "ATTE is a good training possibility ... [but] the practical projects have to be implemented within the NAs training and cooperation plan and for small countries it may be difficult to find financial room for those concrete projects."

One reply suggested that ATTE should be built into a longer-term structured pattern of in-service professional development for non-formal youth trainers that would enable follow-up, updating and innovation to turn into a virtuous circle of continuous quality improvement. However, only one response referred explicitly to the attractiveness and the added value that a more formal accreditation of ATTE would bring:

> "It would be more attractive for youth workers to undertake a two-year course if there were an accredited outcome. ... Maybe [ATTE should be linked to] the existing training of youth workers in colleges and universities. ... [This could help] to solve the problem of lack of recognition of the training."

This was a spontaneous response, in that the E-survey contained no direct question about certification and accreditation. It is quite possible that other National Agencies would view such options positively, but the available data do not permit any conclusions to be drawn on the matter in the context of this report.

Whilst response to the E-survey was disappointing, this in itself tended to confirm the impressions that had been gathered over the course of the two years by the external evaluation with respect to the relative degree of commitment to and sense of ownership of ATTE amongst its institutional stakeholders. The replies that were received were also quite homogeneous, suggesting that they possibly do represent quite well the broad sweep of opinion in the National Agencies as a whole. This means that ATTE-type activities under future Partnership Programmes would do well to bring the YOUTH National Agencies more solidly on board from the outset.

4. People, time and money

4.1. Investment in ATTE

The Partnership Programme on European Youth Worker Training couples the resources and experience of the European Commission's action programmes in favour of youth with the facilities and expertise of the Council of Europe's European Youth Centres. As part of its mandate, the Partnership Programme has been able to provide a source of funding and an institutional framework for training the trainers that represents a new, innovative departure for the European field. The level of support for ATTE, in both budgetary and infra-structural terms, is a new benchmark for improving training provision and practice, with an overall budget of ? 305.086 for two years.

In conformity with standard practice at European level, travel and accommodation costs of ATTE participants are fully covered under the Partnership budget (with a very small token contribution deducted as a course fee). This expenditure, however, devours a high proportion of the budget: 43.7% for residential seminars and a further 16.2% for participants' project-based meetings. Another 7.5% was spent on team and associated experts' travel and accommodation for preparatory and evaluation meetings during the course. Altogether, this adds up to no less than 67.4% of the total budget, leaving just 32.6% for directly educational expenditure and its support[92].

In addition to the budgetary resources, the Council of Europe provides an administrative Secretariat from its own internal staff together with two part-time course directors and one of the five course tutors from amongst its own educational advisor complement[93]. It also absorbs technical and general operational costs within existing internal infrastructures and procedures. These costs have never been calculated – the Council of Europe does not use activity-based budgeting (except for purely operational expenses) to assess the distribution of its internal budget, nor to calculate real unit costs of the projects and initiatives it develops or joins. Council of Europe staff working on ATTE estimated this time investment as follows: course direction 30% (69 working days p.a.[94]) of one person (divided

93. All figures in this report are based on information received directly from the Council of Europe.

94. The Partnership Secretariat at the EYC in Strasbourg comprises two members of staff (an educational advisor and a secretary). Both are full-time posts funded from the overall Partnership budget, equally shared between the Council of Europe and the European Commission. The ATTE course co-directors and the educational advisor acting as one of the course tutors are an additional human resources contribution from the Council of Europe's Directorate of Youth and Sport. Their salaries are covered wholly from the Council of Europe's staff budget and no costs are attributed to the overall Partnership budget.

94. All calculations in this report are based on the following formula: 364 calendar days per year less 104 weekends, 20 days leave and 10 public holidays = 230 notional working days per person-year.

between two individuals); course administration 20% (46 working days p.a.) of one person; secretariat and OLC/VC support 55% (126.5 working days p.a.) of one person (divided between two individuals); and a course tutor for approximately 23% (53.5 working days p.a.) of one person. This roughly adds up to a half-time post at the management and administration level, a quarter-time educational tutor's post and a half-time administrative/technical support post. This initial calculation assumes, of course, that Council of Europe staff work no more than standard hours, which is not the case, most especially for the co-course director taking the main responsibility for implementing ATTE and for the educational tutor on the course team.

Long working hours are, in any case, a characteristic feature of youth trainers' lives – during residential seminars, duty calls from breakfast through to late evening discussions, with few genuine breaks and very often continuing through weekends. This means that a 70-hour week is not at all unusual during these periods. For ATTE, four educational tutors were appointed on a part-time consultancy basis, initially for 100.5 working days each and later adjusted to 107 working days. This represents approximately 23% of their annual working time, and taking the five tutors together, this means that ATTE had something like 1.5 full-time educational posts at its disposal, if the additional educational contributions of the course co-directors and ad hoc invited experts are also added in. For 30 participants, this translates into a 'teacher-student' ratio of 1 to 20 across the whole two years, which is not generous by any standards[95]. This low ratio is not immediately evident, since during the residential seminars, all tutors and (generally) one course co-director are present throughout, and they are accompanied by the (usually part-time) presence of the course administrator, invited experts and administrative/technical support staff[96]. The participants, too, are only involved in ATTE for part of their working time (just under 20%, see further below). This should reduce the actual amount of time that tutors have to invest with the participants. However, two long practice periods intervene between the seminars, whose demands are unpredictable. Furthermore, some of the course team's working days are taken up with preparatory and evaluation meetings as well as with individual planning tasks.

Taken together, 26.3% of the ATTE budget was allocated to expenditure on the training team, which means that 6.3% was spent on educational support (external evaluation, course documentation and ad hoc outsourcing) for a total of 32.6% on education and its support. It is important to bear in mind here that the fee per tutor working day was set at €200, which is also by no means generous, albeit significantly higher than the previous going daily rate of €137[97]. Expenditure on the OLC/VC comes on top of all these figures, beyond the initial website development contract. It comprises work taken on by the course team, by the Council of Europe library staff and the provision free of charge by Cedefop of the virtual platform technology and expert support (initially through to the end of 2003).

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95. Non-formal educational activities in the youth sector at European level, which generally use a residential seminar format, typically operate on a ratio of 1 to between 5 and 8. ATTE falls into this banding (at 1 tutor to 6 participants) if only the residential seminars are taken in to consideration.

96. Therefore, the immediately visible 'teacher-student' ratio in residential seminars is at least 1 to 6. This appears generous in comparison with expectations and realities in other education and training sectors, but it is in some respects a misleading impression.

97. Daily rates for senior expert consultants at European level now average two to three times this level in the public sector – and this is a conservative estimate that does not take account of services that are in very high demand (such as in the IT sector). Consultancy fees in the private sector are still higher. In many parts of the EU, higher education institutions would charge similar amounts (that is, ?400–?600 per day) for teaching, research and advisory consultancies in which their academic teaching staff are engaged (and where the income is transferred directly to the employer).

This analysis can only be a judicious approximation, given that several factors are perforce subject to estimate. Nevertheless, it shows that although the level of financial and human resources allocated to ATTE have set a new benchmark for investment in raising training quality, we can readily identify resource-based gaps between aspirations and realities. This accounts for the widespread sense within the course team (as opposed to the participants' views) that the ATTE pilot course was actually under-resourced in a number of ways. From the team's point of view, this meant that they were working very hard to develop a totally new course at a poor opportunity cost ratio (considering time and energy in relation to professional risk and financial reward), and were doing so with insufficient flanking support (learning materials and resources, expert and advisory input, practical working conditions). One tutor expressed this perception in the following way at the close of ATTE's first year:

> In my view, what we need is an ATTE system in which we know ... the limits of our educational responsibility and possibilities for the course, and have the structural requirements to make it work.

Monitoring its development as a pilot course across two years has shown that the expertise, time and energy resources available to ATTE could be used more effectively, that is, the rate of return on investment could be improved (see Section 4.2 below). This led the external evaluation to look more closely at the financial and human resources objectively available to ATTE, which also reveal some weaknesses (as outlined above). Taken together, these factors point to three key issues to be considered in planning future similar courses.

Firstly, "*If you pay peanuts, you get monkeys*" and "*you cannot expect people to work on defining training competences for peanuts*"[98] Quite simply, course and curriculum development in any education and training field is resource-intensive and non-formal education/learning is not a cheap alternative to the formal sector. Courses that combine face-to-face learning modalities, open and distance learning technologies and intercultural learning are probably the most expensive of all possible training concepts. At the minimum, contract fee levels for front-line educational staff are too low to secure the amount and variety of expertise needed to develop a two-year advanced training for trainers course at European level.

Secondly, pedagogic expertise is indubitably the key to successful implementation, but new curriculum design and development requires additional and complementary skills as well as sufficient lead-in time[99]. The course team brought a rich palette of expertise and skills, but they had little difficulty in pinpointing the shortages and gaps that remained. They certainly did not have sufficient time for advance planning before ATTE began, so that they continually felt that "*we are always just two steps ahead of the participants*"[100]. All educational practitioners, in whatever sector they work, know that this is a highly stressful experience that everyone must go through from time to time but

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that it cannot be maintained for long periods without noticeable effects on motivation, quality and working relations.

Thirdly, because sufficient attention was not given in advance to ensuring appropriate diversity of necessary expertise for contiguous design, development and implementation tasks, the division of labour in the course team was mechanic rather than organic – that is, team members did the same kinds of things rather than different kinds of things that fitted together into a coherent whole. This includes the course direction, which did not establish a sufficiently distinct coordination and management function: "*the strength that could have been in the course direction was not used … their roles were not clear to us [the tutors] or to themselves*." This was partly due to the competing demands of other responsibilities, leaving insufficient capacity to focus on the educational management of ATTE, and partly to unresolved tensions about the difference between a task-linked division of labour and a hierarchical division of labour between employees of sponsoring institutions and specialist contractors. This latter is endemic in the working cultures of European and international organisations – it is not specific to ATTE, but ATTE is not exempt from its effects.

ATTE participants, for their part, were fully aware of and appreciated the investment that was made in their professional development. They know that they were fortunate and highly privileged, all the more so in that the tutor team included training professionals of the highest reputation in the field. And they, too, invested in ATTE – something which is all too often forgotten when those responsible for budgets calculate costs. The external evaluation thus attempted to make a plausible estimate of participant investment in ATTE. A first informal canvas of opinion at the final seminar suggested an estimated individual time investment of 78 working days plus 14 travel days over two years. This compares with the 35 residential seminar days (plus travel) that the initial course description gave as an approximate indication. We think that participants underestimated the amount of time they needed to produce a TQP (that is, half did not do so, thus cannot estimate by experience) and so in ensuing calculations the figure was rounded up to 85 working days over two years. This represents 18.5% of an average working year for each of two years (and travel days are not included in this figure):

> "As much as I still appreciate to be part of ATTE, as much did I miscalculate the time requirements of being an ATTE participants, because it turned out for me that following all the instructions and offers ATTE is not only a course, it is a commitment, which affords as much time as a part time job!!!!"

To convert this time into money, our baseline assumption was that in theory an ATTE participant could earn 200€ per working day, but notionally would do so for only 40% of the possible 230 working days each year[101]. This results in an average ATTE participant income of 18.400€p.a., which may be too low for some of the more experienced western Europeans and too high for many of the younger eastern Europeans. This would then mean that each participant (or their employers, or a mix between the two) can be said to have invested 6.800? in ATTE over the past two years. In total, 30 ATTE participants can be estimated to have invested 204.000? in ATTE, or alternatively 2550 working days. A further E-mail

101. Whether self-employed or employed, many working days will be taken up with training-related and administrative activities that make the training days possible.

survey was sent out to participants at the end of October 2003 to check the time and income estimates, which were confirmed[102].

It is difficult to escape the conclusion that, however one looks at it, ATTE participants themselves contributed significantly to the learning process and its outcomes – from which they will certainly benefit in material and immaterial ways, of course, just as will ATTE's institutional sponsors. This attempt to set stakeholder investments against each other shows, very simply, that ATTE is one small, concrete example of the already shared cost of lifelong learning with a vocational relevance.

4.2. Course planning and organisation

What, then, was really special about ATTE? To repeat the phrase used at the beginning of this report: 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. This places very specific demands on curriculum planning, training methods and materials. They are not at all the same as those arising in short-term, face-to-face full-time training courses. In other words, planning and carrying through a part-time and modular course over a two-year period poses quite different demands and challenges than running a five-day one-off full-time training course. This seems to be such an obvious point, once made, that one wonders why it was not appreciated from the outset – but nobody did so ahead of time, with the result that the course team were left to realise and deal with this in the process of implementation.

One early symptom of misrecognition was the attempt to cram too many activities, too many learning demands, into the first year's two ten-day residential seminar programmes. Concomitantly, the seven-month period (Practice 1) between Seminars 2 and 3 and the eight-month period (Practice 2) between Seminars 3 and 4 were under-planned as structured learning spaces. The OLC was another example of a failure to appreciate the fundamental structural features of ATTE as a planned course of open and distance learning.

The first seminar brought endless meetings, wall-to-wall working hours and total exhaustion for the course team, as the field notes record:

> This meeting was dominated by fraught reflection on the overwork/exhaustion the team had experienced in Seminar 1 and the respective roles of the tutor team (four tutors on external contracts, one EYC education tutor) and the course directors/secretariat (Council of Europe staff). All agreed that the programme flow was good – except that the last day was chaotic, the team was visibly exhausted towards the end, and the schedule had been too dense at times. The team was emphatic that it never wants to repeat the experience. "The participants did feel left alone, even the theatre guy asked what on earth are they doing [working on so late in the evening], what is there to talk about still?! One participant said that the team obviously don't trust each other if they have to tell each other everything all the time." The discussion showed that the team realised only too well the disadvantages of unbounded flexibility and not keeping to advance time and activity plans. A ten-day residential seminar demands an impossible level of stamina on the part of the tutors if it is conducted on the classic

102. Annex 7 includes this survey, which comprised three multiple-choice questions. 15 responses were received (8 men and 7 women), a similar response rate as for the earlier E-survey to participants. The women estimate a higher time investment than do the men, but in all cases investment was estimated to have been at least 70 days. No respondent earns more than ?30.000 p.a. gross, but some earn under ?10.000 – and all are women, who on average earn less than men (from western Europe – again, no replies came from the three eastern European men on the course).

'three to ten day model' of European training seminars in the non-formal youth education sector. "Organisational conditions can help a lot, but the reason for our long meetings was too many open questions on the table to be discussed and decided. We were also building a team culture in parallel – we discussed concepts and not only practical issues." So "in the last days when I got really exhausted, I had the feeling I was always on the edge of falling off the cliff. The reason we survived was because we owned and carried it together. I like that. But if we go on like that we will kill ourselves." In other words "we are designing a new course in a new team, with many open questions that could not have been solved earlier as we are doing things for the first time so we can't foresee what will happen and we have to discuss it all. ... And of course the consensus issue is an important one. At same time: we are under pressure as this is something special, we have to be better than the rest. So we try all the harder." Some think that they are introducing too many things all at once and not leaving sufficient time and space to deal with each appropriately. The idea was raised to introduce greater division of labour – "not assume that we all have to be involved in deciding on everything together" – but this contradicts the principle of extended discussion that seeks to produce consensus amongst all. The team are well aware of the tenets of their professional practice: "I don't think we weren't well-prepared, changes are a normal part of our work" and "I don't want to lose the shared responsibility and process and just become a deliverer of elements." The problems that were being experienced in trying to launch an innovation that places such great demands upon the course team were deflected into a debate on the responsibilities of the course directors: "What is your position and what power do you have? ... I would have expected the course directors to be a real help for the team in more aspects than to date. But it has a lot to do with what 'course director' means in the Council of Europe, I suppose. ... I thought that when you say something, it happens, for example. But it was not like that! Others take decisions and you had to go and ask for permission." It became evident that not only the tutors feel under time pressure, but so do the Council of Europe staff, who have a number of other responsibilities to deal with as well as ATTE. Confusion emerged over the future development of the programme, in which the team were concerned that they might be losing ownership. Positive teamwork came under threat due to shortage of preparation and reflection time and the pressure to deliver an advanced training course for which few guidelines on what counts as advanced were available. The tutors were exploring the essential principles of their professional practice: "The team can initiate and accompany learning processes, but these are inherently ongoing, so cannot be achieved once and for all in a given period. Individuals themselves must initiate planning their learning, the team can but help." (Team meeting, March 2002)

So in the early days, turning ATTE into a reality was a frustrating and time-consuming experience for all concerned. It was difficult to avoid the conclusion that commitment to open grassroots democratic procedure sidelines effective course coordination and chairing of meetings. Democratic processes do indeed take time, which both budgets and planning should respect, but there are clearly limits in all respects. There is little doubt that non-formal education/learning is more dependent on framing resources and conditions than is formal education and training, because its activities routinely use complex and multifaceted methods. This also arguably makes course planning and ongoing adjustments during seminars a more complex and time-consuming process than it might otherwise be. At the same time, professionals in this field are committed and habituated to long and arduous work practices, and they may not have acquired the necessary skills to do otherwise. The team rapidly recognised the problem and set a plan into motion to improve their time and energy management by better internal coordination and more efficient working practices, especially in terms of delegating tasks to sub-groups, having shorter and more focused meetings and accepting

majority (rather than full consensus) decisions. The second seminar ran much better in this respect, so much so that participants all noticed the difference. The team did not disappear into a meeting room until midnight each evening, there was more time for relaxed conversation and the tutors were far less exhausted. In interview, one of the tutors reflected in depth on these matters:

> "We needed more time as a team to develop – it goes for so many things: because of this, the TQPs were launched at too short notice. Participants suffered from the fact that we were running behind. The frustrations affected the teamwork enormously and I am proud that we still managed. Working in a team makes pressure – we created a pressure on ourselves to make the best course in the world, but it was because we wanted to make a good course. So every bloody thing had to be discussed in the whole team. … A freelance trainer has a lot of other things besides ATTE to do, so it needs a new way of dealing with your time – for instance, be very clear about when you are available and when not. … The biggest problem was the way we worked – we didn't use all our competences. … The reflection from the external evaluation team on the way we used our time put more pressure on us. We worked like crazy and made some improvements, but we too easily fell back – so it needs somebody strong to keep us at it. But it's hard to be strong in there {pointing across to the team meeting room at the Strasbourg EYC!"

Course planning and organisation did settle into a more consistent flow by the end of the first year, especially as the team began to delegate tasks to sub-groups as a matter of routine – interestingly, participants had interpreted the 'team collective' as if its individual members did not sufficiently trust each other. They also remarked explicitly and spontaneously on the development of a positively relaxed and confident approach to planning and organisation as time went on. One way of understanding these processes is to consider the extent to which the institutional sponsors too early shifted the guiding responsibility for developing and implementing ATTE onto the shoulders of the educational practitioners alone. Members of the course team intimated this and they also indicated that since this was so, the tutors did take the lead and then expected the representatives of the sponsoring institutions to follow them:

> "The biggest change [from the original concept] is that the authority [for the direction ATTE takes] is now with the team. It became the team's responsibility to carry out the programme. That meant an immediate fall-back into tradition – the same group of participants following the same path. That is easier than individual learning paths. … We should have established the role and authority of course directors from the beginning and taken that on. … And if the time was not available to do it, then not do it at all."

> "The course director should give full information to the institutions, argue the case for changes, be a mirror for the team, challenge us about content. It is a delicate role – he should not be so involved but should follow up on decisions. … The non-work of the institutions in spreading knowledge about ATTE – the institutional shortcomings have been a big challenge for this course in many ways."

The course team were united in their demand for greater administrative and professional support, which they see to be the proper responsibility of the sponsoring institutions to provide. This does not mean that they judged the course administration to be inadequate – quite the reverse, they were very appreciative of this, but there was simply not enough of it available. The general view was that a course of this kind needs a full-time administrator and one full-time course director, and also some kind of 'educational board' that would provide advisory support on content and pedagogical questions. All agree that for a second ATTE, a year's lead-in time for curriculum development and for a well-considered selection process would be essential. The institutional sponsors, for their part, should

consider how their established and routine financial and administrative procedures can be improved to act efficiently and effectively to serve as a quality training provider – or if not, to contract the work out to those who are able to act with greater flexibility and prescience in the day-to-day.

4.3. The web of education, work and culture: acquiring professional capital

All learning contexts are social contexts, and all social contexts are sites of negotiation over access to valuable resources – here described as acquiring professional capital. This is not a negative approach to social life, but simply a fact of social life. Tension and conflict exist alongside harmony and consensus; they are interdependent social relations. Such factors play a role in the distribution of chances and risks to benefit from learning opportunities, which is created and reshaped in the actions of those involved in the process.

This report has already described the tensions surrounding the selection of the short-listed 40 applicants (Section 2.4) for the 30 places on ATTE. But how were the 40 on the short-list selected from the original 192 applicants and how did the socio-demographic profile (region of residence, gender and age) of the applicants change from the beginning to the end of the selection process?

- Just over half (N = 97) of the original 192 candidates came from East Europe[103] and only 11 (6%) came from North Europe. 37 (19%) lived in West Europe and 47 (24%) in the South. No fewer than 16 applications came from Italy, 14 from Hungary, 13 from Romania and 10 from Hungary[104].
- Overall, women (47%) and men (53%) applied in almost equal proportions, but this is only because women from East Europe outnumbered men from this region by 3 to 2. Men were over-represented in applications from the other three macro-regions, most strikingly in the South, where they outnumbered women by more than two to one.
- Two-thirds of all applicants were between 21 and 30 years old, equally distributed across the whole range. A further 15% were aged 31 to 35. Few applicants (about 3%) were younger than 21, but rather more (about 15% altogether) were older than 35. All those aged under 21 and very few of those aged over 40 lived in the East, whereas 4 of the 11 applicants from the North were older than 40 and none were younger than 25. In general, applicants from the East were younger, making up almost half of those aged 21 to 25.

This cursory profile already shows that ATTE did not attract applications evenly. The proportions do not match Europe's population distribution, and the gender-age patterns are imbalanced between macro-regions as well. From the outset,

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103. For this analysis, European regions were defined as follows (only countries in which applicants lived are included):

East: Albania, Azerbaijan, Belarus, Bosnia-Herzegovina, Czech Republic, Estonia Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, Bulgaria, Estonia, Slovenia, Moldova, Ukraine, 'the former Yugoslav Republic of Macedonia' (FYROM), Armenia, Croatia, Georgia, Montenegro

South: Greece, Italy, Spain, Portugal, Malta, Cyprus, Turkey, Algeria and Lebanon

West: Austria, Belgium, France, Germany, Netherlands, UK

North: Iceland, Denmark, Norway, Finland, Sweden

One applicant moved from Belgium to Portugal during the selection process.

104. Annex 9 contains the basic tabulations on which this and subsequent points are based.

women from East Europe in their early to mid twenties and men from South Europe in their later twenties to early thirties were especially likely to want to take part in ATTE. In contrast, applicants from North Europe were relatively rare, whatever their age or gender.

The reasons can only be surmised, but such patterns are certainly not random. It is likely that the motivation to apply relates to differing qualification opportunities and employment structures, in which women and men definitely occupy different positions. The age difference between applicants from the East and the South probably also reflects differing patterns of youth transitions – very extended in the South, still shorter in the East. The extent to which professional and social networks differentially encouraged individuals to apply according to region, gender and age is unknown. It could be that networking activities are more widespread in some parts of Europe rather than others, whereas in other regions recourse to more formal channels of access to learning opportunities is stronger. We can only conclude that a course like ATTE is differentially attractive to potential participants, and this is readily observable on the basis of three basic socio-demographic indicators. At the least, this shows that readiness to take up such learning opportunities is not evenly distributed amongst the target population.

The ATTE course team (co-directors and tutors) evaluated the applications on the basis of relevant experience and qualification with respect to the ATTE course profile: international experience; relevant training experience; knowledge of the sponsoring institutions and their youth education activities; potential and need to develop training competences; commitment to developing European citizenship in youth training; open to be a potential partner in a European training project; supported by an organisation, institution or association; and from an EU or Council of Europe member state. Where a number of applicants were equally suitable and qualified, preference was given to maintaining a reasonable balance by region of residence and with an eye to addressing shortages in the existing European trainers pools (such as Russian speakers). Applicants unable (for whatever reason) to attend the whole of the introductory seminar (where the final selection took place) were not short-listed. In the run-up to the introductory seminar, the final few places on the short-list were shuffled and reshuffled as decisions on borderline cases were so difficult to make. Ultimately, 43 applicants were invited and 40 actually came.

All reports indicate that at least one person on the course team knew at least one (and frequently several) of about half the short-listed applicants. In one sense, this is only natural, since ATTE was designed for youth trainers already professionally active at European level. The better qualified and experienced individuals are, the more likely it is that they will be known in the relevant professional networks. The high congruence between known professional reputation and selection for ATTE also highlights the real shortage of experienced, high quality youth trainers at European level – this is something that several of the National Agencies remarked on in their responses to the E-survey (see Section 3.3.4). At the same time, when evaluators know applicants from professional contexts, they can better interpret and add to what they have before them on paper. This certainly improves the quality of evaluators' decisions in cases where they do have this additional source of information, but it also by default places applicants not known to the evaluators at a possible disadvantage. This is why a final selection process in which evaluators meet applicants personally is an important corrective. But this does not resolve the problem intervening at an earlier stage in the whole

selection process. On future occasions, it would probably be preferable to establish a different kind of selection panel, one in which the tutors are represented but in which other kinds of experts are included, and to introduce more systematic and transparent procedures all round.

26 women and 14 men were short-listed for ATTE, which means that on average, women applicants must have been better qualified and experienced than were men applicants. 19 of the 26 short-listed women live in the East, but only 3 of the 14 short-listed men. Women from the East were a predominant applicant group from the start, which means that both their motivation and their suitability must have been superior to that of men from the same macro-region. This was not so for applicants from the South, where women were very much under-represented at the outset, but who were equally short-listed (five of each sex). Here we can conclude that very highly motivated and suitable women from the South applied for ATTE.

Only one of the eleven applicants from the North was short-listed, which suggests that less suitable individuals applied from this macro-region.

Ultimately, women's predominance on the short-list was modified, so that they became 55% of those finally accepted for ATTE in comparison with 60% of those invited to the introductory seminar. The numbers involved here are small and such shifts are not necessarily significant, but they all fit into a pattern: the original profile of applications was uneven, the paper selection process added to imbalances, and the final decisions moved back towards somewhat less imbalance.

In terms of age distribution, the short-listing produced a more concentrated banding than had been the case at the outset – 55% were now aged between 26 and 30 years old, compared with about 30% at the beginning of the process. This is probably a result of the ages by which people are likely to have reached the level of qualification and experience that the evaluators sought for ATTE. The final decisions then modified the age distribution back in the other direction, so that in the end 50% of those accepted were in the 26-30 age group.

The same shift took place as far as region of residence is concerned: 43% of those on the short-list were from the East, down to 38% in the final decisions. The large number of younger women from the East underlines again their capacity to have reached an appropriate level at an earlier stage in their lives than prospective participants from other parts of Europe. Otherwise, it is reasonable to conclude that at the final stages of selection, the evaluators tried to moderate the participant profile so that considerations of formal balance between region, gender and age were weighed up against those of intrinsic suitability.

In retrospect, given that the chances of being accepted for ATTE at the end of the selection process had become very good (3 to 1 in favour), it is questionable whether the effort and expense of the introductory seminar is really justified – especially given the unfavourable impact it had on ATTE afterwards. Either a higher number of people should have the opportunity for some form of selection interview (perhaps regionally organised in groups) or perhaps it would be simpler to have a lottery that places 40 names into a hat and selecting 30 at random. It is difficult to find sufficient discriminating factors between 40 individuals who have already been filtered from almost 200, in order to filter out just ten more persons. The relative opportunity loss is much greater for the ten eliminated at the last hurdle than the relative benefits of ensuring that the 30 'truly best' applicants have been identified.

Once having been accepted for ATTE, the positive opportunities to acquire professional capital through networking were clear to everyone involved. The two practice periods were the anchor for creating and increasing such resources. Setting up project groups for Practice 1 provides a concrete example of the stakes involved, as the field notes from Seminar 1 record:

> The Crossroads exercise was designed to facilitate finding Practice 1 project groups. High levels of anxiety are palpable as participants with different levels of institutional resources that can help to get backing and funding for projects find themselves as desirable partners, whereas those without such resources – especially the self-employed – feel they have to get into a promising group in that respect. The social relations between the pax also play a role: "I feel lost – it is difficult to balance my needs or desires as a trainer, as a person and my organisation and to put them together." The team noticed the anxiety and decided to intervene by restating the 'rules of the game' with respect to project team composition (the positive value of multiculturality), the development process (new projects, not latching on to activities already in the pipeline), the necessary link with European citizenship (a key quality criterion) and making sure no-one is left out. By this time, one participant who could not find a group had remarked in frustration that he felt like "burning the Centre down." Participants were now behaving quite instrumentally: those who have their project group set up take time out, those who do not seek advice, others know what they still need to find ("an EU man"). One participant voiced her concern that it is not fair that some groups will have to do the project management from the start whilst others have projects to jump into and that it is more difficult for the freelancers.

As the course proceeded, ATTE participants were well aware that some had been invited to work with members of the course team on various kinds of training projects – and this was seen as evidence that some participants were acquiring more professional capital than others. It was also obvious that sub-groups were forming that networked more intensively with each other to share information and create opportunities. These are natural and desirable processes, since one of the main purposes and outcomes of ATTE has been the creation and fostering of a collective network of expertise, a community of practitioners who share and develop professional knowledge and skills together. At the same time, it is worth asking what kinds of networks are being created amongst the participants: are they open or closed, and do some individuals play more intensive roles than others?

The external evaluation decided to collect information about professional networking at the final seminar, simply by asking participants to list those participants and tutors with whom they had worked on training projects in the preceding year. This information made it possible to draw out how many different projects they had together been involved in, and to see how many different persons each participant had worked with. These two dimensions of activity – projects and people – were then placed in relation to each other in order to see the extent to which these working relations were 'closed' or 'open'. Open networks exist when all participants work on similar numbers of projects with each other and when they do not work with the same individuals on each project in which they have been involved. Closed networks exist when participants work on several projects but largely with the same individuals, but also when they have worked on only one or two projects and therefore necessarily have not worked with many different persons.

The results[105] show that the average ATTE participant worked with twice as many different persons as with different projects, but that the range of variation is quite wide. Concretely, this means that the average individual has worked on four different projects with five or six different members of the ATTE community. Half of ATTE participants also report having worked at least once with at least one member of the ATTE course team in the past year, and here those coming from the East are under-represented. The key figures on the course team in this respect are Council of Europe staff members, who of course have ample opportunity to offer ATTE participants work on training projects.

The majority tendency is towards open networks, but there are a few examples of highly closed networks that are quite different from the general pattern. The participants coming from the East fall towards the open network end of the range, and so do the women participants, by and large. In both cases, these individuals tend to have worked on fewer projects than average but with more different people than average. Those coming from EU countries, and especially if they are men, are more likely to have worked on a relatively high number of different projects – but not necessarily with many different people.

Most significantly, there is a clear trend that those who have worked in many projects, whatever their region of residence or gender, are likely to do so in closed networks. The most plausible explanation for this is that these are participants who came to ATTE already well-stocked with professional capital and have been able to multiply that capital during the course itself. These are individuals in demand on the training market and who do not need to extend the scope of their networking by actively developing diverse links with ATTE participants themselves.

These patterns lead to the conclusion that ATTE tends to confirm existing patterns of network access rather than to act neutrally or to work towards opening up networks to more generalised access. It is especially striking that participation in higher numbers of projects does not lead to working with a wider range of ATTE colleagues. This provides some circumstantial evidence that ATTE may have done more to replicate existing informal patterns of recruitment into the European-level youth training milieu on the basis of tacit quality criteria than it did to open up those patterns and place them on a more systematic and transparent basis. This tentative conclusion, if supported, is something that must be taken into account in future similar courses. To increase the supply and the quality of European-level non-formal trainers and training, open and transparent access, circulation and progression is essential. Training the trainers courses should make every effort to ensure that their procedures and methods contribute to that aim in practice as well as in aspiration. There is no doubt that all 'ATTEans' acquired valuable professional capital from the course as a social and an educational experience, but it may be that some acquired rather more than others. This is to some extent inevitable, but given the need for many more good quality youth trainers in Europe, the Partnership Programme should make sure that all potential is developed and used to the full.

105. Annex 10 shows the summary tables and gives details.

Annex 1

Advanced Training for Trainers in Europe (ATTE): Profile and Aims of the Course: Application Form: Extracts

[The Partnership Programme on European Youth Worker Training supports the programmes of the Council of Europe and the European Commission aim to support and the development and implementation of European youth projects ... based on a non-formal education approach.] Major emphasis is put on the quality and content of the projects ... Training ... is of crucial importance to secure the level of quality desired ...Therefore, training of youth workers and other actors involved in European youth projects is an integral part of the youth programmes [of both organisations]. ...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."

European youth projects ... are characterised through a planned programme of personal and social education for participants and apply methods of intercultural learning ... 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. ...

Non-formal education is based on the intrinsic motivation of the learner, it is learner centred and non-hierarchical in nature. Generally, individual learning achievements are not judged upon. 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. ...

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

... The Partnership Programme ... 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 competences of trainers;
- assessment and recognition of the qualifications and competences of trainers;
- ongoing monitoring and evaluation of training activities.

... The training course "Advanced Training for Trainers in Europe" has been designed on the basis of the [recommendations of the Partnership's Curriculum and Quality Development Group] 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 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.

The aims of this training course are:

- To improve and deepen the specific training competences of the course participants ("participant trainers") ...
- 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 ...
- 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.

The concrete objectives of this training course are to further develop and improve the following competences 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 competences;
- Intercultural competence;
- The competence to deal effectively with ambiguity and crisis;
- The competence to cooperate and work effectively in international teams of trainers (team competence);
- Social competences (e.g., empathy, communication, conflict management, self criticism etc.);

- 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.

... The "Advanced Training for Trainers in Europe" course does not aim at providing basic skills and competences but aims at achieving an advanced level of quality first of all of the participant trainers but in the longer term of European youth projects.

[The ATTE course lasts for two years on a part-time basis.]

... An introductory seminar ... is aimed at an initial assessment [and final selection] of the competences and experience of the invited course applicants in the field of youth work and training as well as of their further training needs [and] 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. ...

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 1") 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. ...

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 2") [and will] apply the competences 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 competences and professional qualifications acquired by the participant trainers through the course. ...

... The course is designed as a mutual learning situation where participant trainers can learn from and with each other and from the experiences they encounter during the course. Much of the work will be done in multicultural groups. ...

The participant trainers will also be encouraged to develop a Personal Development Plan as a basis for planning and evaluating their individual learning processes ...

[Other course elements include:]

- Tutoring/mentoring ...
- Reflection groups ...
- Peer groups ...
- "Virtual Community" ...

In summary, the methodology includes the following elements:

- Individual and group learning processes.
- The course is practice oriented ...
- Intercultural learning ...
- ... a variety of learning fora and settings ...
- ... a support structure in terms of ongoing tutoring and mentoring ...

- Ongoing evaluation ...
- Assessment of the training competences and skills of the participants at the beginning, after one year and at the end of the course including a course certificate.

It should be noted that this is a pilot course, which implies that it is partly being developed during the process of implementation.

Annex 2

Evaluating ATTE (Advanced Training for Trainers in Europe):

report following the Introductory Seminar at the European Youth Centre Budapest, November 2001: Extracts

The ATTE Introductory Seminar provided an opportunity to observe and interact with the participants and, in particular, with the course team, with a view to planning the evaluation. ...

Observation of the process of the introductory seminar and informal conversations with tutors and participants already reveals the significance of the key issues and their potential impact upon the course as a learning process and as a set of social and pedagogic relations. This was shown in:

- visibly high levels of anxiety amongst tutors and participants about the selection and assessment dimensions of the introductory seminar – these dimensions signal to everyone that ATTE is a new departure for non-formal education practice and for the training of non-formal educators;
- and very high levels of concern amongst the course team to ensure that every single participant was given the maximum possible opportunity during the seminar to demonstrate her/his professional qualities, competences and potential;
- which led to the unintended consequence of incipient 'selection overkill' or 'over-assessment' during the seminar – participants themselves began to make jokes about the number of pieces of paper they had to fill in.

Two vignettes [on the following pages] illustrate these issues in practice and show why it is important for the evaluation to use qualitative methods and to experience 'live' some of the ATTE course process. They are not necessarily representative, and certainly not at this very early stage – but they do give a flavour of the kinds of issues on which the ATTE evaluation should be gathering and analysing information and perspectives.

Vignette 1

Struggling to select as fairly as humanly possible ….
but avoiding some crucial questions?

Course team meetings take place in the evenings, after a long day's work. They serve to exchange and digest the day's events and experiences, to reflect critically on one's own professional performance and on how the course is generally proceeding, to resolve emerging problems and to prepare and review plans for the coming day's activities. On this occasion, procedures had to be agreed on the date by which course participants would indicate whether they wished to continue with the ATTE course, having attended the introductory seminar and learnt more about what would be involved. This relates to the course team's principle that the introductory seminar is a mutual selection process – not only the tutors decide who will be offered the chance to pursue the course, but also the participants decide whether this is the kind of thing they really want to do. Two positions emerged within the group: participants should decide before leaving Budapest (to ease the tutors' tight schedules) or, alternatively, they could postpone their decision until two days after returning home (to allow time to get a final OK from their employers and families). Resolving this apparently minor technical issue took over the evening's whole agenda. Repeated attempts to reach consensus failed, and eventually it had to come to "A historic moment – the first time we had to take a majority vote to come to a collective decision". The underlying problem was two-fold. First, the tutors were concerned to be as facilitative and flexible as possible, even if this makes things more complex and time-consuming. Second, the tutors were concerned that their own selection decisions should not be influenced by participants' own uncertainties about whether they could or should continue with ATTE. Interestingly, the debate centred almost wholly on how this element would impact upon the procedure for accepting participants for ATTE. Virtually no reference was made at all to the impact upon the procedure for rejecting participants, although this is actually the most sensitive issue both in human terms and in terms of the transparency of selection processes. In practical terms, what is to be done – and how is this to be justified – when a participant indicates the wish to continue with ATTE, but the course team decides that this person should not continue?

Vignette 2

Struggling to come to terms with undergoing selection ….
when it's also a matter of earning your living?

It's a long and honourable tradition at the Council of Europe Youth Centres to hold a good party on the last evening of a course – and the ATTE introductory seminar was no exception. From the human relations point of view, the introductory seminar had been a resounding success – this was more than obvious in watching the crowd enjoying itself. But everyone also knew that ten of the forty participants would not be at the next ATTE party. How might participants be feeling? Here is one example:

lac So how is it when you realise that of the 40 people here, only 30 will stay in ATTE?

x I think this is a big pedagogical mistake on the part of the course team. Look, I have known (tutor) for some time, but this time there's a new barrier between us. When they decide to select me or not, they are intervening in my future. I'm a self-employed trainer. This chance is important for me. This selection goes against Council of Europe principles – we should all be accepted. This is my view – but I know that this anxiety is in the whole group. ATTE is not like any other course any of us have ever done.

lac So how do you think the course team should have decided, given that so many people applied to take part? Do you think that selection based on written applications would have been preferable, as that's what the EYC courses have generally done in the past.

x Yes, that would have been preferable. And if there are insufficient funds for forty people to participate, then they could save money elsewhere – for example, by reducing the tutors' salaries. Then everyone could have participated.

lac Do you think that's the reason for the ATTE selection, to save money?

x I don't know what the reason is for the selection. Maybe they will now select on the basis of nationality, as some countries are much better represented than others in this group. Or maybe they will reduce the number of women participants, as they are in the majority at the moment. But we do not know what the selection criteria are. Whatever they are, they cannot be fair.

Annex 3

External evaluation summary documents distributed to the ATTE team and participants at the interim evaluation stage (after Year 1)

External evaluation summary documents distributed to the ATTE team

Training features

Pedagogy and techniques

- Discovery, experiential and group-based learning are the main learning models
- Metaphor, drama and play are the main carriers of training content
- High focus on process, low focus on content and outcomes
- Spontaneous and short-term planning perspectives
- Social-pedagogic tutoring role structures relations with participants
- Hidden curriculum: initiation rite into the NFET trainer club culture

NFET concentrates on methods rather than substance. This needs to be more explicitly introduced and justified with the participants, who very clearly demand greater depth, more structured inputs and more 'knowledge' about professional skills, competencies and techniques than they feel they are getting.

The pedagogy rests on conveying substance (in this case, training competencies) implicitly through practice, i.e. in activities themselves. 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. It is almost as if membership of the NFET club culture demands the ability to divine the hidden curriculum.

The implication is 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?

Activities and materials

Non-formal and formal education and training are similar in that they are both structured learning processes. This means that the learning programme, its aims and outcomes, can in principle be made explicit and are repeatable. This minimally requires a textual record (written or visual). This is the justification for requiring course documentation, which, however, was not planned from the

outset – and therefore places unexpected extra demands on the tutor team, who are here effectively acting as curriculum developers.

By and large, the course documents available to date lack sufficient detail and make very exciting training sound dull. The documents describe the skeleton of an activity but give little substantive information on exactly what an activity comprised, why it was undertaken in learning terms and what the learning outcomes were expected to be (and what they became). This means that only some of the exercises would be repeatable on the basis of the written material. There is virtually no information on how the activities and methods are linked with structured learning processes and outcomes. Few items offer background and justification for the activity in question.

The best models in the package to date are:

LTF 02A	Welcome and evening programme
LTF 12 – 14	Learning preferences
LTF 19	Linking Euro cit to youth training (but no information on the content of the inputs)
LTF 21	Crossroads

These shortcomings need to be placed into a broader framework: continuing strain on human and infrastructure resources.

Quality of training and learning

Course planning and organisation

Seminar 1 brought endless meetings, wall-to-wall working hours and total exhaustion. It demonstrated the disadvantages of unbounded flexibility and spontaneity on all fronts.

Seminar 2 began with the resolve to improve the team's time and energy management:

- call for coordination: taking responsibility, making decisions, keeping track;
- more efficient working practices: shorter/focused meetings, new rules of procedure.

Two crucial challenges emerged:

- how to bridge the eight-month gap between Seminars 2 and 3 in pedagogic terms;
- setting planning and learning objectives in good time.

The accountability required of ATTE brings new demands. The best NFET trainers have highly honed skills in rapid and creative response, but they are often not accustomed to longer-term conceptualisation and planning. Hence: "*I felt that the preparation of this course was not good enough. We did not work on a conceptual framework. I feel we are only two lessons in front of the students.*"

What is really special about ATTE?

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. This places very specific demands on curriculum planning, training methods and materials. They are not at all the same as those arising in short-term, face-to-face full-time training courses.

The OLC is a good example of the failure to appreciate this fundamental feature of ATTE:

The introduction of the OLC has met recurrent problems from the outset. This is particularly unfortunate since so many of the participants were eager to use it. To some extent, they appear more competent in this field than those responsible for the establishment and maintenance of the facility. It is no less unfortunate because ATTE is a primarily distance and open learning course, but the OLC was treated as a supplementary rather than a defining element. It was also prematurely introduced as a working feature, which caused frustration. The website has recently had a face-lift and looks more attractive to use, yet little chat seems to take place, and what does take place is basic in terms of content and level of interaction.

The OLC discussion forum is not widely used by participants and it seems to be prominently occupied by western white males. Nevertheless, a few have used it in interaction with the team, and this has generated some interesting discussion on measuring quality in training and the role of trainers. This suggests that there is considerable potential for the OLC – if it is well-developed and properly moderated.

Quality criteria and benchmarks

The formulation of explicit quality criteria to monitor learning process and outcomes continues to pose problems for ATTE in three ways:

- concern that this would contravene core NFET principles of non-evaluative inclusion and acceptance for all participants in training courses;
- how to develop quality criteria in practice, and to what aspects of ATTE they should relate;
- who is responsible for developing and applying quality criteria in ATTE.

Planning Practice 1 projects (that participants carry through in self-selected groups between May 2002 and January 2003) brought this problem to the forefront during Seminar 2. In parallel, the need to decide how to record and recognise ATTE participants' learning (during and/or at the end of the course) cannot be postponed much longer. Whichever methods are used, the task requires explicit definition of training competencies, which then act as benchmarks of achievement across the two years of the ATTE course.

All recognise that developing and codify training competencies and quality criteria is mandatory for ATTE's longer-term acceptance in the professional milieu as the standard-setter for training the trainers in the European youth sector. This is less a question of breaking with the culture, more a matter of securing greater recognition for the educational value of NFET.

There are only three routes forward:

1. Delegate the tasks to ATTE participants themselves, on the grounds that they are experienced professionals capable of explicating the features and the quality of their own practice;

2. Outsource the tasks to external specialists and implement their recommendations;

3. Decide that these are properly tasks for the ATTE team (tutors and/or associated CoE staff) and give explicit consideration to this in time and funding budgets.

These are not mutually exclusive alternatives, but each (alone and in combination) has advantages and disadvantages.

For training competencies, option (2) has now been adopted – but the results will still need to implemented by the ATTE team.

For quality criteria, option (1) was tried out (not very successfully) during Seminar 2 (in relation to Practice 1 projects). An expert group will now be convened in 2003 to work on this issue (Option 2), but the outcomes will not directly benefit this first ATTE course – which will nevertheless need to make a contribution to the development of quality criteria to be used in the future.

Why is option (3) not more to the forefront?

Participants' judgements of quality in ATTE

ATTE has recruited highly qualified and articulate professionals. They have high expectations for themselves and what the course will give them. They also have concrete professional development and career advancement needs.

What do they think of ATTE so far?

- High level of professional respect and admiration for the skills and qualities of the tutors and the course directors.
- Great appreciation of the team's commitment, care and concern at the level of personal and human relations.
- Satisfaction that the team respect them as professionals on an equal level, so that individual responsibility for self-directed, self-motivated and critically reflective learning is a taken-for-granted principle of course pedagogy.
- Delight with the introduction of mentoring and their experiences so far in this respect with what is for most of them an innovation in training practice.

They also have some concerns:

- More information and guidance on aims, objectives and intended learning outcomes of ATTE, so that the reasons for specific activities are transparent.
- More structured inputs, more external content expertise and more cognitive elements in the seminar programme: the pace is too slow and repetitive, the level is not sufficiently challenging.
- Lack of clarity on whether/how their learning achievements are being or will be assessed – the concern is less with the principle of assessment (or indeed of selection) but rather that criteria should be fully transparent.

Our current working hypothesis is that these concerns are traceable to the key factors noted at the end of this highlights report.

Social and educational power relations

Acquiring professional capital

Most of the participants are seeking to establish themselves or improve their relative standing in a tight labour market for youth trainers at European level. They

also seek greater professional recognition and status for its own sake. Having been selected for ATTE is already a mark of distinction, and they know that in comparative terms they are the beneficiaries of a significant investment. They also know that the tutors are 'gatekeepers' to their future prospects in the training marketplace.

By and large, they want a visible record and explicit recognition of their participation and achievement in ATTE. There is no clear sense of the exact form this might take, and some doubt about whether it is possible to capture NFET competencies in really meaningful ways. But the participants can and do make a clear distinction between what is professionally and personally really meaningful, and what is useful or necessary from a pragmatic point of view. They would like ATTE to respond to their needs at both levels.

This means that focused attention must now be given to deciding how an appropriate form of recognition of participation and achievement can be delivered by the ATTE team, with the development of quality criteria as the supporting backdrop.

Structured inequalities

The participants also have different profiles as far as their economic/social/cultural capital is concerned. Most obviously, some are in regular employment, many are freelancers. Some are older and have greater professional standing than others. And some have heavier family responsibilities than others do, which is directly gender-linked. NFET professional practice and the associated club culture do not provide easy access to parents of young children, especially not mothers (travel, long hours, no childcare facilities ...). Neither do they always easily accommodate sharing professional experiences with partners (late night parties, 'strange' activities involving physical contact ....).

This means that more attention should be paid to:

- how course elements are structured and scheduled;
- the support infrastructure that is provided for participants;
- how training content might address inequalities of training course access, participation and outcome more directly.

In summary

At the moment, there seem to be two key factors that are causing problems for optimal course implementation in ATTE:

- Human and financial resources allocation is demonstrably inadequate to assure the smooth implementation of a very ambitious undertaking in educational terms; comparable initiatives in other education and training sectors would be far better-resourced.
- The transition from implicit to explicit codes of training practice is proving highly challenging for the team and the participants; this is taking place alongside a significant structural shift from face-to-face/short-term towards ODL/long-term course design and implementation.

Lynne Chisholm and Bryony Hoskins
October 2002, Budapest

Advanced Training for Trainers in Europe (ATTE)
Pilot Course under the Council of Europe and the European Commission
Youth Worker Training Partnership Programme 2001-2003
External Evaluation: Summary Interim Report to Participants[106]
January 2003

introduction

ATTE aims to improve professional development opportunities for trainers working in non-formal education in the youth sector at European and international level. An independent evaluation can assist those managing and running the course by observing and analysing ATTE's teaching 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.

The presence of an evaluation team always has an impact on the social and educational environment, although we cannot ever know exactly what that impact is. The course team and the participants were initially anxious and have remained curious about what an independent evaluation does, how we go about our job and what its purpose really is. These are wholly typical and understandable responses, which gradually resolve themselves with time as trust is established between all concerned.

The interim evaluation report covers four main topics:

- Training features: pedagogy and techniques, activities and materials
- Quality of training and learning: course planning/organisation, quality criteria/benchmarks, participants' views
- Social and educational power relations: acquiring professional capital, structured inequalities, club culture and inter-stakeholder relations
- Workload and resourcing: time and money – investment and return, use of professional time and energy

These topics raise questions to be resolved by one or more stakeholders. The responses will have a direct or indirect impact on the ultimate quality of ATTE learning outcomes.

Training features

- Discovery, experiential and group-based learning are the main learning models used.
- Metaphor, drama, play and reflection are the main carriers of training content and skills development.

Non-formal pedagogy in the youth training field rests on conveying substance (in this case, training competencies) implicitly through practice, that is, in and

106. This report is an interim draft that documents the development to date of the ATTE pilot course in conformity with the terms of Contract No. 47 CEJS/2002, PO No. 41821. It is not a final evaluation.

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, 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?

ATTE has to find ways to meet these demands without betraying the fundamental values and principles of non-formal learning. In this community of practice, professional knowledge and skills are acquired and developed contextually and discreetly by 'doing training competencies'. They are recognised by other professionals in exactly the same ways, by 'seeing training competencies'. How can ATTE capture and explicitly recognise the transfer between personal and professional development, from implicit pedagogies to explicit learning outcomes?

ATTE's 'hidden curriculum' initiates participants into the non-formal youth trainer club culture, with the tutors as the prime role models. The cultural norms include:

- being nice and caring;
- having social and communicative competence;
- giving (over-)generously of one's time and energy;
- striving for consensus;
- expressing solidarity and respect for minority views – but:
- underplaying/avoiding conflict and differentiation.

These qualities probably act as unspoken training competencies that the participants must demonstrate that they have acquired and can demonstrate as routine behaviour. What are the implications for those who cannot do so or who subscribe to different kinds of professional behavioural norms?

Quality of Training and Learning

The financial, personal and educational features and implications of European-level non-formal youth training combine to produce a classic course model: short-term (three to ten days), face-to-face full-time training courses using implicit pedagogy and process-based didactics. This model is used at all levels from youth exchanges themselves through to training the trainers.

Long-term course design and implementation has followed the same pattern: a series of classic modules with rather tenuous links in-between. This may have been the only feasible approach under the circumstances, but the terrain is changing rapidly:

- the youth training labour market has expanded;
- the demand for professional youth trainers has risen;
- youth trainers face higher and more differentiated professional demands, which requires more and better quality in-service training on a continuous basis;

- part-time education and training to meet these demands is expanding;
- ICT and hypermedia technologies are revitalising open and distance learning.

ATTE's experience might be interpreted as the key example that underlines the need for new training solutions.

What, then, is really special about ATTE? 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. It has taken time to appreciate this, and no stakeholders really foresaw it, so:

- too many activities and too many learning demands were crammed into Year 1's two ten-day residential seminar programmes;
- the eight-month period between Seminars 1 and 2 was relatively under-planned as a structured learning space (though it may not have been under-used by the participants – this can only be judged after Seminar 3);
- the OLC virtual learning platform was treated as a supplementary rather than a defining course element during Year 1.

Formulating explicit quality criteria to monitor learning process and outcomes has also posed problems:

- Does this contravene the principle of non-evaluative inclusion and acceptance for all participants in training courses?
- What do quality criteria look like in practice, and to what aspects of ATTE should they relate?
- Who is responsible for developing and applying quality criteria in ATTE?

Recording and recognising participant learning (during and/or at the end of the course) poses parallel problems. The Introductory Seminar (November 2001) showed that neither tutors nor participants were accustomed to selection procedures in the non-formal education environment. This 'Budapest syndrome' had a lasting impact on participants:

- mixed response to the various instruments they were invited to use as support for their personal development and planning/evaluating their learning;
- bringing out into the open a certain amount of competitiveness between the participants;
- concerns that implicit assessment of their qualities as trainers is taking place all the time;
- concerns that the external evaluation's purpose is to assess individual learning outcomes and/or tutor professional performance.

Transparency (or a certain lack of it) is the key issue here. The assessment of learning outcomes (regardless of the methods used) requires an explicit definition of training competencies and a statement of how and when participants will be judged in relation to them. Developing and codifying training competencies and quality criteria is mandatory for ATTE's longer-term acceptance in the professional milieu as the standard-setter for training the trainers in the European youth sector. This will help to secure greater recognition for the educational value of non-formal learning.

Three ways forward are possible on quality criteria, training competencies and assessment of learning outcomes:

- delegate to ATTE participants themselves as experienced professionals;
- outsource to external specialists and implement their recommendations;
- decide that this is part of the responsibility of the ATTE tutors and course directors and give explicit consideration to this in future time and funding budgets.

ATTE participants have high expectations of the course and set themselves high professional standards. They also have concrete professional development and career advancement needs. By and large and so far, they express:

- respect and admiration for the skills and qualities of the tutors and the course directors;
- appreciation of the team's commitment, care and concern;
- satisfaction that the team respect them as professionals on an equal level;
- approval of the introduction of mentoring as a new element of training.

On the other hand:

- they would like more information and guidance on aims, objectives and intended learning outcomes;
- they would value more structured inputs, more external content expertise and more cognitive elements in the seminar programme;
- they sense lack of clarity on whether/how their learning achievements are being or will be assessed – the concern is less with the principle of assessment (or indeed of selection) but rather that criteria should be fully transparent.

Social and educational power relations

All learning contexts are social contexts, and all social contexts are sites of negotiation and struggle in relation to the relative authority, power and control of the actors involved. The ATTE community rapidly developed a series of real or imagined alliances and oppositions between the different stakeholders at all levels, including the participants amongst themselves and vis-à-vis other actors:

- Different stakeholders were seen to represent those 'for' or 'against' the values of the non-formal youth training sector.
- Different actors were seen to hold more or fewer advantages, greater or lesser authority, than others.
- Gender divisions and language/culture differences spring intermittently to the surface but are held in close check.

But just as importantly, ATTE participants emphasise the strong sense of community, togetherness and solidarity that exists amongst them and between them and the tutors.

Participants do bring different kinds and levels of social and cultural capital into the ATTE community. This affects how the balance between cooperation and competition is played out in the course. For example, in finding project partners for Practice 1, self-employed trainers were at a relative disadvantage in comparison with those working for organisations with ongoing programmes and funding networks.

Family responsibilities are another (and gender-linked) dimension of this issue. The working conditions and the club culture of non-formal youth trainers pose

problems for parents of young children. Future ATTE courses need to find better solutions here.

Most participants want to establish themselves or improve their relative standing in a tight labour market for youth trainers at European level. They hope that being part of the first ATTE is a mark of distinction and a door-opener. That means they want to acquire professional capital through ATTE, and this includes having a visible record and explicit recognition of their participation and learning achievements. The participants distinguish between what is professionally and personally really meaningful, and what is useful or necessary from a pragmatic point of view – and they expect ATTE to respond to their needs at both levels.

Workload and resourcing

The Partnership Programme on European Youth Worker Training has been able to provide a new and generous source of funding and an institutional framework for 'training the trainers'. The level of support for ATTE, in both budgetary and infrastructural terms, is a new benchmark for improving training provision and practice. And yet it is not enough to meet stakeholder demands, because:

- EYC educational facilities, especially in Strasbourg, require modernisation and upgrading;
- budgetary constraints sometimes inhibit educational activities;
- course tutors need more time for curriculum development and course preparation task;
- ATTE management and administration needs a more generous allocation of staff time.

Future ATTE courses need a higher level and a broader raft of support if they are not to overtax the professional commitment and personal energies of those directly responsible.

LAC
26.01.03

Annex 4

Marrying content, technical and relay expertise:

an example of good practice

There is an excited atmosphere as the loudspeaker announces 'Will ATTE participants go and wait by the pool table.' Two of the tutors seem to be casually playing pool and having a smoke; the others guide the participants to the top of the stairs, where they are blindfolded and led back down again. The two pool players now take them one by one into a room and sit them down. It is set up as a railway carriage in two lines. Music plays in the background – it is the music of a train and someone playing the mouth organ to the rhythm of the train. The participants sit in silence. There is a queue developing outside. Some of the participants are talking to each other and holding each other to confirm that they are not on their own. Some start to move forward in a line holding on to each other. They are brought back. The tutors are now running fast to get everyone into the room and the music is turned up. Now they ask the participants to find out who else is in their compartment of four. They start to touch each other – faces, legs – whilst others wave their hands in the air, unable to locate anyone else. There is plenty of laughter and whispering, despite tutors' requests to keep silent. One group of four is hugging each other whilst a group in the corner are barely touching each other at all. A tutor goes round asking participants who is in their group of four. One group get it completely wrong but most have worked it out. The tutors tell participants to take off their blindfolds.

A tutor introduces the ATTE movie, a combination of excerpts from famous films, mostly of trains and with clips from Mr Bean and Babe. The film commentaries relate to the course: Are you ready, ATTE is a popular train that everyone tries to get on, there are a few rules to support each other, we change direction now and again, you do your exercises everyday, please enjoy your trip. The participants laugh and enjoy it very much. They show their appreciation by clapping very loudly. The tutors now recite a poem about the ATTE train they are catching: an invitation to travel to trainers' paradise. The poem uses metaphors of steep mountains, big cities that are very confusing, different speeds to the train and now we are arriving at the first station. The participants said afterwards that 'it was great, it would be interesting to see it from the outside' and 'I enjoyed the movie but I don't like being blindfolded.'

The participants are now requested to move to the plenary room. The course co-director makes a formal welcome and introduction to the Partnership Programme, making specific reference to the demand for quality assurance and assessment of quality in ATTE together with the particular interest to promote European citizenship. After the coffee break a tutor presents the seminar programme, noting that

there may be changes made every day – the programme is not fixed, it is a guide. The course co-director goes on to describe the members of the course team (but not each person in equal detail) and notes that they are responsible for the course programme and for mentoring. The participants are beginning to look bored by the time the library staff and the evaluation assistant are introduced.

Some participants arrive only now from the coffee break as a tutor moves into the next session on 'Looking back, looking forward', opening by recalling that the Budapest Introductory Seminar had been a heavy experience, with sleepless nights, frustration and paperwork – for the team as well as the participants. The plenary breaks up into buzz groups, and in the ones joined by the evaluator the participants made the following comments:

"It was quite exciting because of the selection procedure. I was typing all night".

"I was writing it by hand all night. I was really tired."

"There was a lot of working time and effort put in, we split into small groups to help each other interpret the meanings of the questions."

"We had to use all our experiences in the SPI [Self-Perception Inventory]. It was useful to reflect back on my experiences as a trainer."

"It was useful to start with yourself rather than a concrete programme."

"The SPI was the main point, the rest was more like peanuts."

"We were successful!"

"As Italians we were worried, there was a very big group of us so we knew that we would not all come back. We discussed this."

"I tried not to go too deeply in to the competitive element of the course. It was about handling a concrete goal."

"I tried not to sell myself too much, I wanted to be honest with myself."

Afterwards, one of the tutors stood by a flipchart with a picture of the Budapest Centre on a hill. Participants were asked to shout out words that reflected their experience, amongst which were:

different, confusing, exhausting, self perception, individual work, competition, challenge, missing in action: the people who disappeared on the battlefield, short time, questions, doubts, platform, interesting people, strangely nice, relief when it was over, part of the real world, exciting, cooperation with competition

The participants were now encouraged to look forward into the future by taking a small step and imagining themselves on the last day of Seminar 1, both socially and emotionally. Everyone had been given a notebook to make their personal records during the course. Twenty minutes were given to construct this picture of the future, individually and in silence. As relaxing music was turned on, there were a few unsure faces in the room and some participants asked for clarification. One person asked whether the tutors wanted them to write down their aims and expectations, and was told that this was not necessarily the point, but it could be a personal vision of where they wish to be in ten days' time. Many of the groups are discussing with each other rather than working but when the evaluator appeared, they stopped talking – the classic initial reaction to participant observation. Ultimately many of the participants produced very creative contributions.

After lunch, one of the tutors began by describing how they had arrived at the first station of the ATTE express and that first impressions are very important when arriving at a new place. The participants need to define the community, the space and the symbols that denote that community. They are not quite the first travellers to come to the EYC building but they need to define it for themselves. The basic elements already there: the roof, the division of rooms, the library for individual learning and development and free space to create self-organised categories such as information, change, café, meeting point, complaints office, ticket counter.

Table 1 1st Seminar 10-20 January 2002

	Thursday 10th	Friday 11th	Saturday 12th	Sunday 13th	Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th	Saturday 19th	Sun. 20th
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		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 (EuroCit+training)	FREE Optional *Visit to the Palais de l'Europe*	Linking European Citizenship to Youth Training (EuroCit+training)	Preparation of Practice 1 - Crossroad exercise (2):	Training experiences from another field: Training in theatrical contexts	Preparation of Practice 1 - Crossroad exercise (3): Research possibilities	Departures
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00	Arrivals	Group exercise: "Building the Station" Intro to ATTE structure and evaluation Introduction to the 1st Seminar programme	Visit to L'Étage	Pub and competences Personal development plans (1) Reflection groups	Personal development plans (2) Introduction to mentoring Reflection groups	FREE	Preparation of Practice 1 - Crossroad exercise (1) Reflection groups	Mentoring: Participant and mentor dialogues (2) Discussion with Frank Marx & 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
17.00											
19.00	Dinner	Dinner	Dinner Crêpes	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
20.30	Welcome and group building					Dinner in town	Mentoring: Participant and mentor dialogues (1)			Farewell party	

Key to Tables 1-4: Activities related to:

Table 2 2nd Seminar 7-17 May 2002

	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th	Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th
8.30		Breakfast	*European Breakfast*	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		Walk about (Intro of participants and surroundings) ATTE movie Opening of the seminar Learning -Juggling	Exchange of Training experience	*European Citizenship: a conceptual framework*	Training design - simulation exercise	Project consultancy Feedback	Free	Outdoor education 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
		Bryony: Presentation of the Evaluation	Reflection groups/focus group	Reflection groups/focus group							
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00	Arrivals	"Adam's will" (2) - Transfer of the role play	Training concepts Mentoring so far and during this seminar	Training methods	Training design - simulation exercise-	Workshops / discussion groups	Free	Optional workshops	Quality criteria for practice I projects	Seminar evaluation	Departures
17.00		Youth in Slovenia (EuroCit+training)	Personal development time Dinner	Peer support groups (1) Personal development time	Reflection groups/focus group Personal development time	Reflection groups/focus group		Personal development time	Peer support groups (2): finalising composition Personal development time	Closing	
19.00	Welcome toast	Dinner	Dinner	Dinner	Dinner	Dinner in bled	Dinner	Dinner	Dinner	Dinner	Dinner
20.30	"Adam's will" (1) - Running of the role play			*Intercultural evening*						Farewell party	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

Table 3 3rd Seminar 21-31 January 2003

	Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th	Saturday 25th	Sunday 26th	Monday 27th	Tuesday 28th	Wednesday 29th	Thursday 30th	Friday 31st
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		ATTE movie – part 3 Reconnecting the ATTE community	Evaluation of Practice 1	Non formal education: Implicit and explicit pedagogy	Competences for European youth worker training (EuroCit+training) Interim self-assessment	Me in 2003 Personal development plans	Lifelong Learning External interim evaluation of ATTE (15 min.) ATTE in perspective (EuroCit+training)	European Citizenship in Training (EuroCit+training)	Open space technology	Individual reflection: "Solo" time Exploration Groups	Departures
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15.00	Arrivals	Intro to ATTE 2003 and to this Seminar	Evaluation of Practice 1	Learning on the Job in ATTE 2003	Mentoring Free afternoon	Mentoring	Mentoring	Free afternoon	Open space technology	Mentoring	
17.00		Introduction to quality criteria in European youth worker training Exploration Groups	Exploration Groups	Exploration Groups Mentoring	Mentoring	Workshops by/for participants trainers Exploration Groups Mentoring	Workshops by/for participants trainers Exploration Groups Mentoring	Mentoring	Mentoring	Distance Learning Seminar evaluation and closing	
19.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner in town	Dinner	Dinner	
20.30	Welcome evening		Celebrating 1st year of ATTE				*Eurobarometer on Lifelong Learning* (optional)			Farewell party	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

Table 4 4th Seminar 11-18 October 2003

	Saturday 11th	Sunday 12th	Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th	Saturday 18th
8.30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		Introduction to seminar Reconnecting the ATTE community. Sharing the experiences since last seminar	Portfolio & Training Quality Product Discussion and feedback in small groups with invited experts and ATTE team members	Feedback to self-assessment Introduction Feedback to peers and ATTE team members Round 1 Round 2	Feedback to self-assessment cont'd Round 4 Round 5 Round 6	Evaluation of the whole ATTE course – framework, features, content, learning process and achievements Discussions in groups, questionnaire	Future Perspectives Seminar Evaluation	Departure
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00 17.00	Arrivals Optional reading of portfolios and Training Quality Products	Practice 2 Group discussions on quality Self-assessment form (SAF) Rendezvous	Portfolio & Training Quality Product Discussion and feedback in groups Panel discussions with invited experts	Training competences & self-assessment Presentation and discussion with Hendrik Otten Feedback to self-assessment cont'd Round 3	Self-assessment Individual reflection time Statements by participant trainers External ATTE evaluation. Progress report	Evaluation of ATTE cont'd Conclusions in plenary Input/Panel on policy & practice (SALTO, National Agencies and Council of Europe)	Future Perspectives Closing Session Presentation on the larger context of the ATTE by Howard Williamson. Closing remarks and certificates	
19.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
20.30	Welcome evening		Self-organised activities	Dinner on the Danube		Self-organised activities	ATTE GALA	

Key to Tables 1-4: Activities related to:

Training competences	Personal and social competences	Training competences and *Internationalisation*	*Internationalisation*

Annex 6

Project Quality Criteria Grid (Seminar 3)

Needs orientation

Methods

- The collection of information makes use of different techniques.
- The needs analysis takes into account the different needs of all stakeholders.
- The needs analysis takes place before, during and after the course in order to look at the changes of needs.

Values

- The needs analysis is based on the real needs of participants and their organisations.
- The needs orientation has a relevance for society.
- The needs analysis gives a basis for judging the level of challenge and relevance.

Aims and Objectives

Methods

- Aims and objectives are agreed within the team and made clear to participants.
- Aims and objectives are chosen taking into account the needs of the participants and all other stakeholders.
- Aims and objectives are reflected clearly in the content and methods of the programme.

Values

- Different stakeholders interest are taken into concern when formulating the aims and objectives.
- Aims and objectives are changed during the duration of the training activity (by ??) if they are found not to be appropriate.
- Aims and objectives are realistic and achievable.

Participant-centeredness

Methods

- Continuous evaluation is a feature of the course
- Participants have the opportunity to express their expectations.
- (Optional) Participants and trainers agree on the working environment.

Values

- Participants are taken seriously
- There is mutual respect between participants and trainers
- Trainers work with the participants who are present
- Participants have rights and responsibilities

Expected Outcomes

Methods

- Expected outcomes are planned and shared by team and stakeholders involved, prior to the activity.
- Expected outcomes are communicated to participants in a comprehensible way.

Values

- Expected outcomes are revised according to needs of participants.
- There is an openness for unexpected outcomes relevant to participants needs and the topic.

Effectiveness of individual and group learning processes

Methods

- A suitable learning environment is created
- There is a reflection on learning.
- A relation is established between individual and group learning
- Differences between group and individual learning processes are identified
- Trainers guide the learning process
- Participants have responsibility in the process
- There is active participation of learners

Relevance of the theme/topic

- The theme is relevant for the context in which the training activity takes place – e.g., in the context of the respective working/professional field, of the social, cultural and/or political environment,
- The theme/topic is relevant for the target group(s), based on a respective needs analysis.
- The theme/topic is relevant for the stakeholders of the training activity.
- The rationale for choosing the theme/topic and the theme/topic itself are understood by the participants.

Methods

- The theme/topic and its rational are described clearly in the description of the training activity.
- The theme/topic and its rational are explained to the participants.
- The specific focus of the theme/topic is adapted so it is relevant for the participants.
- The working methods are designed to be coherent with the theme/topic.

Trainers teamwork

Methods

- The team has an adequate (efficient, effective, feasible) and agreed system of communication.
- The team has an adequate (efficient, effective, feasible) and agreed organisation of work (clear/shared responsibilities).
- The team designs and implements the training activity according to the competences and resources available in the team
- The team members cooperate in partnership and support each other.
- The team relates in an adequate way to the different stakeholders.

Values

- The team is composed according to the requirements of the course (necessary competences of all members, complementarity of specific competences, experience, intercultural and gender diversity, cultural/geographical origin, number of team members etc.).
- The relationship between the team members is based on parity and mutual respect.

Coherence of the training principles/objectives/methodology/duration

Methods

- Appropriate time is planned for the different objectives and programme elements.
- Participants are explicitly informed about the choice of methods and content.
- Methods are adapted to the needs of the participants.
- The evaluation of the training activity is clearly monitored during the course.

Values

- Aims and objectives are reflected in the methodology.

Balance between the preparation/delivery/evaluation/follow-up

Stakeholders are involved at each stage of the process

Attention is paid in proportion to each stage.

Time, space and energy are invested in proportion to the task and the stage

It is a planned process.

All elements are agreed in proportion.

(This needs to be re-worked) [Course tutors' comment, included in the document]

European Dimension

Methods

- The European dimension is addressed in the training activity.
- The European dimension is reflected in the composition of the team, participants and other people involved.

Values

- The European dimension is linked to the topic of the training.
- The European dimension is linked to Human Rights and Intercultural Learning.
- The European dimension is linked to the local reality and the individual participant.

Use of resources

Methods

- Adequate financial resources are allocated to the course.
- Adequate technical resources are allocated to the course.
- Adequate human resources are allocated to the course.
- The resources are used in a balanced way.
- There is a coherence and balance between the course goals and the resources allocated to it.
- There is a coherence and balance between the different phases of the course and the resources allocated to it.

Values

- The environment is taken into account.
- The course takes into account the resource limits.

Non-formal education approach

This section of quality criteria can be seen as a kind of umbrella principle for all the training activities we are considering. There are necessary overlaps with all the other criteria sections!

Methods

- There is a coherence and variety in the methods chosen.
- Adaptation and choice of activities are based on the course needs analysis and the realities of the participants.
- There is the possibility for the assessment of non-formal skills and competences by self, peers, team or others.

Values

- The trainer-trainee relationship is based on mutual respect.
- Trainers and trainees develop a common understanding of learning during the course.
- The course allows space for innovation.
- Trainees participate voluntarily.

Annex 7

Research instruments (interviews, surveys)

Individual interviews and focus group discussions: Introduction to participants:

May 2002

- This interview is part of the evaluation process of the ATTE course.
- What you say is confidential. This means that your name will not be used in connection with the interview text. The scripts of the interviews will be transcribed and analysed with all the data collected from the course. Only the external evaluators will complete the analysis of the transcripts. Some of the text from the interviews may be used in the evaluation reports and the feedback to the team but importantly not your names.
- The interview does not relate in anyway to your own assessment within the course.
- There are no correct answers to the questions and there is no ranking of the responses. The evaluators just want to get a feel for the course from the participants' perspective.

Questions for the individual interviews

1. First of all, how is the course going?
2. How are you feeling at the moment?
3. Do you find the course the right level of training for you?
4. Why did you apply to take the ATTE course?
5. How does this training course differ from other training courses that you have participated in? In particular what about the:
   a) Aims
   b) Method
   c) Content
   d) Outcomes
6. How do you feel about the mentoring process?
7. What is the mentoring relationship like?
8. What do you think you will learn from the ATTE course? Will this help you in your training?
9. What will you do after ATTE training?
10. Does this course fit into a career plan?

11. What kind of recognition do you need for doing this course to help with your career as a youth trainer?
12. Will you still be training in 10 years time?
13. How useful is the term European Citizenship in your training?
14. Where do you think the term European citizenship comes from?
15. Is European citizenship an important feature of this training programme for you?
16. What do you think about the content of the course?
17. How did you feel about the selection process in Budapest?
18. What do you think about the possibility of being assessed on this training course?
19. How do you feel about assessment in non-formal education?
20. In your mind, what is the purpose of the evaluation of the course?
21. What would you like to see in the evaluation report?
22. What are the most important aspects of the course?
23. How do you feel about the group dynamics in ATTE?
24. What sub groups have you noticed?
25. Who do you consider to be the key players in the group?
26. How do you feel about issues of gender and ethnicity within the group?
27. What do think about the team?
28. What do your fellow peers not in ATTE think about the course?
29. What do the people who fund your training courses think about ATTE?
30. Is there anything further you would like to mention?

Questions for focus groups

We have selected a number of topics that it would be useful to have your opinion on in relationship to the ATTE course (topics on printed sheets for everybody to read). In your group choose 5 of them and then discuss how and if they relate to ATTE, why they are important and what issues they raise? (Questions on flip chart).

- ADVANCED TRAINING
- QUALITY TRAINING
- ASSESSMENT IN TRAINING
- CAREER OPPORTUNITIES AFTER ATTE
- SKILLS and COMPETENCES
- NEW METHODS (Mentoring, PDP, SPI's etc)
- VALUES IN NON-FORMAL EDUCATION

Is there a topic that you would especially like to discuss?

What would your group especially like to see in the external evaluation report?

Individual interview schedule, May 2002

Summary

About yourself, your background and your future

Education/training, work/employment, future plans, reasons for doing ATTE

How ATTE might help you to achieve your aims

Improving skills/knowledge, career prospects, professional networks

The ATTE course so far

Expectations vs. realities, compared with other courses

Mentoring in ATTE

Past experiences, expectations vs. realities, purposes

European citizenship in ATTE

Importance/relevance, expectations vs. realities

Quality assurance in ATTE

Purpose/relevance/usefulness of selection/assessment, expectations vs. experience in past and in ATTE, role of external evaluation

The ATTE learning community

Professional roles/behaviour of team, relations team/pax, impact/views of sponsors, pax group dynamics

Closing topics

Anything special about ATTE; anything to be added

Questions

About yourself, your background and your future

How did you find out about ATTE?

Why did you apply for ATTE?

What sort of education and training have you done in the past?
(Type/level of qualifications; formal vs. non-formal; ed. vs. work-based training)

How did you get into this field of work, i.e. non-formal youth training?

What sort of job do you have now?
(before/during/after ATTE; employed/self-employed/other)

Are you planning to make a long-term career in this kind of work?
(10-year perspective; ambitions)

How ATTE might help you to achieve your aims

How did you judge that ATTE is the right kind of course for you?
(level; content; career stage; 'door-opening' function ...)

Have your views changed on this since Budapest?

What do you think you will learn from ATTE?

What would you most like to learn from ATTE?

The ATTE course so far

Does ATTE differ from other education and training courses that you have done in the past?

(aims, methods, content, outcomes; relations team/pax, pax/pax)

Does the content so far fit your needs and expectations?

Any changes you'd like to see in this respect?

Mentoring in ATTE

Have you had any experience of this before – as mentor or mentee?

What do you think mentoring can and should contribute to your learning in ATTE?

How is the mentoring going so far in your case?

European citizenship in ATTE

Why do you think the topic is in the course?

Is European citizenship an important topic for you in ATTE? For non-formal youth training in general?

How has the topic been approached so far in ATTE?

How would you most like it to be approached in ATTE?

Quality assurance in ATTE

What kinds of experiences have you made in other education and training courses you have done as far as selection and assessment is concerned?

(good/bad aspects and effects; formal vs. non-formal contexts)

Why do you think that ATTE practises selection and assessment for participants?

In retrospect, how do you feel about the Budapest selection process?

What do you think would be the best ways to select ATTE participants?

How do you think that your learning in ATTE is being or might be assessed?

How would you most like your learning to be assessed?

What would be the most useful way to give recognition for having successfully completed ATTE?

Will completing ATTE be like having gained a qualification or certificate?

Is that likely to help you in your work and career? In your personal development?

How do you think that selection, assessment and evaluation can best be carried out in non-formal education and training? In non-formal youth training in particular?

What role do you think the external evaluation plays in quality assurance for ATTE?

What would you especially like to see in the evaluation report?

The ATTE learning community

How would you describe the relationships between the team and participants?

How do you see the team as a working group that is planning and running the course?

What have you especially noticed about the way they do their job?

How do you think the team was put together, and why do you think they were chosen to lead the ATTE course?

What role do you think that the sponsors of ATTE (Council of Europe, European Commission, your own employers/funders) play in guiding the way ATTE is developing in practice?

How would you describe the relationships amongst participants as a whole?

Have you noticed any sub-groups developing? What sort of factors do you think contribute to this process?

Do some people or some groups amongst the participants seem to have more influence or be more noticeable than others? What sort of factors do you think contribute to this?

Do you see factors such as gender, ethnicity, language, nationality, age, social background and so on as having any influence in how the ATTE learning community is developing? How its members behave towards each other? With what kinds of effects?

Closing questions

Looking at it overall: what, if anything, is special and different about ATTE?

Is there anything else you'd like to add?

ATTE Interview Topics – Final Seminar, EYC Budapest, October 2003

The aims, methods and outcomes of ATTE as a structured learning experience

We have now reached the end of the first ATTE course.

- Do you think that you understand what ATTE has been trying to achieve? What have been the main aims and outcomes, in your view?
- Do you think that you understand the reasons for the way the course was organised and the methods it has used? What have been the reasons?
- Did you always understand what ATTE was trying to achieve and how it has tried to do so?
- When do you think that you became clear about these things? What was it that led to a clearer understanding on your part?

ATTE as a pilot initiative

- Do you think that over time, the way in which ATTE has been organised, its methods and its content, have developed and changed?
- What kinds of development and change have you observed and experienced?
- Prompts if needed: balance between cognitive-affective-practical approaches and methods; the development towards greater explicitness about aims, methods and desired outcomes
- Would you say that ATTE fits your needs and preferences better or less well now than it did in the early stages of the course? Please tell me why and how.

Developing training competences in ATTE

- In your own judgement, do you think that the level and breadth of your professional competence has improved in the past two years as a result of participating in ATTE?
- What competences do you think you have gained that you did not (knowingly) possess beforehand?
- What competences do you think you have developed and improved?
- How do you think this happened?
- What do you think will be the consequences for the way you will work professionally as a trainer of trainers in the future?

Implicit and explicit pedagogy in non-formal education

One of the turning points in the past two years of ATTE was the introduction of the idea of implicit vs. explicit pedagogy. We discussed the fact that non-formal educational practice typically uses implicit pedagogies, but that it is not always easy, and perhaps impossible, to develop training competences without using explicit pedagogies too. This can pose dilemmas for both trainers and learners.

- Can you describe any examples of such dilemmas as they arose in ATTE?
- Do you think that the relationship between implicitness and explicitness is an important issue for designing and implementing 'training for trainers' courses in the non-formal youth sector? Please tell me how and why.
- How do you think that this 'relation of tension' impacts on the development of training competences at your level?
- To what extent will what you have learnt about this relationship have an impact on your own future professional practice? Please tell me how and why.

Future employment and career development

- What are your employment and career plans now that ATTE is over?
- Have your employment situation and your career plans already changed during the past two years of ATTE? Please tell me how and why.
- Do you think that participating in ATTE has already had a positive effect on your employment and career in practical ways – such as the number and kinds of jobs you now get, your seniority or status in your organisation, the amount of money you earn, etc.?
- Do you think it will have a positive effect in the future? Please tell me how and why.
- Would you advise other people working in this field to apply to participate in the next ATTE course? What are your reasons, and what would you tell them about ATTE?

Team Interviews September 2003: Taking stock of ATTE

All: What ATTE 'is' and 'is not' as a 'training the trainers' course

When you first heard about ATTE and then were asked to join the team, what did you understand ATTE to be and to want to do?

Views changed between then and now? When, how, why?

Views on what ATTE 'should be' – what and why?

Are there (still?) competing ATTE concepts? On whose part and in what ways?

All: Making ATTE a top-quality learning experience

Where does ATTE currently fit in on a 1 (low) to 5 (high) scale of quality? What are the comparison reference points you are using? What are your criteria for judging training quality for advanced training of trainers?

What would have to be changed to improve (still further) the quality of future ATTEs?

What would you revise on: content, methods, structuring, tutor team concept and practice, funding and administration, application and selection process, monitoring and assessment process?

What kinds of quality assurance mechanisms/cycles can you imagine in the future?

Tutors: Doing ATTE in practice

Strengths and weaknesses of the course design, planning, division of labour.

What have you learnt about the planning/management and learning demands of long-term, part-time professional training courses in this field?

What kinds of learning have been the most successful in ATTE, and why?

Where would you now see your own professional development needs as a 'trainer of trainers'?

What lessons would you draw for future ATTE courses and team composition/roles?

Time and effort for team and for pax: focusing on ATTE outside the seminars – problems, resolutions? Keeping to deadlines and schedules – continuing hiccups? What can be done about that?

All: ATTE as ODL

We all know this has not worked as well as was hoped. Reasons?

Improvements in future? What and why?

Tutors: Mentoring

Contribution to learning process – much/less, nature

Worthwhile? Reasons

Improvements in future? What and why?

All: ATTE validation and recognition

What do external stakeholders (NAs, professional trainers milieu, European sponsors, pax employers) think about ATTE? Good/less good opinions? How much evidence-based, how much competition-based or politics-based?

Do you think that the external stakeholders' views on ATTE are important for the pax? Have they noticed that they get some form of professional recognition due to being part of ATTE?

Opportunities and threats of validation/recognition in the non-formal learning field. Have your views on this changed/developed since ATTE began?

How best to achieve external recognition of ATTE? Who should validate ATTE? Appropriate to seek accreditation from a formal higher education/training institution?

For course management and administration in particular:

Has ATTE made any impact on the EYC more generally in terms of development of thinking and practice?

What have been the implications of ATTE for the internal human resources and organisation of the CoE Youth Directorate?

Where would you now see your own professional development needs in administration and management of 'training of trainers' courses such as ATTE?

Strengths and weaknesses of the administration/management of ATTE. Ideas for improvements in the future?

Email Survey, ATTE participants, July 2003

Dear ATTE participants,

Between the January 2003 and the October 2003 residential seminars, there is a period of eight months during which the ATTE community does not physically meet as a full community. During this time, participants carry through Practice 2, work with their PDPs and will be undertaking a self-assessment exercise (SAQ). The tutors-mentors continue working with their mentees and interact with participants in general in various ways – through the OLC, meeting up professionally as trainers on other courses and at conferences, and by individual Email exchanges. At the same time, ATTE participants also communicate and meet up with each other professionally and personally as peers and friends.

This all means that something is going on out there in ATTE, but whatever it is, most of it is not directly accessible to the external evaluation process. The only way is to ask you all to tell me what is happening, how it is happening and how you judge what is happening as far as ATTE's learning process is concerned. This is why I am asking you to help me through an Email survey, using a small number of open questions to which you can each respond individually in as much or as little detail as you wish. As always, you can rest assured that whatever you write remains confidential and anonymous – only the external evaluation team will read and analyse the replies.

Please send my your replies as soon as you can, but by the end of August at the latest.

Please send them by Email.

Many thanks for helping me and looking forward to seeing you all in October.

Lynne

Questions

1. Please describe the ways in which you have been keeping in touch with

- ATTE participants, and
- ATTE tutors

since the end of the January 2003 residential seminar.

After describing this contact:

a) Would you say that you have had more or less contact than you expected to have during the past five months or so? What are the reasons?

b) Do you think that the exchanges and communication you have had have contributed significantly to your own learning process in ATTE? If so, how would you describe their contribution and why have they been significant? If less so, why do you think that is? Have you learnt more through other channels? If so, what have these been?

c) To what extent can you identify peer-based learning processes taking place in ATTE during this period? If you think they have taken place for you, how has this happened and how has it been sustained over time?

2. Please describe the amount and kind of interchange that you have had with your mentor in the past five months or so.

After describing this contact:

a) Would you say that you have had greater or lesser interchange than you expected to have? What are the reasons?

b) Has the mentoring process been a significant element in your own learning process in ATTE? If so, how and why? If not, what are the reasons?

3. Please describe whether and how you have used the OLC in the past five months or so.

After describing your use of the OLC:

a) What are the advantages and disadvantages of open and distance learning using IT communication tools?

b) Has the OLC worked well or not so well for you? What are the reasons?

c) If you were designing an OLC for the next ATTE course, what would be the most important features to bear in mind?

d) How can a successful OLC learning community be best established and sustained – or do you think it's not really useful for learning purposes?

4. How would you describe the similarities and differences between Year1 and Year 2 of ATTE as a learning process?

5. If you were designing the next ATTE course, what would you want to change...

- ... in the course content?
- ... in the teaching and learning methods?
- ... in how the course is structured (modules, rhythm and sequencing, etc)
- ... in the tutor team concept and practice?
  (this has nothing to do with the actual persons involved, I am not asking you to tell me which of the current tutors should/should not be future tutors!)
- ... in the funding and administration?
- ... in the application and selection process?
- ... in the monitoring and assessment of your learning process?
- ... about anything else to do with ATTE?

6. Has ATTE made an impact of any kind on your professional life?

For example: changing your ideas about what path you want to follow in the future, opening up new opportunities, leading you to a new job or to a promotion, raising your reputation as a trainer in the wider trainers' community....

Advanced Training for Trainers in Europe (ATTE): YOUTH National Agencies: E-Poll

1. When and how did you first hear about ATTE?
   Can you describe briefly what ATTE is and how it came into being?
2. Did you recommend youth trainers in your country to apply for ATTE?
   Would you recommend them to apply for future ATTE courses?
   Please explain your reasons.
3. Have you sought or received any information or views about the quality and development of ATTE since it began in autumn 2001?
   If so, where from? What did you hear or learn about ATTE in this way?
4. Have you had an opportunity to speak with ATTE participants, tutors, course directors or institutional sponsors about the course? If yes, what kind of information or views did you garner?
5. Has your agency employed (or recommended for employment) any ATTE participants as youth trainers since the course began? If so, was their participation in ATTE relevant in your decisions or recommendations?
6. What, if anything, makes ATTE distinctive as a professional training innovation? What do you expect it to deliver in terms of the development of training competence and expertise, particularly with reference to its usefulness for your mission and tasks?
7. Bearing in mind what you presently know about ATTE, do you think that such courses are a good investment of resources? What added value can and should such courses bring to the youth training field?
8. What would you like to change, if anything, in future ATTE course (design, planning, administration, funding, methods, content, selection and assessment...)?
9. What role would you like to see for your National Agency in the design and delivery of future ATTEs?

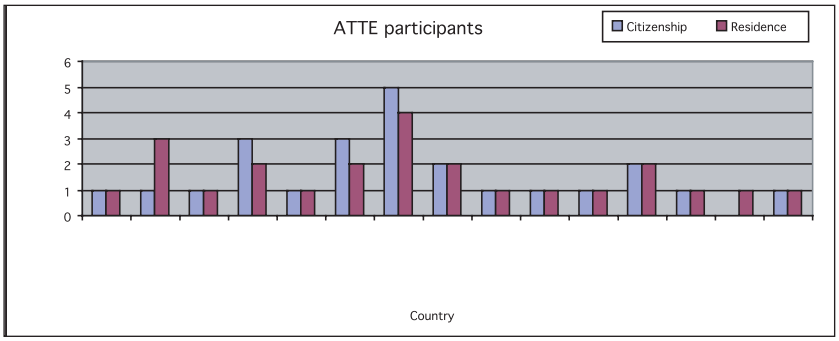
Your replies are confidential and anonymous: only the evaluation team will read them and any citations in the final report will be attributed only to NAs in general, not to a specific NA nor to any individual respondent from an NA.

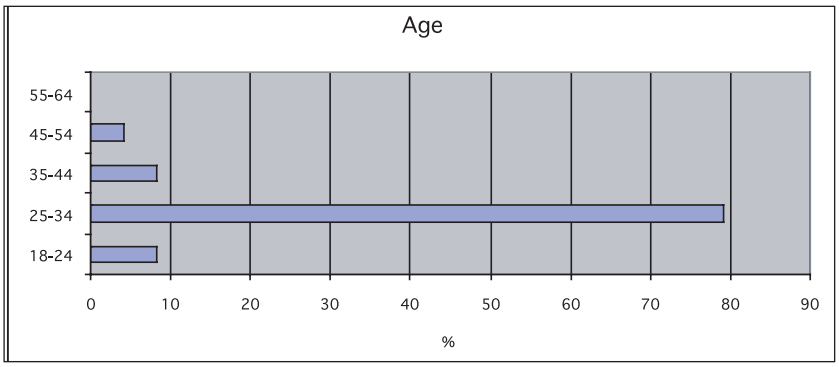
Many thanks

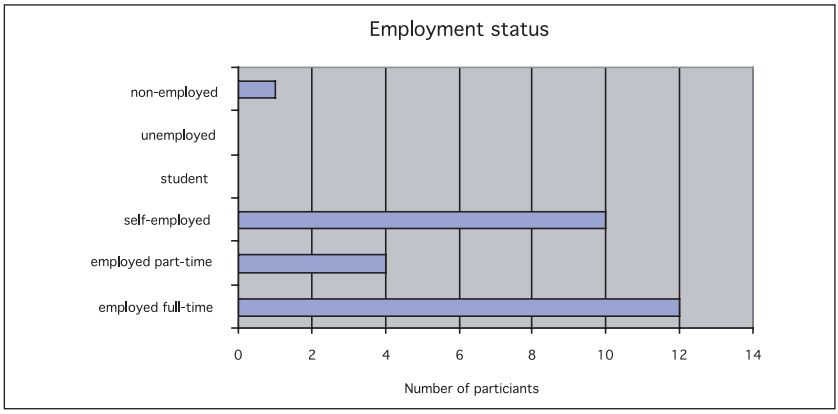
Lynne Chisholm
ATTE Evaluator

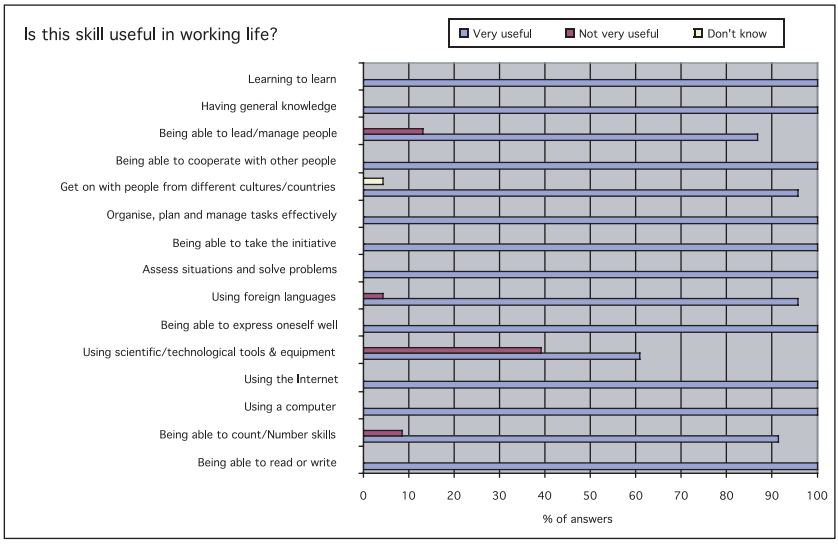
Annex 8

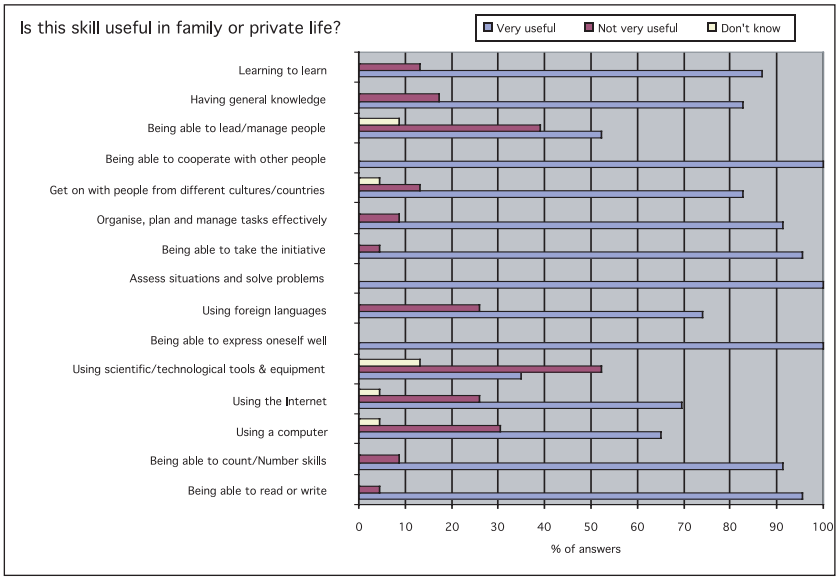
Tabulations of the main results for the lifelong learning questionnaire

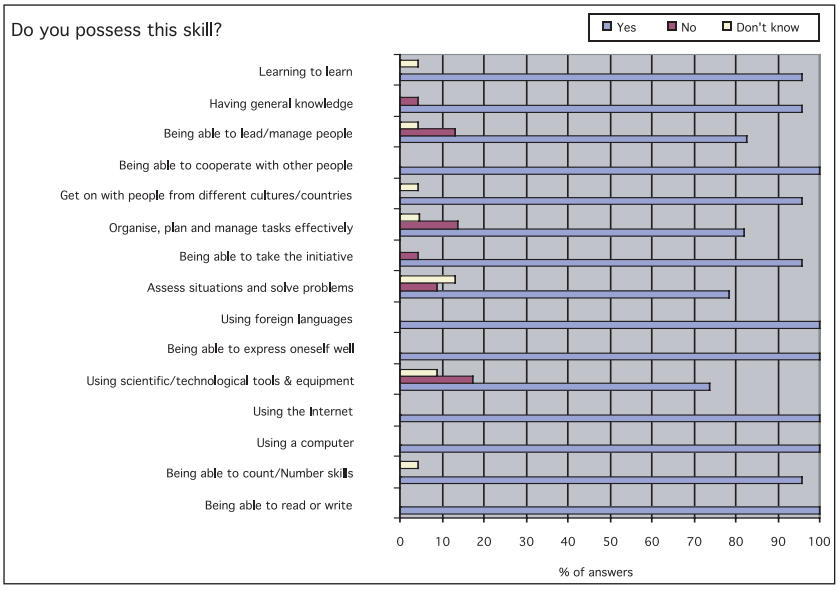


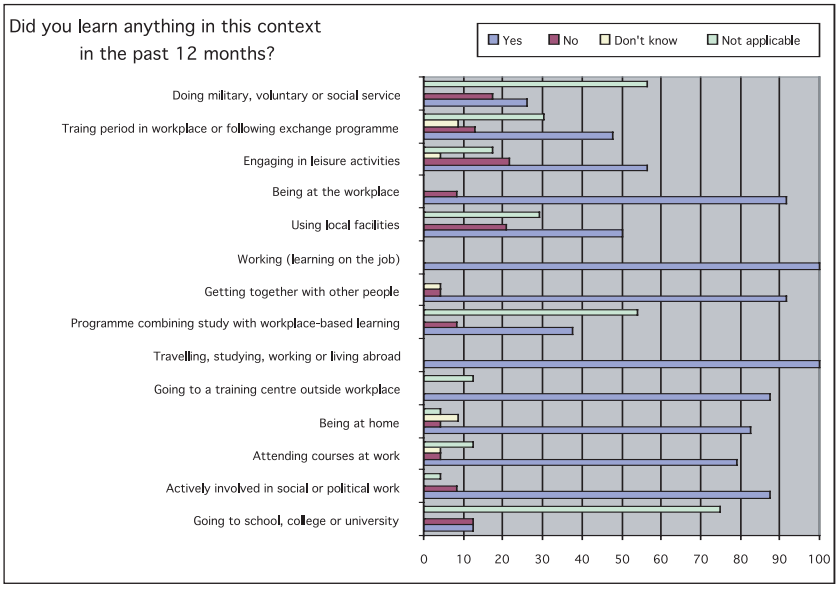


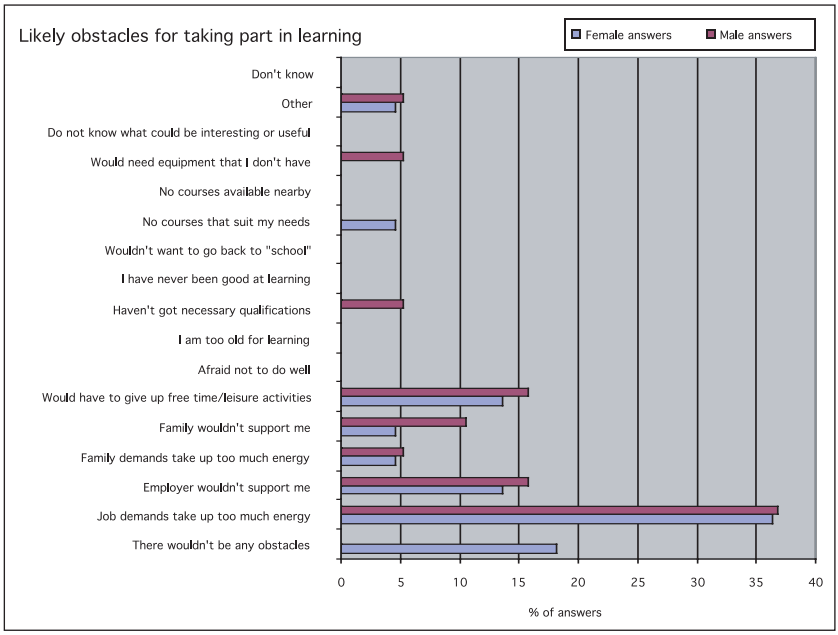

Employment status
non-employed
unemployed
student
self-employed
employed part-time
employed full-time
0
2
4
6
8
10
12
14
Number of particiants

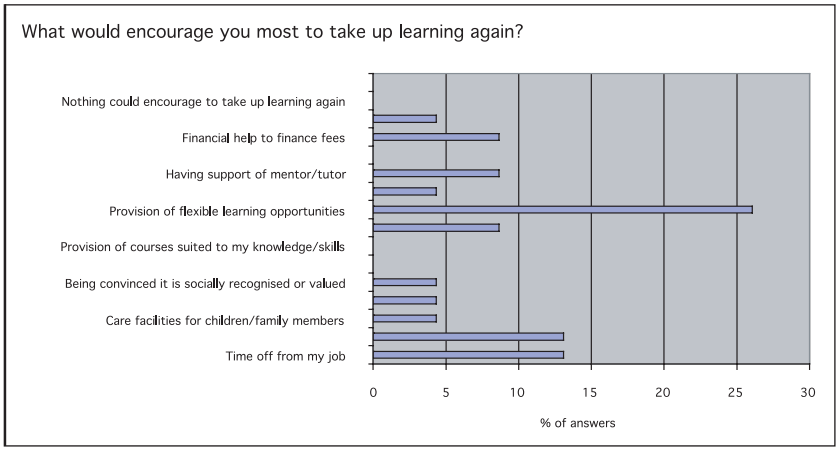

Is this skill useful in working life?
Very useful
Not very useful
Don't know
Learning to learn
Having general knowledge
Being able to lead/manage people
Being able to cooperate with other people
Get on with people from different cultures/countries
Organise, plan and manage tasks effectively
Being able to take the initiative
Assess situations and solve problems
Using foreign languages
Being able to express oneself well
Using scientific/technological tools & equipment
Using the Internet
Using a computer
Being able to count/Number skills
Being able to read or write
0
10
20
30
40
50
60
70
80
90
100
% of answers

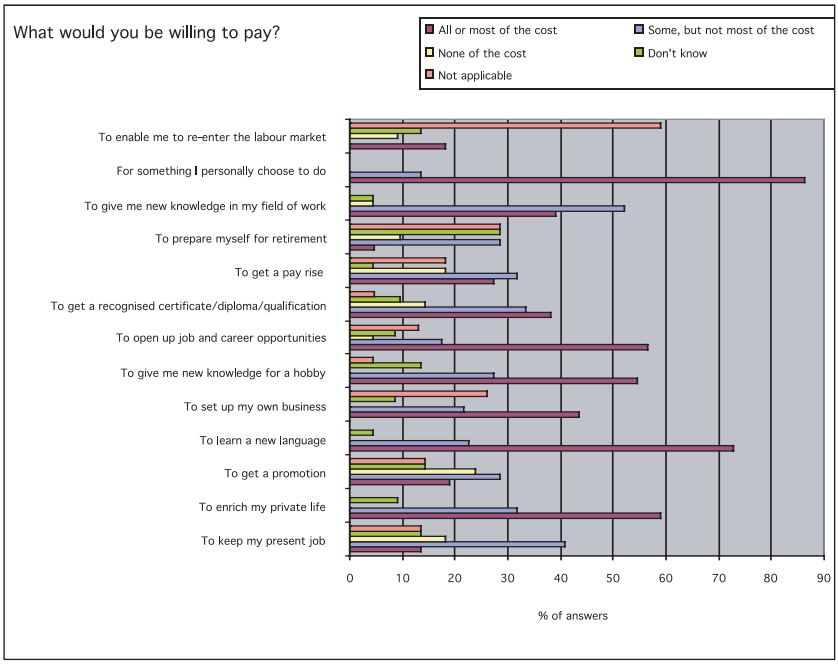

Is this skill useful in family or private life?
Very useful
Not very useful
Don't know
Learning to learn
Having general knowledge
Being able to lead/manage people
Being able to cooperate with other people
Get on with people from different cultures/countries
Organise, plan and manage tasks effectively
Being able to take the initiative
Assess situations and solve problems
Using foreign languages
Being able to express oneself well
Using scientific/technological tools & equipment
Using the Internet
Using a computer
Being able to count/Number skills
Being able to read or write
0
10
20
30
40
50
60
70
80
90
100
% of answers


Do you possess this skill?
Yes
No
Don't know
Learning to learn
Having general knowledge
Being able to lead/manage people
Being able to cooperate with other people
Get on with people from different cultures/countries
Organise, plan and manage tasks effectively
Being able to take the initiative
Assess situations and solve problems
Using foreign languages
Being able to express oneself well
Using scientific/technological tools & equipment
Using the Internet
Using a computer
Being able to count/Number skills
Being able to read or write
0 10 20 30 40 50 60 70 80 90 100
% of answers


Did you learn anything in this context in the past 12 months?
Yes
No
Don't know
Not applicable
Doing military, voluntary or social service
Traing period in workplace or following exchange programme
Engaging in leisure activities
Being at the workplace
Using local facilities
Working (learning on the job)
Getting together with other people
Programme combining study with workplace-based learning
Travelling, studying, working or living abroad
Going to a training centre outside workplace
Being at home
Attending courses at work
Actively involved in social or political work
Going to school, college or university
0 10 20 30 40 50 60 70 80 90 100

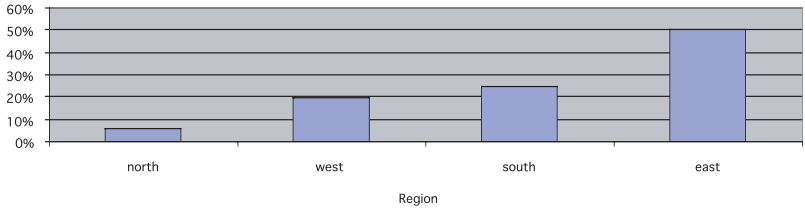

Likely obstacles for taking part in learning
Female answers
Male answers
Don't know
Other
Do not know what could be interesting or useful
Would need equipment that I don't have
No courses available nearby
No courses that suit my needs
Wouldn't want to go back to "school"
I have never been good at learning
Haven't got necessary qualifications
I am too old for learning
Afraid not to do well
Would have to give up free time/leisure activities
Family wouldn't support me
Family demands take up too much energy
Employer wouldn't support me
Job demands take up too much energy
There wouldn't be any obstacles
0
5
10
15
20
25
30
35
40
% of answers

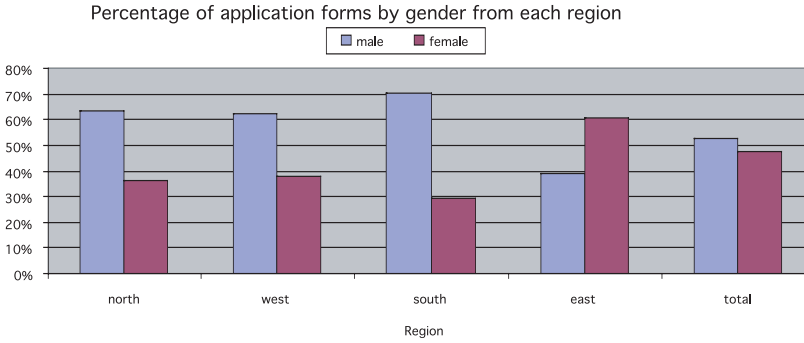

What would encourage you most to take up learning again?
Nothing could encourage to take up learning again
Financial help to finance fees
Having support of mentor/tutor
Provision of flexible learning opportunities
Provision of courses suited to my knowledge/skills
Being convinced it is socially recognised or valued
Care facilities for children/family members
Time off from my job
0
5
10
15
20
25
30
% of answers

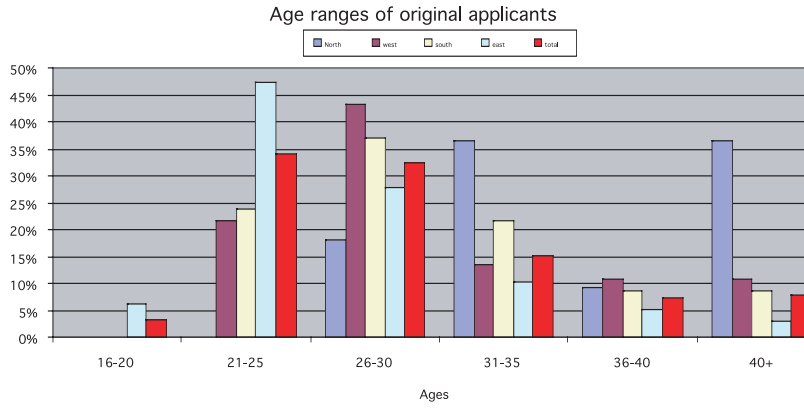

What would you be willing to pay?
All or most of the cost
Some, but not most of the cost
None of the cost
Don't know
Not applicable
To enable me to re-enter the labour market
For something I personally choose to do
To give me new knowledge in my field of work
To prepare myself for retirement
To get a pay rise
To get a recognised certificate/diploma/qualification
To open up job and career opportunities
To give me new knowledge for a hobby
To set up my own business
To learn a new language
To get a promotion
To enrich my private life
To keep my present job
0
10
20
30
40
50
60
70
80
90
% of answers

Annex 9

Tabulations of the main results for the lifelong learning questionnaire


Original Applicants for ATTE
60%
50%
40%
30%
20%
10%
0%
north
west
south
east
Region


Percentage of application forms by gender from each region
male
female
80%
70%
60%
50%
40%
30%
20%
10%
0%
north
west
south
east
total
Region


Age ranges of original applicants
North
west
south
east
total
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
16-20
21-25
26-30
31-35
36-40
40+
Ages

Annex 10

Professional networking in ATTE: summary tabulations

Table 1: Number of different projects on which ATTE participants have worked with other ATTE community team members in the year preceding October 2004

N projects	N ATTE women	N ATTE men	Total N persons
1	5	1	6
2	4	2	6
3	1	1	2
4	3	4	7
5	3	2	5
6	1	2	3
9	1	0	1

Notes

- Projects include those already in firm planning by October 2004, but which have not yet taken place.
- The average (median and mode) falls at 4 projects per person.
- Most of the ATTE participants from East Europe fall below the average (1 to 3 projects with other ATTE community members) and only one falls above the average (5 to 9 projects with other ATTE community members)
- ATTE women are over-represented below the average, but this may well be a function of the high representation in the ATTE community of younger women from East Europe.

Table 2 Number of different ATTE community members with whom ATTE participants have worked on projects in the year preceding October 2004

N projects	N ATTE women	N ATTE men	Total N persons
1	0	0	0
2	2	1	3
3	2	1	3
4	5	1	6
5	2	1	3
6	0	3	3
7	1	1	2
8	3	2	5
9	1	2	3
10	1	0	1
11	1	0	1

Notes

- Community members includes ATTE tutors.
- The mode (value occurring most often) lies at having worked with 4 different members of the ATTE community.
- The median (value at the mid-point of the distribution) lies between having worked with 5 or 6 different members of the ATTE community. This is because there are a small number of outliers at the upper end of the distribution, that is, ATTE participants who have worked with a very high number of different ATTE community members.
- ATTE participants from East Europe worked on a smaller than average number of projects, but are more evenly distributed as far as the range of different people with whom they have worked on projects is concerned. This means that the projects on which East Europe participants worked tended to have larger project teams.

– The pattern suggests – if only weakly – that gender does make a difference. Taking the median value as the dividing point, of the 15 participants having worked with between 2 to 5 different people, 11 are women; of the 15 having worked with between 6 to 11 different people, 7 are women. There are 18 ATTE women in all, so the expected number of women in each of these two groups would have been 9. However, it may well be region of origin that is underlying an apparent gender difference (see Table 1 notes above).

– Participant age (not included in the tabulations) does not suggest any correlation that is independent of region of origin or gender.

Table 3: Degree of professional network openness amongst ATTE participants: number of projects and number of different persons in relation to each othe

Networks	Ratio	N ATTE women	N ATTE men	Total N persons
more open	below 0.4	3	2	5
↕	below 0.5	5	3	8
	below 0.6	6	0	6
	below 1.0	2	4	6
	below 1.5	3	1	4
more closed	2.0	0	1	1

Notes

– The ratio is calculated by dividing the number of projects in which a person has taken part by the number of different people with whom the person has worked on these projects. The lower the ratio, the more open the circle of those with whom a participant has worked, regardless of the number of projects on which an individual has worked.

– Those working on a below average number of projects with ATTE community members may not have worked with a high number of persons (unless these projects each included a larger than average team), but the ratio will still indicate a more open network. For example, working on 2 projects with 6 different people gives a ratio of 0.33; working on 1 project with 4 different people gives a ratio of 0.25.

– In practice, all those having worked on between 1 and 3 projects with other ATTE community members fall to the more open network end of the distribution (the highest value being 0.5, which is also the median and mode with respect to the distribution of persons across the range). Had these participants worked on a higher number of projects, at least some of them could well change position towards more closed professional networks (within ATTE) if they were not to increase the range of people with whom they work at the same rate as the number of projects on which they work.

– In some cases, an apparently open network might really mean a degree of isolation from wider networks. Four participants had worked on only one project and with only two or three other ATTE community members, which produces more 'open' ratios but does not suggest high levels of intra-ATTE professional networking.

– Those working on higher numbers of projects can fall at either end of the distribution. 4 ATTE participants (3 of whom are women) have each worked on 4 or 5 different projects with between 8 and 11 different people, giving in each case a ratio of 0.5 or below, that is, they evidence open professional networks. In contrast, 4 ATTE participants (2 of whom are women) have each worked on 4 or 5 projects with between 2 and 4 different people, and one other participant (female) has worked on no fewer than 9 projects but with only 8 different people. The ratio value for each of these 5 cases falls at 1.0 or higher, that is, they evidence more closed professional networks.

– Women and men are differently distributed along the open–closed continuum. Participants of both sexes are found at both ends, but ATTE women clearly fall towards the more open end of the distribution and ATTE men towards the more closed end. Only 5 of ATTE's 18 women participants fall above the median/mode ratio value of 0.5, whereas 6 of ATTE's 12 men participants do so.

– Gender and region of origin together are once more associated with these patterns. 10 ATTE women come from East Europe, and 8 of them fall towards the open network end of the distribution (with ratio values of 0.5 or below). The 8 ATTE women from other parts of Europe fall across the whole continuum. Only 3 ATTE men come from East Europe, so it is impossible to draw real conclusions here, but the fact that all three also fall towards the open network end of the distribution suggests that region of origin may be a stronger predisposing factor than is gender as far as the character of participants' intra-ATTE professional networking is concerned. Only one single ATTE participant from East Europe (female) had worked on an above average number of different projects (five) with other ATTE participants.

– All the patterns point towards the conclusion that ATTE's East European participants were less actively involved in the professional networks that the ATTE community developed within itself. The most likely interpretation is that they had fewer opportunities to generate projects themselves and thus were more dependent on being invited to participate in projects generated primarily by ATTE participants from other parts of Europe. In other words, they had lesser professional capital to bring to the networking game and this means that they had to be open to offers that they could not necessarily reciprocate in the same way. At least a proportion of ATTE participants from other parts of Europe had greater project generating opportunities, and they were thus able to develop more consolidated and more closed intra-ATTE professional networks. This means that reciprocity (working with the same people on different projects) was a more attractive option for their network development strategies, but this also favours network closure tendencies.

– The majority trend is towards more open than more closed intra-ATTE professional networks, but when these networks are more closed, they are likely to be very closed indeed. Those displaying more closed networks are much further away from the median/mode value than are those with the most open networks.

Annex 11

List of Training Quality Products (TQPs) received by the beginning of the final seminar (October 2003)

Completed TQPs (N = 16)

1. *Learning Towards Global Citizenship: a challenge and an opportunity in European Youth Training*

Generated by an interest in globalisation, development and N-S interdependence, what is the relation between European and global citizenship, and what role could non-formal education play in bringing theory and practice together?

2. *The Knot: "I am just an idea, use me or lose me forever."*

Generated by the impulse to found a small company working across the public and private sectors to use training for empowerment in organisations.

3. *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*

What kinds of time management techniques are successful for creative, multi-tasking people like youth trainers, and how can people learn these to manage their professional lives more effectively?

4. *Ide-action: a perspective "from the idea to the action" in training/non formal learning activities*

Do youth multipliers have a real impact when it comes to promoting active participation and citizenship? Are projects tools or aims in themselves?

5. *Action Training: An innovative double training process toward youth community and youth workers: from a concept to the impacts*

How can we design training processes that optimise developing active participation, empowerment and citizenship – both for youth workers and for young people?

6. *Emotions in training*

Generated by an interest in the role of emotions as part of training and learning, this project looks at how emotions can be used and managed in intercultural training courses.

7. *Inspiring change through training youth: Applying systemic thinking in non-formal education practice*

What can the theory of spiral dynamics contribute to the development of quality criteria for youth worker training in terms of a pragmatic approach to skills and knowledge?

8. *Danger Zone: Doubts, Impressions and Proposals on being a trainer at European Level*

This project raises problems associated with the degree of effectiveness of current training practice.

9. *Youth Participation and active Citizenship in Europe*

Development of a common framework of participation and its evaluation using examples of good practice a project with disadvantaged young people at local level and a European training course in Albania.

10. *Civil Sector and its role in Modern Democratic Society From Active Citizenship to a New Civil Identity*

This project explores the intersections between training, NGOs/Third Sector and citizenship as a contribution to social change.

11. *Emotional Competences: 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, and facilitators in the European field have to deal with these emotional competences. Rogers' philosophy of interpersonal relationship and the person-centred approach can be used as a very practical and powerful tool for learning and teaching emotional intelligence and competences as key skills in youth training.

12. *Intercultural learning and children: should we be working on intercultural learning with children?*

What kinds of ideas and attitudes do 10-12 year-olds have about other cultures and what kinds of intercultural learning methods are there for this age group?

13. *Evaluation and follow up in Action Training: reflections, experiences and some tools*

This project conceptualises practical experiences of evaluation in European Network of Animation training courses with a view to developing guidelines for future practice.

14. *Cataclisma: Documentation and Training Centre for Non-formal Languages*

Non-formal Languages refer to a range of forms of artistic expression, traditional and innovative, as pedagogy and as performance. This project plans a IT-based network to set up a real Documentation and Training Centre for the Non Formal Languages.

15. *The Tutor Participant's Handbook: the role of the tutor-participant in an EYC Language Course*

This project produces a handbook for EYC language courses for youth leaders in Europe that defines the tutor-participant as a valuable element to the learning process.

16. *Participant-centredness: exploration of the concept*

This TQP aims at explaining the fundamental importance of the 'principle' of participant-centredness, in particular when 're-using' a successful training concept and programme.

Annex 12

Curriculum examples from the ATTE course documentation

Seminar 1 (LTF) Session examples

Learning preferences inventory

Date and time: 13th of January 2002 10h 30m - 12h 15m (coffee break included)

Duration: 1 hour 15m

Responsible: Two trainers

Background / Rationale: Continuation of the 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.

Training experiences from another field: Training in theatrical contexts

Date and time: 18th of January 2002 9h 30m - 18h (lunch and coffee breaks included)

Duration: 5 hours 30m

Responsible: Expert

He is an actor and theatre trainer. He studied in: Ecole Internationale de Théâtre Jaques 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.

Opening – Join the ATTE Express

Date and time: 11th of January 2002 9h 30m -10h 15m

Duration: 45m

Responsible: Two trainers

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.

Group exercise: "Building the Station"

Date and time: 11th of January 2002 15h -17h 30m (coffee break included)

Duration: 2 hours

Responsible: Two trainers

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.

Linking European Citizenship to Youth Training

Date and time: 16th of January 2002 9h 30m - 13h (coffee break included)

Duration: 3 hours

Responsible: Three trainers

Background / Rationale: One of the objectives of the ATTE courses:

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 a trainer on concepts behind previous E.C exercise;
- by a trainer on complexities of E.C. and context from global to local; influences from other educational areas;
- by a trainer 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 thechosen 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).

Exploring European Citizenship: "Our contribution" exercise

Date and time: 14th of January 2002 9h 30m - 13h (coffee break included)

Duration: 3 hours

Responsible: Two trainers

Background / Rationale:

One of the aims of this seminar 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 (9h 30m – 9h 45m).

"Our contribution" is an experiential exercise on values, norms, and citizenship.

The characteristics, rules, and tasks of the exercise were introduced.

- 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 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.

Seminar 2 (TPT) Session examples

Outdoor education, experiential learning and training

Date and time: 14th of January 2002 9h 30m – 13h (coffee break included)

Duration: 3 hours

Responsible: Expert (assisted by two trainers)

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, the Expert from Outward Bound Belgium accepted our invitation. The expert 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 the expert and two trainers).
- 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 the expert on programme design, building up group processes and processing the experience.

Note: during the afternoon, an optional workshop was run by the expert for those who wished to go deeper into the subject.

Quality criteria in European youth worker training

Date and time: 15th of May 2002 12h – 13h

Duration: 1 hour

Responsible: One trainer

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 an expert - NAs 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.

Learning -Juggling

Date and time: 8th of May 2002 11h 45m - 12h 30m

Duration: 45m

Responsible: Three trainers

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.

Peer support groups

Date and time:

10th of January 2002 16h 45m - 17h

15th of January 2002 16h 30m – 17h

Duration: 45m

Responsible: One trainer

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.

- 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).

Youth in Slovenia

Date and time: 8th of January 2002 16h 20m - 17h

Duration: 40m

Responsible: Two trainers

Background / Rationale:

One of the objectives of this Seminar 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.
- 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 (16h 20m - 16h 50m)

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?

European Citizenship: a conceptual framework

Date and time: 10th of January 2002 9h 30m - 12h (coffee break included)

Duration: 2 working hours

Responsible: Two trainers

Background / Rationale:

The aim of this seminar 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 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.

Feedback

Date and time: 12th of January 2002 9h 45m - 13h (coffee break included)

Duration: 2 hours 45m

Responsible: Two trainers

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.

Seminar 3 (C+D)

Open space technology

Date and time: 29th of January 2003 9h30m - 18h (coffee + lunch breaks included)

Duration: 5 hours

Responsible: Two trainers

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?"

Distance Learning

Date and time: 30th of January 2003 15h - 16h30m (coffee break included)

Duration: 1 hour

Responsible: Two trainers

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, is 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...

Me in 2003-Personal development plans

Date and time: 26th of January 2003 9h30 - 12h45m (coffee break included)

Duration: 2 hours 45m

Responsible: Two trainers

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 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.

European Citizenship in Training

Date and time: 28th of January 2003 10h - 13h (coffee break included)

Duration: 2 hours 30m

Responsible: Two experts and two trainers

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):

The expert 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):

The head of the training unit of the YD CoE 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.

Evaluation of Practice I

Date and time: 23rd of January 2003 10h - 13h (coffee break included)

15h - 17h

Duration: 4 hours 30m

Responsible: Two trainers

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 raporteur 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.

Seminar 4 (QA) Session examples

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: One trainer

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)

A trainer 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.

The course co-director 1 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: Participant 30, Participant 22, Participant 27, Participant 16, Participant 8, Participant 12;

Group 2: Participant 29, Participant 26, Participant 11, Participant 10, Participant 19;

Group 3: Participant 5, Participant 12, Participant 21, Participant 25, Participant 24, Participant 7;

Group 4: Participant 20, Participant 6, Participant 2, Participant 18, Participant 3;

Group 5: Participant 17, Participant 4, Participant 23, Participant 28, Participant 15.

- 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.

ATTE evaluation and future conclusions

Date and time: 16th of October 9 h 30m – 13h (Coffee break included)

14h 30m – 16h

Duration: 4 hours 30m

Responsible: Two trainers

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).

A trainer 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". A trainer did a final summing up.

Reconnecting the ATTE community

Date and time: 12th of January 2003 11h15m - 13h

Duration: 1 hour 45m

Responsible: Two trainers

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.

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:

- One trainer for the intro and facilitation
- One expert , Educational Advisor, Directorate of Youth and Sport, Council of Europe
- One expert, Deputy-Director Mobilitás, National Agency for the YOUTH programme
- One expert, 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 info in 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);

86.

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).

Future perspectives

Date and time: 16th of October 2003 16h 30m – 17h 45m

17th of October 2003 9h 30m – 15h 30m (Coffee and lunch break included)

Duration: 16th of October 2003 1 hour 15m

17th of October 2003 4 hours

Responsible: Two trainers (one just 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; lifelong learning).

Session outline:

16th of October 2003

- Intro (16h 30m – 16h 40m)

The two trainers 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, a trainer introduced the overall context of ATTE referring the „circles" included in the final report of the Curriculum and Quality Development Group.

- Input by the head of the training unit of the YD CoE (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).

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