



DDP-YD/ETD(2020) 28

Strasbourg, 17 February 2020



9TH CONSULTATIVE MEETING

of the

TRAINERS POOL

A consultative meeting of trainers to review developments within the youth sector of the Council of Europe and to develop the quality of activities carried out with the Pool of Trainers

European Youth Centre Budapest

21-23 January 2019

Report

The views expressed in this this report do not necessarily represent the official opinion of the Council of Europe

Contents

EXECUTIVE SUMMARY	3
ABOUT THE 9th CONSULTATIVE MEETING	4
AIMS AND OBJECTIVES.....	4
PARTICIPANTS	5
PROGRAMME.....	5
UPDATES AND JOINT REFLECTION (DAY 1)	6
UPDATES FROM THE YOUTH DEPARTMENT AND THE YOUTH FOR DEMOCRACY PROGRAMME 2018-2019.....	6
EVERYTHING YOU NEED TO KNOW ABOUT	9
UPDATES FROM THE EUROPEAN YOUTH FOUNDATION (EYF) AND EU-COE YOUTH PARTNERSHIP	11
SHARING EXPERIENCES AND EXCHANGING FEEDBACK ON COOPERATION	13
LEARNING IN THE TRAINERS POOL (DAY 2)	16
Blended learning.....	16
INTERSECTIONALITY	17
WORKING WITH MIXED-ABILITY GROUPS AND DISABLED YOUTH.....	19
HUMAN RIGHTS EDUCATION.....	19
CLARIFYING ROLES AND TASK / CONCLUSIONS AND PROPOSALS (DAY 3)	20
Quality criteria (two groups).....	20
.....	21
Roles of junior and senior trainers.....	21
Working as an external Educational Advisor (EA) at study sessions.....	22
Self-organised meetings.....	22
OVERVIEW OF SOME QUESTIONS RAISED DURING THE MEETING.....	23
EVALUATION of the MEETING	25
EVALUATION.....	25
ANNEXES	28
LIST OF PARTICIPANTS	28
PROGRAMME of the TRAINERS POOL MEETING	30

EXECUTIVE SUMMARY

The consultative meeting of the Trainers Pool contributed to the continuous efforts to develop the Trainers Pool and keep its members up to date with developments within the Council of Europe, and the educational programme of the Youth Department in particular. The trainers involved in the implementation of the Youth for Democracy programme apart of receiving updates about the Council of Europe youth sector, also reflected on different practices of non-formal education leading to improvement of the quality of the activities of the programme.

The meeting served to review the work experiences of the last two years in relation to expectations, needs and developments in the field of non-formal education. Together with the educational team of the Youth Department, the trainers reviewed the implementation and relevance of the quality criteria for activities in the European Youth Centres and identified areas for future development and improvements in the functioning of the Trainers Pool.

The meeting gathered 38 members of the Trainers Pool and external experts and secretariat members of the Council of Europe's youth sector, primarily the educational team. In an atmosphere of peer-learning and exchange, the trainers explored few areas where they wanted to improve their work at the European Youth Centres such as blended learning, working on accessible activities, Human Rights Education and addressing intersectionality in educational activities.

Some of the key recommendations from from the meeting include:

- To strive towards publishing calls for trainers early enough so there is time to submit expressions of interest
- To promote the informal agreement that the experienced members of the trainers' pool support the newcomers to whom they issued support letter, especially in order to secure their orientation and inclusion in the pool after being invited,
- To further reflect if the pool is inclusive and open for trainers to apply and join, specifically checking if the criteria set for joining the pool is clear and justified,
- With regards to blended learning, to explore different possibilities and tools which can be used and imported in the e-learning platform, while at the same time work on development of trainers' competences to facilitate e-learning
- To reflect if there are possibilities to connect the trainers from the Trainers Pool with other calls for experts and consultants published by other services of the Council of Europe
- To motivate more trainers to apply as Educational Advisors for Study Sessions in the European Youth Centres

This report provides an overview of the key topics discussed during the meeting and some food for thought for the upcoming developments and working with trainers in the Council of Europe's youth sector.

ABOUT THE 9th CONSULTATIVE MEETING

The consultative meetings of the Trainers Pool contribute to the continuous efforts to develop the Trainers Pool and keep its members up to date with developments within the Council of Europe, and the educational programme of the Youth Department in particular. Trainers are not only consultants: they are also key partners that represent the values and principles of the Council of Europe's youth policy in activities across Europe and have a role to play in ensuring that the quality standards in place at the Youth Department of the Council of Europe are respected. As such, it is important that they are closely associated with the precedent and upcoming developments.

Consultative meetings with member-trainers of the pool are organised every two years to discuss matters of common interest, to improve the functioning of the pool and to propose ways of improving and sustaining the quality of the activities.

AIMS AND OBJECTIVES

This consultative meeting intended to review the developments within the Council of Europe and its Youth for Democracy programme, focusing on the relevant experiences and information for the work with members of the Trainers Pool. At the same time, the meeting aimed to support the quality development the youth programme activities by providing opportunities for the trainers to further develop in specific areas relevant to their work. The objectives of the consultative meeting were:

- To review the philosophy, functioning, role and value of the Trainers Pool for the programme of activities of the Youth Department;
- To update Trainers Pool members about the Youth for Democracy Programme and its main activities;
- To enhance the cooperation between members of the Trainers Pool and the educational staff of the Youth Department;
- To review the expectations on the quality of educational support, procedures and reporting on activities by pool members within these developments;
- To share experiences of working as trainers in non-formal education and discuss innovations in approaches and methodologies;
- To provide opportunities for strengthening competences in relevant areas for training and educational activities in which the Trainers Pool members are involved.

PARTICIPANTS

The meeting brought together a mix of members and aspirant members of the Trainers Pool. Altogether, 38 trainers attended the meeting, four of whom facilitated a workshop on the second day of the event. The selection of participants – representing a total of 23 countries – was made after considering a balance of new and old members as well as gender, geographic balance and the variety of activities of the programme.



PROGRAMME

The programme kicked off with an informal welcome evening on Sunday 20 January and ran from Monday 21 January to Wednesday 23 January. Each day focused on a different area of interest, combining the sharing of experiences, practices and concerns with the collaborative learning and capacity building of the trainers through thematic workshops:

Day 1: Updates and joint reflection on the Youth for Democracy programme

Day 2: Learning in the Trainers Pool

Day 3: Clarifying roles and tasks / Conclusions and proposals

UPDATES AND JOINT REFLECTION (DAY 1)

After the official opening of the consultative meeting, the presentation of the programme and several getting to know each other activities, participants were asked to share their expectations and fears with regard to the meeting. As a result, the following expectations – in four clusters – and fears were identified:

Expectations

- Informing: getting acquainted with the work, functioning, (cultural) identity, and objectives of the Trainers Pool.
- Sharing: sharing experiences, challenges, best practices and communication tools
- Networking: meeting fellow trainers and creating partnerships
- Learning: getting inspired by new methods, tools and approaches

Fears

- The unbalanced cooperation between trainers: the older, more experienced trainers dominating the discussions, leaving less space for the younger and less experienced.
- The lack of impact: The Youth Department not being able to apply the recommendations and feedback of the trainers to its work.

UPDATES FROM THE YOUTH DEPARTMENT AND THE YOUTH FOR DEMOCRACY PROGRAMME 2018-2019

This part of the programme started with a general presentation of the Council of Europe's Youth Sector. The presentation provided a general overview of information about the work of the youth sector, the current projects and activities. For more information the participants were asked to consult the Youth Portal of the Council of Europe including its sections on: [Youth Policy](#), [European Youth Foundation](#), [European Youth Centres](#) and the [Education and Training Programme](#), The [Partnership of the CoE with EU](#)).

The 2018-19 Priorities of the Council of Europe's Youth Sector were presented as follows:

1. Young people and youth organisations have been supported in accessing their rights and advocating human rights and citizenship education
2. Youth organisations and member States have been supported in developing youth policy and youth work for democratic participation of young people

3. Youth workers and youth organisations have been supported in their work on peace-building and intercultural dialogue to prevent and combat discrimination, exclusion and violent extremism

The priorities will remain the same (very similar) for the 2020-2021 biennium.

The trainers asked some general questions at the end of the presentation to clarify about the Council of Europe's institutions, especially who their members are and how to follow their work:

- The Committee of Ministers: <https://www.coe.int/en/web/cm>
- The Parliamentary Assembly of the Council of Europe: <http://assembly.coe.int/nw/Home-EN.asp>
- Congress of local and regional authorities: <https://www.coe.int/en/web/congress/home>

The discussion continued with questions related to the follow-up of the No Hate Speech Movement campaign outside of the Council of Europe and within the Council of Europe. The campaign as it was mentioned ended in 2018 but still its working themes are part of the Youth for Democracy programme notably in: Human Rights Education for media literacy, youth participation in Internet governance and the work on Anti-discrimination.

In addition to this, a new unit called No Hate Speech and cooperation was established within the Anti-discrimination department to work on the standards to address hate speech among other topics: <https://www.coe.int/en/web/inclusion-and-antidiscrimination/home>

The trainers were interested if the Youth sector has any plans to enlarge the participation of trainers in other departments of the Council of Europe. In this regards, the trainers were explained that their application to work as consultants for other departments of the Council of Europe is not related directly with the youth sector's work, and very often the educational team of the youth sector does not know that trainers from the pool applied to work for other Council of Europe projects. There was an idea shared between the participants to exchange further on their experiences working with other departments of the Council of Europe and somehow collect jointly their conclusions from these experiences.

The *Youth for Democracy programme 2018-2019* seeks to achieve the active participation and autonomy of young people in peaceful and inclusive societies of Europe. The work is based on a co-management principle that actively involves young people in the decision-making process. Participants of the consultative meeting explored the different expected results of the Youth for Democracy programme in rotating 15-minutes workshops facilitated by the educational advisors:

Expected result 1: 1. Young people and youth organisations have been supported in accessing their rights and advocating human rights and citizenship education

The discussion in this corner focused on the Enter! project, notably announcing the Enter! Youth Week which will happen in the second week of July 2019. The trainers were mainly interested in the type of work which will be required for the week, as well as, its format. In addition to this, the call for ToTHRE trainers will be launched later this year.

Expected result 2: 2. Youth organisations and member States have been supported in developing youth policy and youth work for democratic participation of young people

Within this working group the main reflections were around the work on Youth participation in Internet governance as many of the trainers expressed interest to understand what type of activities this entails and how it looks like. In addition, there was a discussion about working with the quality label youth centres and understanding better how can the trainers pool connect with them.

Expected results 3: 3. Youth workers and youth organisations have been supported in their work on peace-building and intercultural dialogue to prevent and combat discrimination, exclusion and violent extremism

This working group mainly focused on the follow-up activities on the Youth Peace Camp 2018 and if trainers from the pool have some role within these activities. Also there was a lot of interest for the Euro-Arab Cooperation activities, especially if there are any possibilities to have more activities in the framework of this cooperation.

The trainers present at this discussion space also raised questions about the meaning of being in the pool and out of the pool. Is the trainers pool an “exclusive space” and how to secure inclusion of all trainers?

In this regards it was clarified that the Trainers Pool indeed is a list which has specific rules for whom can be invited. It is set in such manner to secure the quality of the programme delivery. In these regards, the membership in the Pool does not guarantee more work, as often the selection is done to make sure the teams are balanced and offer different expertise. Sometimes it happens that consultants outside of the pool apply and are selected, provided that they offer specific

expertise on the topic.

Some of the other questions raised in plenary included:

- When will Compasito be revised?

The revision is ongoing, without a clear date when it will be finalised and published.

- Is the youth sector of the Council of Europe going to have more local and regional activities?

The focus of the youth sector of the Council of Europe is still on organising international – European activities. The member states and local / regional authorities should then be able and be invited to run local activities themselves. Nonetheless, if local activities make sense in the wider programme of activities they might be supported such as the NTCs on HRE, the local support measures within Enter! project or the follow-up to the Youth Peace Camp.

- Will there be opportunities for TP trainers to apply to work for other CoE Departments?

There is no envisioned workflow to promote calls for consultants from other CoE Departments to our pool of trainers. But, all trainers are free to apply for different calls where they feel they are interested and experienced to work on the topics.

- Are there any action plans prepared for other countries than the ones mentioned?

If there are more concrete activities agreed with Belarus there will be calls for trainers for those activities. Similarly, if an action plan is put in place with Kazakhstan the trainers will be notified as well.

EVERYTHING YOU NEED TO KNOW ABOUT...

What is a Long-Term Training Course? When will the revised edition of *Gender Matters* be published? And how can you, as a trainer, apply for local level “Enter!” activities? The answers to these and other questions could be found in several 30-minute rounds in which participants could alternately join informative discussion groups on a topic based on publications and types of activities managed by the Youth Department. The topics were:

- Study Sessions
- Long Term Training Courses
- Training Courses
- Conferences and seminars



- Publications
- National Training Courses
- Framework Programmes
- Local Enter! activities
- Roma Youth Action Plan

During the discussion groups, the participants raised i.a. the following questions:

- How do you manage the long-term commitment of trainers within Long Term Training Courses (LTTC)? What do you expect from them and what are the trainers' responsibilities?
- Will there be any LTTC implemented this year or the next? Who can enrol in them and how?"
- The local Enter! workshops sound like an excellent opportunity for a follow-up to the national 50/50 Training Courses – is there an opportunity for local activities in that context?
- Trainers Pool members often lack the specific local knowledge and expertise, and the trust of local authorities, which (might) limit(s) them in the implementation of the activity. How can we better deal with these issues? And how can we work towards a more sustainable cooperation with local governments and municipalities?
- Is there any intention within the Council of Europe to focus on and invest more in local level activities?

UPDATES FROM THE EUROPEAN YOUTH FOUNDATION (EYF) AND EU-COE YOUTH PARTNERSHIP

The second part of the afternoon was dedicated to an online meeting with the then Deputy Head of the European Youth Foundation (EYF), Karen Palisser, and Marta Medlinska, coordinator of the EU-CoE youth partnership. This parallel video call aimed at updating the members of the Trainers Pool about the (recent) opportunities the EYF and EU-CoE partnership offer to trainers and youth NGOs, and a sharing of experiences. The following areas of interest were addressed:

EU-CoE youth partnership:

- The youth partnership's ambition is to involve members of the Trainers Pool more in seminars, conferences and symposia, and in the communication about (follow-ups and revised editions of), for example, the T-kits about Intercultural Learning (T-kit 4) and European Citizenship in youth work (T-kit 7)
- The EU-CoE youth partnership developed an open online course on Youth Policy and is currently developing an online course on Democratic European Citizenship - information about these courses is available on [their website](#).
- There will be events organized on culture, inclusion and digitalization. All these activities will be announced on the website soon.
- The partnership is constantly looking for opportunities to bring practitioners, researchers and policy makers together – calls for these meetings and events will be open for trainers and facilitators.
- Online resources: there is a platform to be developed with the aim to discuss and exchange relevant issues in youth work policy with the groups mentioned above.



European Youth Foundation:

- The EYF supports international activities that are initiated by national/regional NGOs. I (Karen Palisser, ed.) have not yet prepared the figures for 2019, but in 2018 there were

altogether 27 annual [work plans](#) and 19 [international activities](#). There is a slight reduction in international activities compared with 2017, because organizations generally prefer work plans – they only need to apply once, but can hold several events and activities. It is difficult to say which countries are involved because one work plan can be implemented in a variety of countries.

- A lot of activities (both work plans and international activities) are taking place in the Western Balkans – this is a clear trend.
- On the EYF website you can see which activities are validated. On the “project NGO map” (on the networking page), you can see where these activities take place. There is also a calendar available on this page.

Questions:

To **Marta** (CoE-EU) about the tender procedure: what are your expectations of the Trainers Pool members, both on the technical and financial part?

- This is a joint programme so we follow certain rules. These rules imply that when a call is open, you have to follow certain steps via the “call for tender” selection on the website. Trainers and other applicants are unfortunately obliged to follow these formal procedures (technically and financially), but we aim to make them more transparent.

To **Marta**: how does the CoE-EU partnership plan to involve the trainer’s community after/in relation to the publications of the T-kits?

- We try to collect feedback on these publications. Feedback from you as practitioners is always welcomed. We are thinking about ways to make this process more structured.

To **Karen** (EYF) about “communities of interest”, such as Roma or LGBTQI: is there any support given to young people from communities of interest to start their own organizations or to become part of one?

- The EYF supports all types of minority groups. We do encourage these groups to take part in activities and, at the local level, to create their own NGOs. We are looking at this on a case-to-case basis. There are guidelines, but it’s not always the reality that, for example, all board members are under 30 (which is required), and therefore the NGO not fully youth-led. This is indeed something we need to discuss.
- It is important that the new organization/NGO has a bank account because the EYF transfers the money only to official (NGO) bank accounts. Organisations do not need to have a large history, because the EYF supports new initiatives as well.

SHARING EXPERIENCES AND EXCHANGING FEEDBACK ON COOPERATION

The last session of the day provided space for sharing experiences and providing a critical view on the cooperation of trainers working with the Youth Department and other divisions and institutions of the Council of Europe and its partner organisations. In small reflection groups, participants were invited to share their desires for the future, concerns and feedback with each other and the Youth Centres' educational staff. In the closing of the first day, it was mentioned several times that these intimate sharing and feedback groups were much appreciated.

The large majority of the trainers present value their experience working in and with the European Youth Centre's in Strasbourg and Budapest positively. They praise the effective communication with and support from the Educational Advisors and other staff at the EYCs, and appreciate the responsibility and trust given to the trainers. The Trainers Pool is widely seen as a productive "community for practitioners", with a notable openness for accommodating newcomers. Trainers Pool meetings are deemed an important opportunity for trainers to consult, share with, and learn from fellow trainers and colleagues at the Youth Department.

Among others, the following areas of improvement came up as a result of the sessions:



Time management

The deadlines to apply for educational activities organized by the Youth Department are perceived as very tight and the tendency is that they are getting even shorter. Opening a call on a very late notice does not contribute to equal opportunities for participants to apply for such events. It was proposed to provide the Trainers Pool members with a brief information on the foreseen dates of activities.

Team of trainers' and Trainers Pool composition

Some of the participants said to have experienced a certain “competitiveness” in trainer teams, possibly caused by the (role) division between senior and junior trainers. It was therefore suggested to pay more attention to a better selection and more balanced composition of teams, and to rethink the conditions and expectations when contracting junior trainers, for example through a clarification of the junior-senior distinction and relationship and the dedication of time for briefing the trainers about what they are contracted for and what is expected of them.

There was also a concern about the variety of profiles of trainers in the pool – how can we encourage young trainers from marginalized groups to join? – and about the current composition of the Trainers Pool; how and when will aspirant-members join and what are the consequences for trainers that have been inactive for a long time? Ultimately, it would be appreciated if the selection of trainers for a certain activity would be shared through the Trainers Pool online platform.

Evaluation after educational activities

Several participants mentioned the perceived limits of having the evaluation meetings immediately at the end of the residential activity. For example in the case of the Compass LTTC on Human Rights Education in Azerbaijan, the final evaluation for time reasons did not take place, causing the feeling that the training was not closed properly. For some activities, it would be appreciate to have a separate evaluation meeting after the event.

Availability of previous work methods and reports

Ideally, all the previous work that has been done within the Youth Departments educational framework on a certain topic should be available for future events. For example, if one is to organise an activity with rural youth, it would be helpful if there is a database available with reports about activities that have been carried out with rural youth before. Further, some of the participants suggested to increase the access for trainers to programme activities of other CoE departments.

Financial conditions and contracts

Several participants emphasized the confusion caused by not being aware of the financial conditions and exact responsibilities before receiving the contract. The accuracy of the contracts is appreciated, but it would be encouraged to make the fees and tasks visible at the moment the call goes out.

It was also suggested to have a clearer indication of how and when the invoicing and reimbursement process for trainers takes place. For some of the participants, these processes currently take too long.

LEARNING IN THE TRAINERS POOL (DAY 2)

The second day of the programme offered day-long workshops on topics that are relevant to both the work of the Youth Department and the members of the pool. All materials related to the given workshops were shared in advance on the online platform of the Trainers Pool.

BLENDING LEARNING

Facilitator: Snežana Bačlija Knoch

Objectives of the workshop:

- To understand concept, origin and definition(s) of blended learning
- To address fears and resistance towards blended learning and see how they could be overcome
- To explore potentials of blended learning and share (positive) examples from practice
- To explore challenges associated with blended learning and reflect on how to overcome them
- To provide space to ideate future blended learning opportunities and share them with others

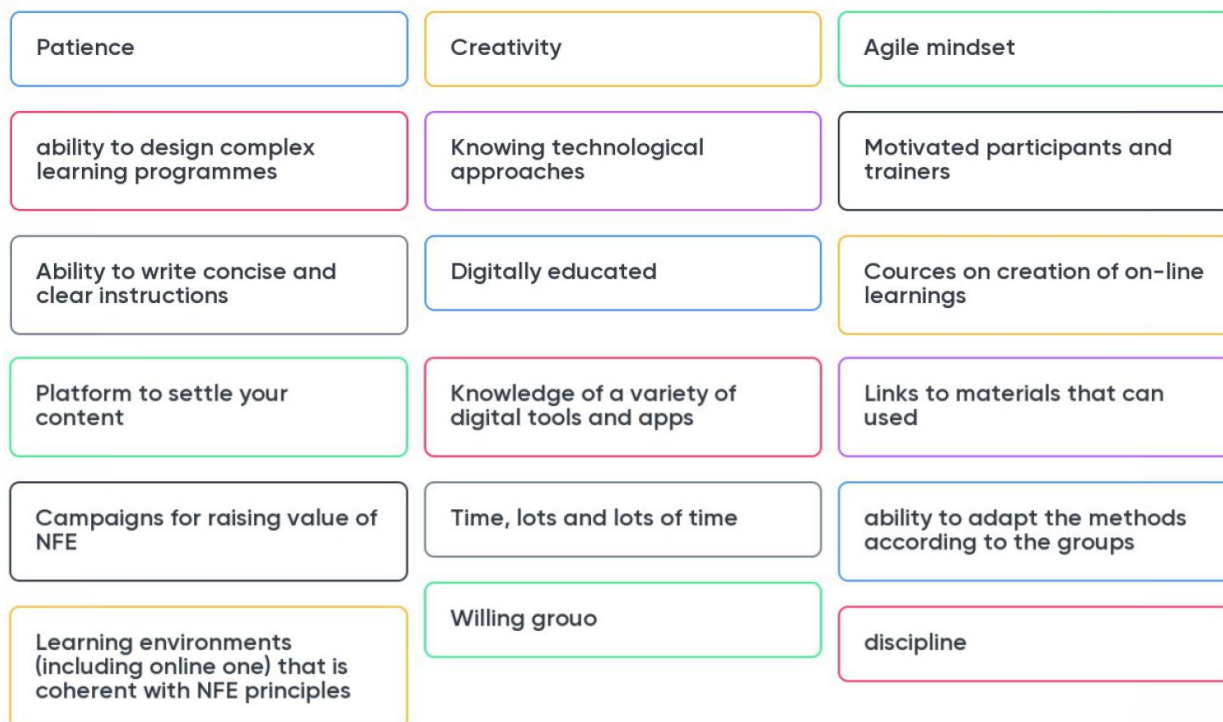
This workshop made the participants explore and define how they feel about blended learning and how these perceptions relate to the ideas of others about the concept, in particular with regard to the fears and resistance towards blended learning. Analyzing several examples of blended learning, such as the HOP Platform¹ (YOCOMO) and NAPOR education for youth workers/ youth leaders², participants were asked to indicate what *is* and what is needed for “successful” blended learning. After surfacing and reflecting upon the challenges of blended learning, participants were asked to bring the blended learning to their individual context; how to facilitate blended learning and how to make it fit to the work we do and the people we work with. These are the key competences for blended learning that the participants of the workshop identified through *Mentimeter*:

¹ YOCOMO Pilot experience based on the ETS Competence Model for Youth Workers to Work Internationally. SALTO Training & Cooperation RC October 2018

² See “Napor Online Space” – European Wide Web of Youth Work.
<http://www.napor.net/obuka/course/index.php?categoryid=4>

What do we need (including competences) to facilitate blended learning?

Mentimeter



INTERSECTIONALITY

Facilitator: Carly Walker-Dawson

Objectives of the workshop

- To give participants the space to reflect on their own identity as a concept and their own (intersecting) identities
- To offer background to intersectionality regarding the history, development, context in current society and political dimension
- To explore the importance and purpose of intersectionality as an educator in EDC/HRE, in wider society and the link between the two
- To identify ways to apply the intersectional approach as a trainer in terms of participant demographics and educational content
- To reflect on the barriers and challenges when tackling the topic of intersectionality and come up with ways to overcome them
- To critically analyse the approach towards intersectionality in EDC/HRE and identify areas

for development

- To inspire the participants to be advocates for an intersectional approach in non-formal education

Intersectionality may be a long word, but it comes from a simple observation. Coined by third wave feminist, [Kimberlé Crenshaw](#), intersectionality recognises the interconnectedness of oppressions and how one's experience of discrimination takes into account one's overlapping identities. Take a queer woman of colour - she experiences oppression in a significantly different way to a white straight woman. This workshop explored how we cannot combat different strands of discrimination separately; by taking an intersectional approach it might be more effective to challenge injustice than through single-issue struggles. The aim was to raise awareness of intersectionality and its application to enable participants to take an intersectional



approach in their training work.

The main question this session addressed is if and how we want to bring this theory into practice? How do we educate on the basis of intersectionality within Education for Democratic Citizenship and Human Rights Education? And how do we overcome the barriers when working on the topic of intersectionality?

WORKING WITH MIXED-ABILITY GROUPS AND DISABLED YOUTH

Facilitator: Zara Todd

- To increase participants knowledge and understanding of inclusion and what is needed to support mixed ability groups in training – particularly human rights education and non-formal education
- To give participants the tools to get and use information to create inclusive spaces
- To gain competency in identifying barriers to participation and develop solutions.
- To learn to adapt and deliver activities suitable for mixed ability groups.

Mainstreaming disability has been identified as a priority for the Advisory Council and therefore the Youth Department. In practice, this means that Youth Department activities will need to become more inclusive and, in particular, become more 'mixed ability'. In this workshop, the building blocks to creating inclusive trainings were explored. The session aimed to provide participants with the knowledge, skills and confidence to run inclusive mixed ability training activities and provide them with coping strategies for when things do not go as planned.

HUMAN RIGHTS EDUCATION

Facilitator: Annette Schneider

- To explore old and new approaches to human rights education across the globe
- To deepen the understanding of the current human rights education landscape in Europe, including its limitations
- To share examples of human rights education initiatives and consequent human rights impact

This workshop touched upon different approaches to human rights education online and offline. Participants were offered an opportunity to take a deep dive into one or more of a variety of approaches, such as the 'Compass' methodology, Massive Open Online Courses, micro learning, blended learning, campaigning and human rights education integration, and Amnesty's Human Rights Friendly Schools Programme. This was followed by a critical exploration of the current landscape for human rights education in Europe, including challenges and innovation required for working within this landscape, which supported the understanding of various technological and communication modes, the backlash on human rights and human rights education and the limits of non-formal education. Participants were also invited to share their recent experiences of human rights education initiatives and their consequent human rights impact.

CLARIFYING ROLES AND TASK / CONCLUSIONS AND PROPOSALS (DAY 3)

On Wednesday, the third and last day of the meeting, organisers and participants focused on the creation and sharing of proposals for the years to come. The Educational Advisors also addressed and shared the outcomes and proposals of the feedback sessions on Monday and highlighted the areas of improvement that have been applied in the aftermath of the previous Trainers Pool meeting in December 2016.

Participants were in the morning updated on the contractual situation, obligations, roles and procedures for the different activities of the youth department. The effectiveness and relevancy of the quality standards in education and training activities with the Youth Department was reviewed and provided with recommendations for future use.

In parallel working groups, participants discussed and came up with recommendations and proposals for the future with regard to the following areas of concern:

Quality criteria (two groups)

Core questions:

- To what extent are the quality criteria followed and relevant?
- How do you, as trainers, use them in your work with EYCs and the Youth Department's programme and other activities?
- What can the Council of Europe do to promote and apply them more effectively?

The quality criteria/standard groups mainly revolved around if and how these criteria are used by the trainers and to what extent they are relevant and fit to their work and target groups. It was mentioned several times that the standards in their current form are not very user-friendly and therefore not always used to their optimal advantage, although other participants find them easy to implement and work with.

Some of the logistical and administrative standards are not adapted to the needs of special needs groups and individuals, for example when an extra participant spot needs to be reserved in case a participant needs a personal assistant – technicalities and access adjustments for such groups and individuals are recommended to be integrated in the quality standards. Most participants agreed about the idea that trainers entering the Trainers Pool should be familiar with the document and have attended at least one CoE Training of Trainers or Training Course.



Roles of junior and senior trainers

Core questions:

- What are the differences between contractual conditions and expectations for junior and senior trainers, and how does that work out in practice?
- How can we clarify and improve the relationship and role division between junior and senior trainers?

The group reviewed the key descriptions for junior and senior trainers as indicated in the document:<http://rm.coe.int/role-and-functioning-of-the-trainers-pool-rev-jan-2018/168078ba1c%20> in the annexes. The group agreed that the differences are clear and in addition to this has concluded that:

- a) Trainers might have a junior role in some educational activities and senior in another, mostly depending on their profile and their work experience. The junior trainers' profile is primarily created to support new-coming trainers to build their competences.
- b) The learning possibilities of a junior trainer should be clarified on the preparatory meeting and when applicable, the senior trainers should provide support for learning of the junior trainer
- c) One good practice which informally existed in the pool of trainers before, was the commitment from senior trainers to support new-comers junior trainers to whom they provided the letter of support in the application stage to join the pool. For many new trainers this practice was not known, but in general, most of the participants liked the idea.

Working as an external Educational Advisor (EA) at study sessions

Core questions:

- What are the administrative responsibilities of EAs at Study Sessions?
- How does the collaboration between EAs and the Secretariat work?
- What is the EA's role in coordination with course director?

This working group explored the roles and responsibilities of trainers contracted as educational advisors for study sessions. The working group based their discussion mainly on the document *Roles, rules and practical conditions applying to trainers in study sessions* <http://rm.coe.int/doc/09000016806fd546> which was not known for some of the new trainers. The group also served to exchange experienced and discuss recent challenging situations and how they were resolved. As a result of the discussion many of the trainers expressed interest to apply as EAs for study sessions.

Self-organised meetings

The afternoon programme on Wednesday offered a self-organised open space where trainers could offer discussion groups and workshops to discuss the topics relevant to them and learn from each other. The following discussion groups took place:

- 50/50 Training Courses based on "Have your say" manual, how to best develop and deliver them, moderated discussion by Yaryna Borenko
- RMSOS Model and possibilities for its adaptations, moderated by Nik Paddison
- Youth Work Awards of the Council of Europe's youth sector, a brainstorming around an idea that the Council of Europe's youth sector could present annual awards to youth organisations and young people, moderated by Sulkhan Chargeishvili
- Social Entrepreneurship and youth work, how can they fit together, a reflection moderated by Maya Doneva
- Youth work practices preventing violent extremism, a discussion moderated by Xavier Baro
- User-friendly idea/activity to present the quality standards for education and training activities of the Youth Department, presentation by Jesse Van De Woestijne
- Council of Europe's activities in partnership with other regions? Keeping the quality criteria and being open for mutual learning? How to promote and not to impose? - discussion moderated by Ajsa Hadzibegovic
- Using LEGO as a tool for non-formal education, a workshop offered by Maya Doneva

For more information about the topics please contact the workshop moderators.

Evening programme

The informal evening programme brought organisers and participants to Trafo - House of Contemporary Arts in Budapest, where they attended a creative dance performance ("Nibiru"³) presented by children aged 8-17. The children portrayed the legend of Nibiru, the tenth planet of the solar system, which when crashing into Earth will end the forms of life as we know them now. Real and fictitious worries about the planet, uncertainties of childhood and rituals of becoming adults were put in a playful, fantastic frame.

OVERVIEW OF SOME QUESTIONS RAISED DURING THE MEETING

The following overview of questions and answers in cases is simplified. For more details please contact the Secretariat.

- a) Is there any intention within the CoE to focus on and invest more in local level activities?

The primary focus of the Youth for Democracy programme are European (international) activities. If in a specific project or programme the local level activities make sense, then the Programming Committee might decide to add them as a possibility, but this will not be the main priority.

- b) Are trainer deadlines in the contract strict?

Yes, we follow the same procedures for contracting and delivering outputs as other services of the Council of Europe and are subject to the same financial and audit rules. Extensions of deadlines should be communicated and approved in written.

- c) Can there be more ways how the participants are supported to run their follow-up after the activity? What can be done?

Usually the participants organisations are expected to support the follow-up of the participant. Also, the European Youth Foundation is available as an instrument. The Council of Europe cannot work on local level for each follow-up project, as our primary idea is to train multipliers who would do the follow-up themselves.

- d) I have the impression that some consultants get many contracts – is there a yearly limit?

³ Nibiru (2018) is creative process created by Zsófia Tamara Vadas, Ábris Gryllus and Márton Emil Tóth.

There is no yearly limit. Some calls receive only few expressions of interest from the same consultants, others receive more. The secretariat tries to keep a balance as much as possible, depending on the number of applications, expertise and previous contracts.

- e) How to motivate organisations working with specific groups of young people to run study sessions on topics which are not their typical issues (example – IGLYO working on sustainable development, IFHOHYP working on media)? How to encourage more organisations to run joint study sessions

It is up to the organisations themselves to propose the study sessions. Often, they understand the importance in a topic and apply together, simply by attending a training course or a meeting of the Council of Europe.

- f) What will be done with our suggestions after this meeting?

A report will be produced, and the secretariat will review how feasible it is to implement these suggestions.

- g) How can we connect what happens here with the TP members who are absent?

The report will be shared on the forum. All participants present on the meeting are encouraged to exchange with TP members who are not present on the meeting.

EVALUATION of the MEETING

In the final remarks and round of sharing, both the educational staff of the Youth Department and participants of the meeting expressed their satisfaction with the programme and outcomes of the Trainers Pool meeting. Most of the trainers' present appreciated the mix of collaborative learning, sharing experiences, practices and concerns, and the (re)connecting with fellow trainers. Some shared their concerns about whether and how the outcomes and feedback given by participants would be implemented to the work of the Youth Department.

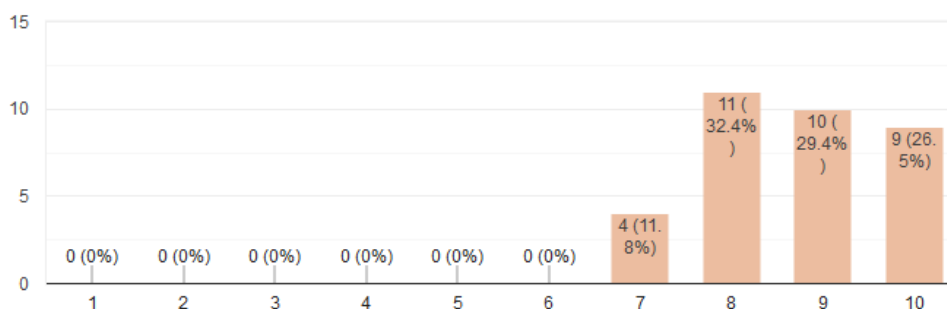
EVALUATION

The participants were during the final evaluation in the plenary asked to fill out an anonymous (online) evaluation questionnaire. It received 34 responses.

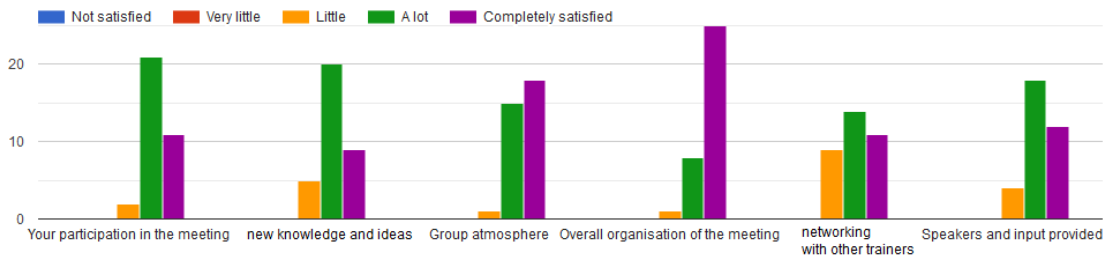
As indicated by the graphs below, the expectations of the participants were met to a large extent. In the comment section, most of them praise the informative updates given by the Youth Department, the (re)connecting with other (aspirant) members of the pool, the space for collaborative learning, the discussions about issues and concerns relevant to the participants, and the balance between the different elements of the meeting. Some participants would like to have seen a workshop on e-learning in the programme, some others recommend for the next edition to integrate a wider discussion on the changing context for trainers and their role in it, and a discussion on the after-training support mechanisms.

In general, participants appreciated the programme's contribution to develop a common understanding on the Youth for Democracy programme and the work of the Council of Europe's Youth Department. The updates on planned activities and the review of quality standards and trainer's roles were mentioned several times.

To what extent did the Trainer Pool Meeting meet your expectations?



Please select according to your level of satisfaction



The day-long workshops on Tuesday brought a welcome variation to the meeting. Participants value the time and effort invested in the deepening of a topic of their interest. It was mentioned, among other things, that the combination of theoretical and practical aspects, the use of relevant case studies, the learning of new methods and theories, and the inclusiveness of the proposed activities made the workshop useful for the participants' work as a trainer. Some of the participants would have preferred to do two shorter workshops.

For upcoming Trainers Pool meetings, participants recommend the following:

- To collect participants' needs and expectations in advance. It is also recommended to send out some material (e.g. inspiring questions/issues and outcomes of the previous Trainers Pool meeting) beforehand.
- To encourage trainers to use the Trainers Pool online platform more and to make it more interactive.
- To diversify and shorten some of the programme's elements, such as the updating on the Youth Department's programme developments, information on administration and formal procedures, and opportunities in cooperation with the European Youth Forum and EU-CoE youth partnership.
- To provide more space for reflection on practices with colleagues.



ANNEXES

LIST OF PARTICIPANTS

Country	Name
Armenia	ARSEN SIMONYAN
	HARUTYUN TSATRYAN
Austria	SABINE KLOCKER
	IRINA SPATARU
Azerbaijan	AYGUN BAYRAMOVA
	SEVINJ NEBIZADA
	PERVANA MAMMADOVA
Belgium	AMAL HAMICH
Bosnia and Herzegovina	MARINELA SUMANJSKI
Bulgaria	MAYA DONEVA
Georgia	SULKHANI CHARGEISHVILI
Germany	KARINA CHUPINA
Hungary	VERA JUHÁSZ
Italy	ENRICO ELEFANTE
Kosovo ⁴	LIRIDON SHURDHANI
Latvia	NATALJA GUDAKOVSKA
Montenegro	AJSA HADZIBEGOVIC
	NIK PADDISON
Norway	EIRIK RISE
Portugal	ANA MORGADO
	SERGIO XAVIER
Romania	SERGIU-BOGDAN IMRE
	DANI PRISACARIU
Russia	RUZANNA IVANYAN
	NATALIA NIKITINA
Serbia	SNEZANA BACLIJA KNOCH
Spain	LJUBOV LISSINA
	XAVIER BARO
Turkey	CIHAN KILIC
	UFUK SABRI ATALAY
Ukraine	YARYNA BORENKO
	YULIYA IELFIMOVA
	SVITLANA KORENKOVA
	MARIYA YASENOVSKA
SPEAKERS, CONSULTANTS	
CARLY WALKER-DAWSON	Belgium
ANNETTE SCHNEIDER	Norway

⁴ All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nation's Security Council Resolution 1244 and without prejudice to the status of Kosovo

SNEZANA BACLIJA KNOCH	Serbia
ZARA TODD	United Kingdom
COUNCIL OF EUROPE	
RUI GOMES	Head of Division Education and Training, Youth Department
LÁSZLÓ MILUTINOVITS	Educational Advisor, Youth Department
NATALIA CHARDYMOVA	Educational Advisor, Youth Department
STEFAN MANEVSKI	Educational Advisor, Youth Department
KATALIN ORMOS	Education and Training Division, Youth Department
KAREN PALISSER	Administrator, European Youth Foundation
ZSUZSANNA MOLNÁR	Programme Assistant, European Youth Centre Budapest
JESSE VAN DE WOESTIJNE	Trainee, European Youth Centre Budapest

PROGRAMME of the TRAINERS POOL MEETING

20 January 2019

Arrivals

20:30 Informal welcome evening (*4th floor lobby*)

21 January 2019: Updates and joint reflection on the Youth for Democracy programme

8:30-9:30 Registration (Ground floor lobby)

9:30 Opening of the meeting, introduction and sharing expectations

11:00 Break

11:30 Updates from the Youth Department and the Youth for Democracy programme 2018–2019:
Activities in the European Youth Centre

13:00 Lunch break

14:30 Updates on country specific projects: Framework Programme activities, Action Plans and special projects

15:30 Break

16:00 Sharing experiences and exchanging feedback on cooperation

- Feedback on activities and critical view on co-operation and difficulties
- Sharing experiences about working with other divisions and institutions of the Council of Europe
 - European Youth Foundation (*Karen Palisser, online meeting*)
 - EU-CoE youth partnership (*TBC*)

19:00 Dinner

20:30 Evening programme: workshop proposals by participants

22 January 2019: Learning in the Trainers Pool

Thematic workshops aiming to build capacity of members of the trainers' pool

- **Human Rights Education** (*Annette Schneider*)
- **Intersectionality** (*Carly Walker-Dawson*)
- **Space for everyone: designing and delivering inclusive training spaces and activities** (*Zara Todd*)
- **Blended Learning** (*Snezana Baclija-Knoch*)

18:00-19:00 Dinner

20:00 Evening: Cultural programme in town at Trafó – House of Contemporary Arts

23 January 2019: Clarifying roles and tasks / Conclusions and proposals

9:30 Updates on contractual situation and procedures

Working groups:

1. Reviewing, roles, tasks, expectations, and contractual obligations for different activities of the Youth Department
2. Reviewing and sharing experiences about working with the quality criteria for intercultural activities

(Break included)

12:00 Sharing proposals for the future

13:00 Lunch break

Afternoon: Participant-led meetings

14:30-16:00 First round *(60 min)*

16:00 Break

16:30-17:15 Second round *(45 min)*

17:30 Conclusions and future plans, evaluation and closing

19:30 Dinner out

24 January 2019

Departures