



DDCP/EYCB/TP meeting/2017/01

Budapest, 6 January 2017

8TH 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 trainers of the Trainers Pool

European Youth Centre Budapest

12 - 14 December 2016

REPORT

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

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EXECUTIVE SUMMARY

After a longer than usual period of time since previous meeting held in 2013, on 12-14 December 2016 the consultative meeting of the Trainers Pool brought together 34 participants from the Trainers' Pool of the Youth Department and other trainers and experts. The meeting contributed to the continuous effort to develop the Trainers Pool (TP) and kept its members up to date with developments within the Council of Europe and the educational programme of the Youth Department in specific. It gave space for trainers to share experiences and give feedback on activities of and cooperation with the Youth Department. It also offered significant space for learning in the areas of human rights education, social innovation and human rights through Theory U, on access to social rights for young people and on gender matters. A specific attention was paid to opportunities and European level tools, practices and frameworks for the renewal of competences in the Trainers Pool. A session of the programme also gave chance for the TP members to evaluate and discuss the work with the European Youth Foundation via a video conference with the Head of the foundation.

Several questions by the TP members were clarified by the Secretariat during the meeting. Feedback and proposals for the future of the Pool are all included in the present report. Some highlights to follow-up include necessary developments in the implementation of trainings, the assurance of necessary physical meetings during the development of educational materials, the involvement of copyeditors and to make publications 'living publications' with regular updates and user-friendly online access to them. There is a high demand for support within a community of practice by senior trainers to newcomers and juniors and also by the Youth Department with making information easier to access and process. Two other aspects got especially emphasized: a study on e-learning tools for the Youth Department and training on e-learning tools and use of Moodle. Several trainers also expressed a demand for making the EYCs and activities of the Youth Department more eco-friendly, with guidelines and awareness raising efforts.

Last but not at least, an important outcome of the meeting is that steps were taken towards the creation of a pool of trainers in the Russian Federation.

ABOUT THE CONSULTATIVE MEETING

Training courses, study sessions and other educational activities, part of the programme of the Youth Department of the Council of Europe, must be run by experienced and reliable educational staff. Each study session of the European Youth Centres must be carried out with an educational advisor as a member of the preparatory team and each training course by a team of competent trainers. The educational publications of the Youth Department need input from practitioners and contributors. The trainers involved in these activities are recruited almost exclusively through what is known as the Trainers Pool of the Youth Department.

Consultative meetings with trainers of the pool are organised every two-three 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.

Aim and objectives

The meeting aimed at reviewing developments within the Council of Europe and its youth programme in relation to the work with Pool members and to support the quality development of its activities by providing training opportunities in areas relevant to their work as trainers. 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 enhance the cooperation between members of the Trainers Pool and the educational staff of the Youth Department;
- To update Trainers Pool members about the new working priorities, bi-annual plans and thematic projects 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 space for strengthening the competences in relevant areas for training and educational activities in which the Trainers Pool members are involved.

Participants

The Meeting brought together trainers who were members of the Pool at the time of submitting the registration form. 40 participants, and 4 lecturers and one guest speaker attended the meeting. Six of the trainers from the Russian Federation who are not members of the TP attended the meeting as former participants in the Long Term Training Course for trainers in non-formal education organised in their country. The specific scope of their presence was to give them a learning opportunity in view of the possible establishment of the national trainers' pool.

The selection of participants 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. Priority was given to trainer contracted in the two years prior to the meeting.

Programme

The programme started informally in the evening on 11 December and was organised in a way that each day focused on different areas of the cooperation with the Trainers Pool:

Day 1: **Updates and cooperation**

Day 2: **Learning**

Day 3: **Future perspectives**

UPDATES AND COOPERATION (12 DECEMBER)

After the introduction of participants the programme of the consultative meeting was presented. As a part of the getting to know activities participants also discussed their hopes about the upcoming three days, and highlighted the following expectations:

- Discovering and understanding the role of trainers better, to get an understanding if they as trainers have a place in the pool;
- Discussing experiences, challenges especially with team work;
- Learning.

SURVEY ON GENERAL COOPERATION

As a part of preparations prior to the meeting, a survey was circulated among all members of the Trainers Pool, focusing on the questions of general cooperation, improvements in the last 2 years, issues, challenges and problems. The survey also asked for suggestions for future developments and it was finally filled in by 25 TP members, out of which 11 were present at the consultative meeting. The following key findings were presented:

The general cooperation was considered mostly or very effective by 17 members, while 8 see it as not that effective or sometimes effective, sometimes not.

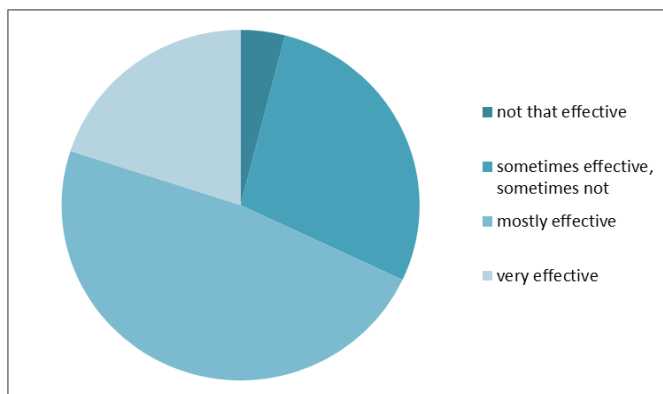


Figure 1 Quality of general cooperation

The key aspects raised

- Calls, selections, contractual relations: transparency, functionality, short deadlines for calls, too low remuneration rates, questions of roles (Council of Europe focused vs. critical thinking);
- The nature and function of the Trainers Pool: one-way communication, whether it is only a roster; discrepancy between types of work members may get (not only training) and the admission criteria for the TP (mostly training competences); not enough space for learning and development and for trainers to influence the YD programme;
- Information beyond calls: more and more regular, but not enough up-to-date overview of the programme.

Proposals

- More information and facilitation of interactions on an improved platform
- More training for the members in the TP and for newcomers to the TP. Open spaces for discussion for trainers' work: How to organise blended learning? How to link trainers' practice with contemporary issues?
- Clarification of responsibilities and tasks and around calls (i.e. when will the applicants get an answer). Simplification of reporting and how trainers use session outlines.
- Provide more information about the accessibility of the EYCs and their equipment

In the following discussion trainers pointed out the importance of continuity with the previous meeting and proper documentation of the consultative meeting by using the platform.

UPDATES FROM THE YOUTH DEPARTMENT AND PROGRAMME

As an introductory element of the programme, a presentation gave an insight into the latest developments and future work of the youth Department, including education and training activities, policy processes, publications, websites, the European Youth Foundation and expected results and priorities for 2017 – 2019.

The latest news included information on Action Plans on the Inclusion of Roma and Travellers and on the inclusion of refugees and migrants and the role of the youth field in these respects on international and national levels. The new youth policy measures to be adopted by the CMJ were also referred to (new procedures and possibilities beside the national youth policy reports) as well as the role of human rights based youth policy in providing access to young people to rights. The role of the Council of Europe in the field of youth policy is to be re-identified after 2020.

Participants were also informed about the recent changes in the staff of the Youth Department: Matthew Johnson (Director of Democratic Citizenship and Participation), Florian Cescon (Head of Youth Policy Division) and the renewal of the ETD team (Educational Advisors).

The current Expected results of three working priorities of the Youth for Democracy programme were also presented, with special regard to the co-management budget. The National action plans for the Russian Federation, Ukraine, Azerbaijan and Belarus were also mentioned separately, but the relevant activities correspond to any of the ERs.

1. Democratic citizenship and participation

Within the priority, the following areas and projects were presented: the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education; the European Charter on Participation; Competences for Democratic Culture. Upcoming relevant activities mentioned were: Training of Trainers in Human Rights Education (TOTHRE), National Training Courses in Human Rights Education, Training Seminars for Specialists on Youth Work of the State Authorities and Representatives of the Youth Non-Governmental Organisations (50/50 training) and the conference titled Shared Commitment to Democracy : The Future of Citizenship and Human Rights Education in Europe.

2. Autonomy of young people and access to social rights

Within the priority, the following areas and projects were presented: Enter! Recommendation (CM/Rec (2015)3; Access to Rights Recommendation (CM/Rec (2016)7); 'Youth Works! online platform' and the 'Portfolio of youth workers'.

3. Building inclusive and peaceful societies

Within this priority, the Roma Youth Action Plan and Action plans on Radicalization and Terrorism and on Inclusive Societies; were mentioned. The plans of the future Roma Youth Academy project, the publication on Creating Counter and Alternative narratives to hate speech (CANs) and the follow up of the No Hate Speech Movement Campaign were presented as well as the current state of affairs in the field of Euro-Arab cooperation.

The three strategic priorities for the 2018-2019 biennium are:

- 1. Access to rights**
- 2. Youth participation and youth work**
- 3. Inclusive and peaceful societies**

In relation to the future work it was pointed out that trainers have should be aware and take responsibility in constantly learn about the latest developments at the Youth Department and the Council of Europe, and always consult the Education and Training Division team if needed.

Trainers raised a number of questions after the presentation:

- What are the global connections, the relation of the Council of Europe to the other parts of the world?
 - In this respect it is important to point out that the work of the Council of Europe by definition is focused in its members states; everything else is marginal unless closely connected to the Expected Results. The North South Centre has a particular role in that within the Coe in this area.
- Mechanisms for transferring knowledge from the training level to policy development for the future? Very challenging political situation in Europe, so what are the clear tools to influence decision making?
 - For the time being there are no particular initiatives aimed at tackling these challenges – they need to be taken as aims and concerns.
- What are the possibilities of trainers to work on linking the policy level and local level educational work?
 - The Council of Europe also has to strive for being relevant in Europe beyond the group of participants and for reaching out to decision makers. It is clear that work is

needed in order to cooperate with National (Youth) ministries and to mobilize resources together.

Working groups: Discussion groups on expected results

After the presentation participants had the chance to join working groups depending on their experience and interest and share feedbacks or/and raise questions.

SHARING EXPERIENCES ON ACTIVITIES OF THE YOUTH DEPARTMENT

The first part of the afternoon was dedicated to sharing experiences on activities of the Youth Department. The aim was to collect feedback based on a critical view on co-operation and difficulties. Participants were split into the following working groups in which they discussed according to template for discussions and reporting.

Study sessions

Areas to discuss: Selection of external Educational Advisors (EAs), preparation and communication with EAs, venues and support of EAs, VAT issues for invoicing

Participants: *Simona, Miloš, Zora, Snežana, George, Cihan, Ramon, Suncana*

Summary of outcomes:

Criteria for selection of external advisor: It depends a lot on the needs of organisation and the specificity of the study session; trainers should be informed about the reason of their selection; about the fact that it is not always necessary that a trainer has a previous experience in participating in study session or is expert in the topic. It is recommendable not to hire new trainers to work with inexperienced organisations/teams and that the same trainers are given chance to work more times with the same teams/organisations if possible, as this could ease cooperation.¹

Preparation and communication with EA: Guidelines received from internal educational advisor are usually very precious, information about previous experiences with that specific organisation or some suggestions about what kind of approach to take would be appreciated. At the same time trainers are aware that such information might be subjective and could influence their approach towards the organisation and that previous experience with that organisation might not be relevant because the changing team.²

Preparation with the course director: The trainers pointed out that it is always essential to introduce the role of the EA. Challenges mentioned include the EAs mandate to influence the team set-up, absence of team members at preparatory meetings, lack of awareness of the quality criteria, documents and administrative and other necessities, culture of 'last minute' preparations.

¹ However, this contradicts with the rule that the Youth Department not to allow trainers to work with the same organisation two years consecutively, neither they are allowed to work with organisations in the work of which they were formerly involved (i.e. as board members, active members).

Trainers follow different approaches and take different roles depending on the needs of the teams - sometimes they had to take more of a logistical role and sometimes more of a pedagogical role. A higher interest in the topic can be motivating to run more sessions, but the empowerment approach is also important, i.e. to give more space for team members to run their sessions. Dilemmas include provocation of the EA by the team members (EA being an outsider); too much time on team reflection and on supporting the learning process of facilitators; flexibility in administrative deadlines; challenges of selection of participants; EYC assistants on holidays short before the session.

Positive points: All masks and forms are available on-line, and the timeline grid is very helpful. The support of the internal educational advisors is excellent as well as the facilities. It is nice to have single rooms for external advisor, for team members and sometimes for participants.

Training courses

Areas to discuss: Trainings and training seminars, national training courses, Long term training courses (with experiences of coaching and blended learning). Concretely, the following trainings were discussed: TRAYCE, TC for the Advisory Council members, TC for Youth Centres' Staff, TFT for Russian Federation, TFT Turkey, NTC HRE Austria, Serbia, Bulgarian programme, Antigypsyism TC.

Participants: *Dani, Gulesin, Miguel, Sabine, Vojislava, Zara*

Summary of outcomes:

When discussing the different aspects and questions, the group realised that for many of them the experience has been that challenges often rise when they work outside the youth centres - a safe educational and cooperation environment, with shared organizational, educational and working cultures and values, clear roles and expectations. But more and more often there seems to be a need to work outside, in the member states and this is a reality that needs focus and attention, as often that is the reality many of us and other educators have to work in. So one of the questions is how to make also the educational life outside the youth centres safe and comfortable to work in and what it actually implies for the trainers themselves. Questions discussed included:

- The complex role trainers working on national activities is demanding, as it includes: the need to ensure quality of the educational process and management; to support, orient and mediate between team members and to take a leading role; creating links with national/local level stakeholders.
- The limits and scope of political responsibility and political power in activities
- Clarity in roles and responsibilities shared and agreed with all the parties involved, and represented in the contractual obligation with relevant financial conditions

² It is encouraged and possible that the evaluation forms for the previous study session of organisations are put at the disposal of the trainers by the Secretariat.

To go deeper into the questions, they looked into the dichotomies that they have come across in their work:



Based on the above mentioned discussion the group came up with some ways and steps that can help in setting up a lasting, productive, constructive, all inclusive, educational context which most importantly will result in efficient, quality learning environment and opportunity.



The group also discussed the role and use of the E-learning and came to another dichotomy: NFE through Internet vs. Internet supporting NFE.

Ideas discussed included:

- Need of an up-to-date and relevant experimental system for NFE online
- Need to open a discussion on what to do with already created and available materials
- Consider possibilities to offer introductory online courses on the relevant/priority themes
- Have a training course for the TP members on e-learning tools and use of Moodle in the YD activities.

Activities in cooperation programmes

Participants: *Oleksii, Svitlana, Yaryna, Mariya (Ukraine); Olga, Yuliya (Belarus); Natalya, Diana, Ruzanna, Karina, Ekaterina, Diana, Alina, Nikolai, Inna (Russian Federation).*

Summary of outcomes:

1st cooperation group (Russian Federation)

The group came to the conclusion that there is a considerable impact and that the results of the cooperation are significant. Nevertheless, there are challenges that include lack of materials (not accessible or not available) and satisfactory media coverage for activities in Russia. Hosting activities sometimes imply logistic problems and often frustrating last minute changes and arrangements and cancellations. It was also pointed out that trainers' remuneration sometimes differs – however, this relates to the fact that fees paid by the partners of the Council of Europe in Russia might differ from the regular fees offered by the Youth Department.

2nd cooperation group (Ukraine, Belarus)

In general, participants in the group emphasized that more time is needed for the preparation of activities, and communication with co-trainers is sometimes challenging. On the other hand, the presence of a diversity of trainers and participants at activities is a positive. In relation to the design of the programme flow sometimes there seem to be too many “obligatory” elements to be included in the programme, and the lack available materials from the Youth Department is sometimes an issue. The group also discussed the role of national NHSM campaign coordinators and the possibilities to engage representatives from the statutory bodies of the Youth Department and external experts.

Educational materials development

Areas to discuss and background experience of group members: Best practices of HRE / The report on EDC HRE / Translation and editing Compass and Compasito / Writing reports / Manual on counter and alternative narratives / Manual on making human rights education accessible on people with disabilities / Roma Youth Participation publication / Good practices on youth work

Participants: *Darek, Vera, Karina, Nik and Ron*

Summary of outcomes: The group discussed a number of areas and came up with the following conclusions and recommendations. A general positive note by the participants was that there is a general trust that the quality of products/materials/publications in the end is always top-notch and ensured by the team of Council of Europe. Moreover, many of publications and materials are being widely used and the very existence of variety of materials and publications is already a tremendous success.

Physical work and contractual obligations: face-to-face collaborations with the team are more efficient while online collaboration can be frustrating. Therefore in contractual obligations the necessary physical meetings should be planned and included. Contractual obligations should not be changed, especially if the change requires significant additional efforts by consultants. Fees should realistically reflect the amount of work that is required to be done and unrealistic timeframes & deadlines are to be avoided.

Quality of writing: Selection of writers should be done in a way that each contributor is able to perform at the same high level, plagiarism must be avoided. Therefore it would be useful to

develop Quality Standards for the writers of publications and educational materials. It is important to point out that background texts sometimes are very long. Such introductory texts should be short and simple in order to be reader and youth-friendly.

Language, team and communication: The language used in materials should also be youth-friendly and completely accessible for young people. Accordingly, before the proofreading, it would be useful to need to have Copyeditors (who understand the field/theme) in the team who goes through texts with having this in mind. The close collaboration and regular communication between writers/authors, editor, proof readers and Council of Europe staff is crucial in general, and also especially in order to not lose the meaning of the text and ensure the theme is not being deviated. Sometimes significantly delayed feedback and comments make such collaborations frustrating; therefore some methodology (e.g. Book Sprint methodology) should be adopted to create more dynamic and faster team work.

Relevance of publications and promotion, sharing practices: The need to make the publications 'Living Publications' (continuous updates of the educational publications) has been discussed and considered crucial because of the fast changes happening in all societies on local, national and European level and globally as well. The idea of the creation of an Online Hub collecting all materials, publications, and websites also came up. Such hub should be accessible for everyone, and make publications easy to find. Some materials should be also digitalised for this purpose. For new materials a planned promotional strategy should be developed and implemented, long before the time of the publication, which could help TP members to access information in time. To enhance collaboration and the exchange of practices an online space where trainers/authors can share adaptations and experiences with activities and methods could support the work of TP members as well.

Seminars, symposia, fora, large scale activities

Areas to discuss: (WFD, Congress, Fora, Peace Camp)

Participants: *Marinela, Edouard, Alba, Biljana*

Participants mentioned that such events often require educators to act as “super trainers”, meaning also that they have to play too many roles. Regarding the Youth Peace Camp it was pointed out that the involvement of a rapporteur and/or an additional trainer and reviewing the role of the facilitators. Institutional dimensions and visits sometimes happen to highly influence and hinder the original objectives. The institutional dimension of these activities is often more important and this can weigh on the programme and methodology. When it comes to the payment of trainers’ fees, participants suggested that when relevant and possible the fees should be also paid in two instalments in case of such large-scale events. A general additional remark was that last minute calls and tasks are challenging and sometimes contra productive.

WORKING WITH THE EUROPEAN YOUTH FOUNDATION

The second part of the afternoon was dedicated to a plenary discussion on the previous feedback working groups and an online meeting with the representative of the European Youth Foundation, Jean-Claude Lazaro, Head of the foundation.

The following topics were discussed and suggestions were made by trainers:

- more training on project management needed for beneficiaries;
- the obligatory registration of youth organisations is a necessity to check if it is really youth lead and focused on youth work;
- in case of pilot activities it is an asset to involve a trainer at local level from the TP, but there is no public list of local trainers. Applicants are directed to the TP if there is a request. The Programming Committee could recommend further work on the definition of conditions for project.
- TP members should be contacted and consulted by the EYF team in case their names appear in an application. In return, it would be appreciated by EYF if the trainers could give short feedback on activities they happen to be present.
- The competences and areas of expertise of trainers should be more visible and easy to access for EYF in case they need expertise.

Regarding the usual introduction of the EYF at activities and study sessions in specific, trainer pointed out the following:

- People are generally positively surprised that they can receive not only money but also support for the implementation. The process of registration is challenging for many – nevertheless, for the pilot activities it is relatively simple. EYF will look into the possibility of speeding up the process for local activities at least.
- For the 90% of them it is usually the first time they hear about the EYF. As an answer for that, it was mentioned that the EYF has been investing into communication recently, and further measures and tools are planned to be created to help the introduction of the Council of Europe, the Youth Department and the Foundation within.

Feedbacks and questions:

- Language barriers: in Russia many participants cannot apply in English (PPT and flyer exists in Russian) – at the moment it is not possible to apply in other languages than ENG and FR. Applicants are encouraged to put their ideas into a simple form, the jargon is not the most important criteria.
- It would be important to work on organisational management as well. (E.g. with special regard to the project-based work which makes difficult the mid-term and long term perspectives work.)

The EYF leaflet in different languages, a presentation 'What you need to know about the EYF' and card games to present the Foundation are available on the EYF website for trainers to be used.³

³ European Youth Foundation: <http://www.coe.int/en/web/european-youth-foundation/visibility-material>

SELF-ORGANISED OPEN SPACE

The informal evening programme offered a self-organised open space where trainers could offer workshops to learn from each other. The following workshops took place:

- Resilient communities (Xavier and Paola)
- Trans(gender)inclusion (Dani)
- Education of connectedness (Georges)
- Who lives in your bubble? (Snezana, Nik, Ljuba)
- Internet cute cats education: using social media at trainings (Ron)
- Essential oils: how to use them at trainings (Paola)

LEARNING DAY (13 DECEMBER)

The second day of the consultative meeting offered day-long workshops on topics that were relevant to the work of the Youth Department and were also of the interest of the members of the pool. All materials related to the given workshops were shared on the online Forum of the Trainers Pool.

HUMAN RIGHTS EDUCATION: NEW PERSPECTIVES?

Facilitator: Teresa Cunha

The workshop offered a space to discuss and explore perspectives in human rights education and generally the orientations, trends and challenges in human rights education today.⁴

The work was focusing on four questions:

- Why and what do we promote as human rights?
- What does a human rights-based approach mean in youth work and non-formal education?
- What limits do we encounter and what solutions can we propose to integrate human rights education in all the activities – see the revised quality standards for activities of the Youth Department?
- Is there human rights education beyond Compass?

The first part of the workshop was based on a discussion with Teresa coupled with small activities while the second part drew on the experiences and proposals of the trainers.

SOCIAL INNOVATION AND HUMAN RIGHTS THROUGH LEARNING FROM THE EMERGING FUTURE WITH THEORY U

Facilitator: Paola Bortini

The workshop explored how Theory U⁵ can support young people and trainers in specific in being more resilient and able to engage with a changing world; how mindfulness practices can anchor young people and support their sense of belonging; how learning from the emerging future can allow our intuition to enter into our decision making processes and embodied in our actions; how the personal, interpersonal and social realities are inter-twinned in dignity.

Participants explored the basics of Theory U, from the 3 divides (ecological, social and spiritual) through the five steps of so-initiation, co-sensing, co-inspiring, co-creating and co-evolving to creating new social reality. The workshop also gave space for discovering the levels of efficient and attentive listening, and gave a chance for participants to reflect on possible challenges and their own resources. Finally, the theory and mindfulness together was connected to our work as in training settings, with special regard to human right's education and peacebuilding.

⁴ See links and bibliography in Appendix

⁵ Otto Scharmer: Theory U: Leading from the Future as It Emerges

ACCESS TO SOCIAL RIGHTS FOR YOUNG PEOPLE

Facilitator: John Muir

The workshop explored firstly social rights and their application in youth work and youth policy. It also raised the challenges that social rights face today. Finally, the workshop explored this topic of access to social rights from the perspective of trainers involved in training and education activities with young people.⁶

GENDER MATTERS IN TRAINING AND EDUCATION ACTIVITIES

Facilitator: Tegiye Birey

The workshop explored understandings and tensions around gender. It made links to how youth workers and trainers can integrate a gender perspective into their work. The workshop also built on the results of the “Gender matters” seminar which took place in June 2016, particularly with the guidelines proposed by the seminar participants on integrating gender matters in youth work.⁷ Participants’ expectations ranged from going deeper into the topic of gender to discovering the implications of gender equality in youth and training work. The workshop was based on a presentation and several exercises. Participants got engaged in a debate for and against cooperation between a women’s rights organisation and an LGBTQIA youth organisation on starting a joint campaign on gender-based violence. Participants commented on the workshop as a point of evaluation, as one which generally satisfied expectations and had a good balance of theory and practice of youth work.

FUTURE PERSPECTIVES (14 DECEMBER)

UPDATES ON TOOLS

Three presentations explored the themes below and were followed by discussions in three groups:

- **Introduction to the new system for study sessions and revised quality criteria for activities in the EYCs:** Trainers were introduced the state of affairs with the Implementation of the conclusions of the evaluation of the programme of study sessions of the Youth Department. Specific attention was paid to the documents relevant for trainers, such as the *Quality standards in education and training activities of the Youth Department of the Council of Europe*. The updated documents, including simplified *Evaluation forms for teams and participants* of study sessions and *Guidelines for Study Session Reports* will be made available soon in 2017.

⁶ Taking it seriously - Guide to Recommendation CM/Rec(2015)3 of the Committee of Ministers of the Council of Europe to member States on the access of young people from disadvantaged neighbourhoods to social rights (pdf) <https://rm.coe.int/CoERMPublicCom...MContent?documentId=09000016806accfa>

The recommendation in various languages can be found and the user friendly guide to the recommendation:

<http://www.coe.int/en/web/enter/policy>

⁷ See links and bibliography in Appendix

- **361⁰ tool - reflections and perspectives:** The 360⁰ degree feedback (or multi-rater feedback) is a well-known approach to collecting feedback from a range of respondents, against a set of competences, behaviours or values. It was piloted in TRAYCE as a tool for supporting feedback and self-evaluation of the performance of participants in their practice phase and supporting the professional development of the participants of the course. Within TRAYCE, organisers used the title 361⁰ degree feedback (note the extra degree) to emphasise the importance of the review/learning process for users as they receive their feedback. The review process was consolidated through mentoring and integrated within the participant-trainers' learning process in TRAYCE. According to the participants of this course, using this method was an enlightening process and the extra 1 degree proved to be essential. It was useful for learning and for the development of new goals and was also something new, something (relatively) different. In the conversation that followed the future and potential of such a system in the work of the YD with trainers was discussed. It seems 360⁰ is more helpful when applied on the basis of several activities or a long term training process; for this reason also, the members of the working group did not find it so useful for trainers' assessments in study sessions. Ideas:
 - 361 could be very useful as a development tool that the YD could offer trainers from the Pool every 2-3 years, possibly in view of the TP meeting and use at the TP meeting for a debriefing;
 - in study sessions, the evaluation form by the external advisor could include a part on the trainer's own assessment and about team work, in order to give an overview of the relation of the trainer with the team;
 - The International Youth Work Trainers Guild is preparing a project on creating an online tool based on 360, it could be useful to discuss cooperation.
- **Trainers' competences - the work on trainer competences of the European Commission:** The [European Training Strategy](#) and the related [competence framework](#) were introduced by Udo Teichmann (SALTO Training and Cooperation).⁸ The available trainings for trainers for newcomers and advanced trainers were also mentioned (TOT, COMETS, Bridges for Trainers, etc.).

CLARIFICATION ON QUESTIONS RAISED DURING THE MEETING

A number of questions and topics were collected during the three days of the meeting which were discussed at this session.

⁸ **ETS Competence Model for Trainers:** <https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/>

European Training Strategy: A set of competences for trainers working at international level: https://www.salto-youth.net/downloads/4-17-3043/Basic%20document%20-%20ETS_set_of_trainer_competences_low%20resolution.pdf

- Exclusion and admission criteria to the Trainers Pool: in case a trainer is not applying for 2-3 years, the Secretariat inquires about future intentions of remaining a member before exclusion.
- Recommending new trainers to the TP: It is important to use the template for recommendations; co-training experience is needed, when giving a recommendation the profiles for junior trainers is useful to consult and consider.
- Junior and senior trainer profiles: After getting accepted trainers are considered as juniors, and can be later on contracted as seniors depending on experience and skills. Senior trainers also might be contracted as juniors for certain activities. *Suggestions:* consistent reference to trainer/educational advisor (EA) role; information pack for 'newcomers' in the TP would be useful as well as specific introduction to the complex role of external EAs at study sessions.
- Work with trainers outside of the TP: The Youth Department is not obliged to work with TP members, depending on the needs for specific trainer profiles at activities also works with externals occasionally.
- Session outlines: The use of session outline templates is not obligatory; it is rather one way of organizing work. *Suggestions:* if so, this should be reformulated in contracts; the use of large shared documents (e.g. Google drive, Scenario) can be alternative option.
- The Secretariat took note of that deadlines are sometimes tight for trainers to apply for activities.
- Trainer fees: The fees might be reconsidered in 2018, as well as the allocation of more working days for tasks in the contracts. *Suggestions/requests and feedback:* some trainers receive many, while others almost no contracts; trainers should be informed in time about the selection outcomes; if the dates of some major or specific activities are already known after the ETD meetings, the TP members could be informed so that they can keep tentative dates in their agenda.
- Environmental impact of activities should be in all possible ways lowered and the EYCs should pay attention to awareness raising in this regard. Activities should be in general made more eco-friendly.

RENEWAL OF COMPETENCES IN THE TRAINERS

Members of the TP worked on the following topics in small groups in relation to competences development and the future of the Pool in general. Each group was asked to come up with proposals and indicate if any of the group members would like to work on this aspect further.

Community of practice, supporting new comers, competence development

Issues raised at this group included the induction of new Pool members and the question of if at all the Pool works as a community of practice. *Feedbacks and suggestions:* New TP members are expected to read a too high number of lengthy documents; TP members should regularly update their profile. Tools as the thread format of the Forum does not help communication – e-learning

opportunities offered could help the development of a community of practice. Newcomers should be also supported by the senior trainers who recommended them and trainers working as EAs at study sessions on similar topics/with the same NGOs or networks should also support each other.

E-learning and its use

There was a strong need expressed on a *Training of trainers on online learning design and facilitation*. An effort in finding ways to develop such competences has to be made, e.g. a *manual* on the subject of NFE online should be compiled and published.

Stand-alone *e-learning modules* on 3-4 thematic areas should be developed, including an *introductory module for organisers of study sessions*.

A *study* on e-learning tools for the Youth Department should be carried out to explore the best options for the above developments and also the possible improvement of the online platform.

Writing and editing guidelines

Proposals received from this working group included the need for the development of *Guidelines for quality checks* and *Glossaries*. In new educational materials links should be included to the *Compass website*, and in general existing manuals should be made available in an *online version* and *promoted* more.

Pool of trainers in the Russian Federation

The trainers present got encouraged and motivated to set up a *Pool* on their own, even though the support of the Youth Council is not clear fully yet. There is a need to start working on this, to create a 'brand', to harmonize the work of trainers with the values and quality standards of the YD and, to create a space for communication, learning and resources. Setting up the Pool would also give space for keeping in close touch with European level work in the field of human rights education, youth policy and youth work.

Environment and sustainability

This working group also came up with a number of suggestions for the YD and the EYCs that included: investing in *re-usable plastic flipchart papers*; *awareness raising notes in the EYCs* (using stairs, don't waste water, switch of lights, etc.); *eco-guidelines* to be introduced and also referred to in contracts for trainers; use and better visibility of *recycle bins*; *re-use corners* to be set up in training rooms; reconsider the automatic need for *folders, notebooks, cheap pens* – encourage participants to bring their own rather; try to *limit food-waste*; encouraging participants to use railways to travel and the Rail Card (Eurail, Interrail, etc.).

CONCLUSIONS AND EVALUATION OF THE MEETING

In the evaluation activities at the closing members of the TP evaluated the meeting positively, appreciated the opportunity to meet and get updates. Some expected more space for discussion on certain topics and less evaluated the CM as a space for cooperation, proposals and feedback

fully positively. The full day devoted to learning on a topic and the meeting as space for competence development was highly appreciated. The overall programme and methodology also met the expectations of the participants, everybody enjoyed the daily timeframe, some expressed that it was difficult to connect between the 1st and 2nd day having the learning day in between.

EVALUATION

An evaluation questionnaire was distributed to the participants in the meeting and accompanied a final evaluation done in the plenary. It received 29 responses.

Overall the vast majority of participants evaluated that the meeting responded to their expectations (Completely 55.2%, To a high degree 27.9%). In respect to objectives the results are the following:

Objective	1	2	3	4	5
To review the philosophy, functioning, role and value of the Trainers Pool for the programme of activities of the Youth Department	0%	3.4%	27.6%	48.3%	20.7%
To enhance the cooperation between members of the Trainers Pool and the educational staff of the Youth Department	0%	0%	6.9%	34.5%	58.6%
To update Trainers Pool members about the new working priorities, bi-annual plans and thematic projects of the Youth Department	0%	0%	3.4%	31%	65.5%
To review the expectations on the quality of educational support, procedures and reporting on activities by pool members	0%	0%	6.9%	55.2%	37.9%
To share experiences of working as trainers in non-formal education and discuss innovations in approaches and methodologies		3.4%	27.6%	37.9%	31%
To provide space for strengthening the competences in relevant areas for training and educational activities in which the Pool members are involved		6.9%	20.7%	34.5%	37.9%

Generally, the programme was much appreciated, including the balance between the different elements. The updates on priorities and developments in the Youth Department, the learning day, the work on proposals for follow-up and the evaluation of cooperation were particularly mentioned as needed and useful (for various reasons) by the trainers.

Several suggestions for future improvement are stemming from the evaluation forms:

- There is a recurring reflection that the philosophy, functioning, role and value of the TP has not been revised and thoroughly discussed in the meeting, although elements of clarification/discussion were part. This relates with also expectations of having a more strategic discussion among trainers and Youth Department on political priorities and as well developments in/of the Pool;
- While the open space and the informal times were appreciated, potentially more time for trainers to share tools could be allocated in future meetings;
- The follow-up proposals formulated in the third day are appreciated, but there is follow-up required from all sides and a closer monitoring and communication between the meetings.

APPENDICES

PROGRAMME OVERVIEW

11 December

Arrivals

21:00 Informal welcome evening

12 December – UPDATES AND COOPERATION DAY

9:30 Introduction and getting to know each other

10:45 Break

11:30 Updates from the Youth Department and programme 2016 – 2017 and 2018 – 2019

13:00 Lunch break

14:30 Feedback on activities and critical view on co-operation and difficulties

16:00 Coffee break

16:30 Discussion from working groups

17:00 Working with the European Youth Foundation, video conference with Jean-Claude Lazaro, Head of the European Youth Foundation

18:30 End of the programme

19:00 Dinner

Open space: learning from each other

13 December – LEARNING DAY

9:30 Training workshops

- **Human rights education: new perspectives?**, facilitated by Teresa Cunha
- **Social innovation and human rights through learning from the emerging future with Theory U**, facilitated by Paola Bortini
- **Access to social rights for young people**, facilitated by John Muir
- **Gender matters in training and education activities**, facilitated by Tegiye Birey

17:30 End of the workshops

17:45 Closing plenary for the workshops day

18:00 Break

Self-organised dinner and evening

14 December – FUTURE PERSPECTIVES DAY

9:30 Updates on tools:

Introduction to the new system for study sessions and revised quality criteria for activities in the EYCs and discussion

361⁰ tool: reflections and perspectives

Trainers competences: introduction to the work on trainer competences of the European Commission and discussion, with input by Udo Teichmann, SALTO Training and Cooperation

10:15 Working groups on tools, with coffee

12:00 Clarifications by the Secretariat on general questions raised at the TP CM

12:15 Renewal of competence in the Trainers Pool and proposals for the future of the Pool

13:00 Lunch break

14:30 Renewal of competence in the Trainers Pool and proposals for the future of the Pool

Conclusions and evaluation of the meeting

16:00 The end of the programme

Evening: boat trip on the Danube

15 December

Departures

LINKS AND BIBLIOGRAPHIES

Bibliography in relation to the workshop 'Human rights education: new perspectives?': Crépeau, François; Shepard, Colleen (Orgs) (2013), *Human Rights and Diverse Societies: Challenges and Possibilities*. Newcastle: Cambridge Scholars Publishing.

Cunha, Teresa (2008), *A new impetus to intercultural learning: questioning concepts and practices*, in Susana Gonçalves (org.), *Identity, diversity and intercultural dialogue*. Coimbra: FCT & ESEC, 87-100.

Cunha, Teresa; Gomes, Rui (2009), *Against the waste of experiences in intercultural learning*, in Ingrid Ramberg (org.), *Intercultural learning in European youth work: which ways forward?*. Budapest: Council of Europe, 86-101.

Cunha, Teresa; Gomes, Rui (2011), *Intercultural education: learning empathy to transgress*, in Yael Ohana; Hendrik Otten (org.), *Where do you stand? Intercultural learning and political education in contemporary Europe*. Bonn: VS Verlag. Santos, Boaventura de Sousa (2014), *Epistemologies of the South. Justice against epistemicide*. Boulder – London: Paradigm Publishers

Some materials from the Gender workshop:

Gender variant identities world-wide: http://nonbinary.org/wiki/Gender-variant_identities_worldwide . The book on gender equality and policy together with the presentation was shared on the e-learning forum as well as an article on gender and colonialism, as it came up several times during the workshop.

A presentation on gender, sexuality and Africa under colonialism: <https://prezi.com/48h9imv-1t11/ge...act-of-colonialism-on-african-women/> Here the link to the book Multiple meanings of gender equality https://cps.ceu.edu/publications/...multiple_meanings_of_gender_equality

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* 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.