

*BUILD
YOUR
POOL
OF
TRAINERS!*

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1. INTRODUCTION: WHY THIS TOOLKIT?

Some call it a Pool of Trainers (PoT), others call it a Resource Network¹, but in general it is a group of trainers working together for the benefit of an organisation. Over the last few years Member Organisations of the European Youth forum (YFJ) have indicated that there is a need for increased knowledge and examples of how to organise and coordinate these Pools of Trainers within organisations to support capacity building.

Within the Youth Forum there is extensive experience on working with PoTs and we would like to share this with our Members, Partners and other Stakeholders in the Youth Field. The YFJ PoT consists of a number of experienced trainers who have personal experience of being part of a unit but who also come from different Member Organisations and in this way can identify with the needs of youth organisations in this area.

An expert meeting was organised in Brussels to bring this expertise together and compile it in the following document. The toolkit does not attempt to be the perfect guideline for how to set up a Pool of Trainers, but rather to give National Youth Councils and International Youth NGO's a helping hand in setting up their own PoT (or making the decision not to set one up) and in this way help them to expand their capacity.

2. DEFINITIONS

It should be ensured that this document is grounded in common understanding and principles based on the policy papers of the YFJ on Youth Training and Non Formal Education. In this respect it is important to define some important concepts referred to in this Toolkit.

What is Non-Formal Education?²

Non-formal education (NFE) is an organised process that gives young people the possibility to develop their values, skills and competencies that they would not receive in the framework of formal education. These skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal skills, working in a team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individual participants are the actors actively involved in the education/

learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is an ongoing process, and one of its crucial features is learning by practical engagement. “Non-formal” does not imply unstructured, as the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.

What is Youth Training?³

The YFJ defines youth training as a non-formal education process, based on values such as volunteerism, autonomy, independence, participation, solidarity and inclusiveness, and one aimed both at ensuring the development and the sustainability of youth organisations and at providing young people with the knowledge, skills, competences and the space to develop their attitudes.

The range of training activities offered by youth organisations is linked to several objectives, which are as much linked to the self-development of youth volunteers, as to the work and development of the organisation themselves.

Youth organisations develop their different forms of training not only in order to become more efficient and sustainable, but also to train individuals, newcomers, trainers, leaders, members and multipliers. Therefore, training has a genuinely twofold dimension: it is both a tool for both organisational and individual development.

What is a PoT?

A Pool of Trainers is a group of youth trainers gathered together for the implementation of NFE and Youth Work values, aims and practices of an organisation. A PoT can differ from one organisation to another not only on the way of functioning but also on the roles it plays in the organisation. For more about which roles a PoT can have in an organisation please see Chapter 7.

The Different Roles

Youth Trainer

Bringing their expertise to training activities, youth trainers foster the development of the competencies, skills, knowledge and attitudes of participants and provide youth organisations with the motivation and the expertise to define training policies ; they coach and mentor co-trainers and/or new trainer! and they therefore contribute to

the constant evolution of the youth training field.

Facilitator

Facilitators help a group of people understand their common objectives and assist them in planning to achieve them without taking a particular position in the discussion. They create a positive and safe atmosphere, guarantee that everybody has a chance to express his or her own opinion, and encourage debate.

Moderator

Moderators safeguard the quality and objective of a debate, present the topic of the discussion and take questions to develop discussions. They are impartial but usually have a strong knowledge of the subject.

Resource Person

As resource persons, trainers give input without running a given process and contribute with their specific experience and knowledge.

A Member of a Pool of Trainers can have any of these roles and most of the time more than one. Usually a Youth Trainer can easily act as facilitator or moderator as s/he is aware of different methodologies that can support discussions or debates.

3. QUESTIONNAIRE

In Appendix A and B there is a self-assessment chart, which is based on quality criteria, standards and indicators, which will help organisations to reflect on general aspects related to management of education (training) process within an organisation. There are two purposes for the assessment: first, to examine if it is the right moment to start the pool of trainers and if yes, what should be improved (chart A). Second, to evaluate the implementation of the education (training) process, delivered by the PoT within different organisations (chart B).

The target group for the assessment can be pre-defined as the person in charge of the education (training) process (manager of the pool of trainers), a political decision maker, or a participant in the education (training) activities. The number of people, recommended for the self-evaluation procedure is between three and five with someone in charge of producing the general report including compiling all comments after the assessment took place.

Instructions to the self-evaluation tool (charts A and B):

As mentioned above, the tool is based on quality criteria, standards and indicators, related to quality management within the education (training) process. The first column defines the evaluation area (eg. Organisation as educational environment) and is then described in relation to six different criteria (eg. Role of educational process within organisation). There are certain scores given to each criteria, according to the extent that they meet the quality standard (“0” meaning “does not meet quality standards and have no knowledge on this particular area of assessment”; “3” meaning “meets the quality standards for a particular criteria”).

It is recommended to discuss each of the criteria within the self-evaluation group and put a value, which corresponds to the actual status in a special box on the left. It is also beneficial to put all relevant comments in the allocated space. Values can later be put into data management documents in order to visualize the dynamics (eg. values given can become a basis for

a diagram, which can visually show strong and weak points of the implementation of education (training) process and overall dynamics.

The reality scan for the organisation (chart A) focuses on two main evaluation areas – the organisation as an educational environment and organisational resources. Education (training) process evaluation (chart B) focuses on: profile of participants (a), planning (b), delivery (c), monitoring and evaluation (d) and follow-up aspects (e). All in all it gives a holistic perspective on education (training) processes within an organisation, brings different stakeholders together for a guided discussion and gives hints for improving the process.

4. WHY AND WHY NOT TO CREATE A POT?

The decision to form a PoT usually derives from either the trainers themselves or from the organisation. It is important to remember that the PoT should contribute to both individual and organisational development. However, having a PoT is not the ideal standard of all International Youth Non-Governmental Organisations (IYNGO) or National Youth Councils (NYC). The decision of whether to create a PoT should be carefully considered. Before starting to build a PoT, it is advisable to consider the different potential advantages and issues in forming a PoT.

Advantages of having a Pool of Trainers:

1. Implementing the educational/training strategy of your organisation

In this case the PoT does not only implement training activities and develop methodologies, but also contributes to the recognition and quality of non formal education.

2. Strengthening the capacity of the organisation

Members of a PoT do not only lead training activities, but they can also assess and coach Member Organisations in order to raise their capacity. Besides that, a PoT can also contribute to the policy making within the organisation.

3. Maintaining the organisational expertise

Through learning and documenting different practices (for example, training reports, manuals, etc.), an organisation's expertise in its field, as well as its reputation as a provider of non-formal education, can be raised and maintained. Experienced trainers can transmit their experience to new trainers and participants.

4. Increasing the visibility of the organisation

A successfully maintained and sustainable PoT can be a good asset in ensuring a positive image of an organisation. Through training activities and other tasks trainers perform, they can create a positive image of an organisation towards the participants, Member Organisations and external partners etc.

5. Ensuring the personal development of trainers

The Pool of Trainers can and should provide learning possibilities for the trainers.

Problem issues of building/ having a Pool of Trainers:

1. Not having enough tasks for trainers.

If an organisation does not provide trainers with regular tasks (eg. regular non-formal education activities, work with policy making or assessing MOs), they might become de-motivated and will not see the sense in being part of an “inactive” PoT.

2. The educational activities of an organisation being implemented by other actors.

It can be the case that an organisation has good cooperation with pools of trainers of other organisations or individual people. If the cooperation is successful, having their own pool might not be necessary.

3. Not enough resources and capacity for coordination of PoT

If a PoT is affiliated to an organisation, it should be coordinated and managed by that organisation. Sometimes there is also the possibility that a PoT manages itself.

4. Not enough financial resources

Even though lots of things in the youth field can take place on a voluntary basis,

a PoT with no financial resources can be problematic. Would the trainers be ready to work on a completely voluntary basis? Would they contribute the PoT meetings or trainings if it involved paying their own travel and accommodation?

For more information on the roles of PoT, please see Chapter 7 (The Role of the PoT Inside the Organisation).

5. REFLECTIONS ON VALUES AND AIMS OF A POT

There are different PoTs with different sets of values, aims and objectives. This is largely due to the simple fact that there are that there are different types of youth organisations. For each organisation the option of creating and developing a PoT has to fit their specific needs and mission and this is much more important than to choose to “copy-paste” a so called good practice model. However, with this Toolkit some ideas will be introduced and “food for thought” presented in different areas.

“YFJ defines youth training as a non formal education process, based on values such as volunteerism, autonomy, independence, participation, solidarity and inclusiveness, and aims both at ensuring the development and the sustainability of youth organisations and at providing young people with the knowledge, skills, competences and the space to develop their attitudes.”⁴

Values

The practice of a PoT as an instrument of a youth organisation is usually based in non-formal education and this educational and political process involves some values, just like Youth Work itself. The most logical approach when considering the values a PoT should be to promote and practice its activities coherently with what the organisation itself promotes and, in a wider sense, with what Youth Work is all about.

Other values can be identified, as mentioned on page 5, related with NFE and Youth Work and Training that are important to keep in mind while creating and developing a PoT culture, structure and management.

Ownership is another important issue. A PoT may be an instrument of an organisation and a tool to promote and implement activities but the trainers involved also need to feel that they are part of it. As with NFE and Youth Work, it's important to find ways

4. EUROPEAN YOUTH FORUM (2008), Policy Paper “Youth training sustainability of youth organisations through volunteering”, COMEM 083307, p. 2 in: http://youth-partnership.coe.int/youth-partnership/documents/EKCYF/Youth_Policy/docs/Voluntary/0833-07_PP_Training_FINAL.pdf

to reflect and assume responsibilities and decisions also from a bottom-up perspective. PoT trainers often work alone, face challenges and deal with situations that make them grow and learn especially from their previous mistakes. It is important to include this experience and bring it to the overall outlook of the organisation (for more about this topic, see section 7: The Role of the PoT). Taking into consideration the knowledge and experience of a trainer, will make her/him feel that s/he is part of something, a process that belongs to them. Another important aspect of ownership is representation. PoT members have to be aware that although they were not elected to the organisation's statutory bodies, they still represent the organisation. This is an important consideration, particularly when they work through the PoT. Youth trainers may have a number of different organisational and political identities. They might belong to more than one organisation, different structures, more than one PoT and so on, but it is important to put these other identities aside when working within a PoT. The trainer is the face of the organisation, the link with external stakeholders and should be careful when bringing other youth work realities into the context, for several reasons (lack of professionalism, conflict of interest etc).

Related to this last point is the issue of **trust**. For a PoT to be part of an organisation and not something separate there is the need to trust people: trainers have to trust and respect the institutional framework and organisational decisions and positions; and the members of the statutory

bodies have to trust trainers and be a supportive of their work.

All these reflections bring us to another important value in politics, youth work and even daily life: **coherence**. Non formal education, youth organisations and their PoTs claim to hold and promote a certain set of values which go beyond this Tool-Kit, and the real challenge is to assure that practices are coherent with it. Organisations need to critically reflect on how the PoT itself is managed and about the trainers' own practices. All aspects of the organisation should ensure that it is and does what is so actively promoted.

Transparency is also a key value to keep in mind. What is the procedure for the members' selection and/or with choosing a trainer for a certain activity? How are expenses reimbursements and financial issues dealt with? What are the political objectives and institutional framework of a certain activity? It is important to be clear and to give all the information necessary for a well functioning PoT and the members also have responsibility in giving information about their work (reporting for example).

A discussion on values is very important when creating a PoT as it will, to a large extent, determine a lot about its management.

Aims and Objectives

Youth organisations, the Council of Europe and the European Commission share a number of aims regarding the youth field, namely:

“The promotion of **participation and democratic citizenship** for young people, in particular the participation of young people in civil society as well as in public and political life;

The promotion of **democracy, human rights, social justice, tolerance and peace**;

The promotion of equal rights and opportunities in all areas of society;

Strengthening **solidarity** among young people and promoting **social inclusion**, in particular with respect to young people with fewer opportunities and with disadvantages;

Understanding for and appreciation of **cultural diversity** and developing tolerance and the capacity to act in a culturally diverse society;

Combating racism, anti-Semitism and xenophobia.”⁵

Related to these aims, NFE and learning in Youth Work gather **specific features** such as **learning in groups, interactive, participatory and experiential processes**. In conclusion, the “development of personal and interpersonal competences as well as of humanistic and democratic values, attitudes and behaviours beyond the acquisition of plain knowledge. Face-to-face interaction and a combination of cognitive,

affective and practical learning are essential to achieve this.”⁶

The aims of creating and developing a PoT are connected with the need to have an **instrument** inside an organisation that not only promotes **capacity building of the organisation** itself but also facilitates the empowerment of individuals. The PoT exists to implement the Youth Work aims mentioned above with an internal and external approach. This means that it works for the internal development of the youth organisation and also for external actions that it implements (activities, workshops, consultations processes and so on).

A PoT is usually created keeping in mind a number of **specific objectives**, such as:

// To be an **open resource** for the organisation itself, Member Organisations, youth organisations and institutions working in the Youth field (namely public youth institutes, Council of Europe, European Commission and others).

// To have **trainers to provide trainings, facilitation, moderation and consultancy**.

// To provide **strategic advice and develop methodologies** for the organisation itself.⁷

// To promote **quality work and recognition of trainers and NFE**.

Section 7 will go deeper into this reflection. (Role of PoT)

5. FENNES, Helmut & OTTEN, Hendrik (2008) “Quality in non-formal education and training in the field of European youth work”, pp.8-9 in: www.salto-youth.net/download/1615/TrainingQualityandCompetenceStudy.pdf

6. *Idem*, p.9

7. Contents adapted from EUROPEAN YOUTH FORUM, “The purposes of the Pool”: www.youthforum.org/en/node/90

6. REFLECTIONS ON EDUCATIONAL-TRAINING STRATEGIES

“YFJ sees training as a mainstreaming factor in youth policy and as a tool for promoting sustainable and inclusive youth organisations. YFJ believes that through implementation of effective training policy it can improve, support and sustain all areas of its work. Training is also central to promoting active citizenship: young people should be able to create an active role for themselves in society and training enables them not only to understand their position but also to communicate and take action. YFJ therefore supports training as a form of non-formal education.”⁸

The political decision to create a PoT (especially inside a platform of youth organisations) requires deep reflection about not only how to develop it, but also how to integrate it within the structure and work of the organisation itself. To be able to do this exercise, the organisation needs to invest in

a strategic view of the PoTs potential and impact in the different thematic areas, not just education and training, but also to look at PoT as part of a transversal training and education strategy of the organisation.

In order to guarantee the quality, values and coherence in the work done by the trainers, an organisation should think about its own training strategy as something directly connected with PoT work and management. For example, if an organisations wishes to work with trainers with a certain profile with a reference set of competences, skills and attitudes then it should invest in their own training for trainers (T4T) in NFE. By doing this, they will have the chance to get to know new potential candidates for the PoT, develop their own “school” that fits needs and expectations and have a quality guarantee. Linked to this, an organisation needs to have a view about other advanced training possibilities for their trainers, in order to bring new knowledge and experiences to their practice. Apart from the investment in T4T for the training strategy, other important issue while defining it is to identify the training needs of the members

8. BARA, Luiza (2004) “The Training Strategy of the European Youth Forum: Empowerment through Training”, COYOTE, n. 9, August 2004, pp.32-33 in: http://youth-partnership.coe.int/youth-partnership/documents/Publications/Coyote/9/training_strategy.pdf

or member organisations. By doing this, an organisation can be sure that they are working on proposals that are useful for young people, which fit their expectations and which will have a good level of participation. This can be done through online questionnaires such as the ones conducted for the Portuguese National Youth Council Training Strategy.

With regards to **educational strategy**, reference is made to **knowledge management inside the organisation**. A PoT can be a learning process for people directly involved as well as for the organisation. The idea is to understand and profit **from individual learning to collective knowledge construction and systematisation**. It is an example of a “learning organisation” model in Youth Work.

Senge, frequently referred to as the “father” of the **learning organisation concept**, proposes that people put aside their old ways of thinking (mental models), learn to be open with others (personal mastery), understand how their organisation really works (systems thinking), form a plan everyone can agree on (shared vision), and then work together to achieve that vision (team learning). If we adapt this to a PoT-organisation relation, what we mean is that members of the statutory bodies and PoT have different types of knowledge of Youth Work (institutional, technical, grass-roots contact, international experiences) to share, reflect together and contribute to make a more effective, multi-dimensional

and democratic approach to implement the vision.⁹

It's really important that while defining an educational strategy for the organisation that **political representatives, secretariat and educators work together** and reflect about how PoT can be transversal to all thematic areas and how knowledge can be managed together. Members of a PoT can be a good resource to systematize experiences and facilitate these reflections.

Whatever the type of organisation, in order to have a PoT that works not only with activities and empowering young people but also contributes to capacity building of structures and resources, there are some further issues to consider: What is the organisation's training strategy? What is the organisation's role in training for trainers/facilitators and in finding opportunities for them? What are the expectations and needs of the members or Member Organisations? How can an organisation be a learning organisation and bring back the collective knowledge to promote its own capacity building?

Whatever the answers might be it should be ensured that they fit an organisation's specific features.

9. CORS, Rebecca (2003), “What Is a Learning Organisation?: Reflections on the Literature and Practitioner Perspectives”, University of Wisconsin-Madison, p. 4 in: www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

7. ROLE OF THE POT

As mentioned before, the **PoT** itself is related with NFE and Youth Work values, aims and practices. “The range of training activities offered by youth organisations is **linked to several objectives, which are as much linked to the self-development of youth volunteers, as to the work and development of the organisation themselves** (...) Youth organisations develop the forms of training they offer in order to make themselves more efficient and sustainable, but also in order to train individuals: newcomers, trainers, leaders, members, multipliers. Therefore, training has a genuinely twofold dimension: it is both a tool for organisational and for individual development.”¹⁰

Apart from training activities, there are **different roles that a PoT can assume, depending on its composition** (geographical origin, thematic background and even organisation background when talking about a platform), **its place in the organisational structure, its proximity and relation between its members, if it works only on a voluntary basis or not and other elements.**

Previous sections have already identified what can be the aims and general objectives in creating and developing a PoT. Now, in Box 7.1 the potential roles that a PoT might assume are identified, taking as reference impacts mentioned by some organisations that already have one. It's important to keep in mind that not all are relevant for all organisations, due to the nature of the specific organisation.

10. European Youth Forum (2007), p.3

Box. 7.1

What can be the role of a PoT?

- 1.** To ensure quality work in NFE for youth organisations and public institutions working in the Youth field.
- 2.** To empower youth workers/leaders/trainers/facilitators with training, communication, facilitation skills.
- 3.** To train the secretariat and board in certain youth issues.
- 4.** To contribute to having more young people working together.
- 5.** To work as a political tool for recognition of NFE and other topics.
- 6.** To bring member trainers and organisations (and possibly non-members and other actors) closer to the structure.
- 7.** To act as a consultant on youth issues according to trainers areas of expertise.
- 8.** To follow and provide input to development of Local, National, European and Global training programmes.
- 9.** To work as a space for networking between people and organisations.
- 10.** To be a tool to systematise experiences.
- 11.** To be a resource to prepare applications for certain projects.
- 12.** To conceptualize, write and produce knowledge: articles, publications, pedagogical tools.
- 13.** To guarantee a more democratic and active youth participation in the organisation and its projects.
- 14.** To promote the organisation in different spaces and give it more visibility.
- 15.** To be a space to improve trainers' competences and an opportunity to develop at a more professional level.
- 16.** To foster a space for education best practices exchange, among trainers (and youth organisations if a platform).
- 17.** To contribute to a more effective cooperation between the organisation and other entities in matters of youth training and of policy making in the youth field.
- 18.** To promote the organisation and its work.

For YFJ, for example, “of course the PoT is a valuable resource for (...) member organisations but it is also a ground where the trainers can learn and share experiences from and with each other.”¹¹

This idea of **learning together** is conceptually related not only with the “learning organisation” that has already been mentioned but also with “**community of practices**”. According to Etienne Wenger communities of practices are: “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”. As an internal role, a PoT can be a community of practice that exists for trainers to work together, share and learn. For this community to exist, three different but interrelated elements must be present: the **domain** – meaning that the group has an identity defined by a shared domain of interest (may be NFE and Youth Work) and therefore a shared competence that distinguishes members from other people; the **community** – which involves joint activities and discussions, helping each other, sharing information and resources that allows learning from each other; and the **practice** – meaning that it is not just a community of interest, and that members are also practitioners. There is a common and shared repertoire of resources: experiences, stories, tools, and ways of addressing recurring problems – a shared practice.¹²

It takes time and a lot of interaction to achieve such a community. At the beginning the organisation may simply look at PoT as

a data base, a group of people that can be a good resource to implement activities. Perhaps this is enough to fit the needs and expectations of the youth organisation, but if the aim is also to be a learning organisation and also to guarantee quality work and promote Youth Work and NFE, it may be necessary to have a more structured and strategic view for the PoT. Systematisation (which brings evaluation and allows improvement) and conceptualisation are important elements to organise knowledge. A PoT can guarantee this, and can create a more solid *modus operandi* and consequently implement better activities, more fair and democratic participation processes and promote institutional recognition of practices and outcomes.

The role of a PoT is similar to the concepts of identity and culture - it's dynamic. According to its context, structure, people involved, values, aims and practices, it might change and adapt to the resources available, to the needs of participants and to NFE and Youth Work visions of the organisations.

To help with the question of whether an organisation needs a PoT and which role a PoT should play the following section presents some questions which can be used to help reflection on this.

11. MORRIS, Carol-Ann (1999) "Pools and Networks of Trainers - The European Youth Forum Pool of Trainers - Why? Who? What? Where?", COYOTE, n. 0, July 1999 in: http://youth-partnership.coe.int/youth-partnership/documents/Publications/Coyote/O/Pool_Networks.pdf

12. WENGER, Etienne (2006) "Communities of practice: a brief introduction" in: www.ewenger.com/theory

Organisational Assessment

Once an organisational assessment has been made and has resulted in a positive reply to the question of whether a PoT is needed work can start on the development of the PoT framework. Completion of the following questionnaire by members, decision makers and trainers will help in establishing a roadmap for your work.

// Do you have a training strategy?

// Why do you think you need a PoT?

// Which are the values, aims and objectives you want to reach with the PoT?

// What is the role your PoT will have in the organisation?

What is the profile of the trainers you need?

// Experienced on specific thematic areas? If so which areas?

// Facilitators

// Moderators

// Resource persons (If so in which areas of expertise?)

// Experienced members of your organisation that will work on internal education

Take a look at the organisation and find out if there are any trainers or people who could act as trainers.

If there are individuals with these profiles within the organisation, then it should be evaluated if: They are capable of reaching the organisation's aims and objectives? There are enough people to cover all the needs? If they need a Training for Trainers to further develop their skills?

If these criteria are not fulfilled:

// Are there have people that could be trained and act later on as trainers?

// Is a PoT that consists of external trainers needed?

Check what kind of resources are available to support your PoT.

// Financial: Can meetings of the PoT be paid for? Can trainers fees in trainings be paid for? Does the organisation want to pay trainers a fee? Is there a budget to support the training strategy and the recommendations of the PoT?

// Communication: What kind of tools can be used to support the internal communication of the PoT? Mailing lists, intranet, forum, website...

Once the needs have been evaluated using the questions above it is time to start working on the development of the structure of the PoT. Get inspired by the chapter "How to start a POT" and decide on all the operational details, keeping in mind the organisation's needs analysis!

8. INTRODUCTION TO HUMAN RESOURCE MANAGEMENT AND CONCEPT OF LEARNING ORGANISATIONS

After defining the place and roles for the PoT according to organisational needs and values, further work is needed to make it “alive” and dynamic. What does this mean? It means to work with people in developing the PoT into a satisfactory learning space for all members, maximising its usefulness for users/clients – in this case youth organisations. In theory and practice this is covered by the term “Human Resource Management (HRM)”.

What is HRM?

In some modern business theories, there is a tendency to speak about Human Resource Development and, for example, D. Kelly, in his Dual Perceptions of Human Resource Development, defines it like this: “Human Resources Development as a framework for the expansion of human capital within an organization. Human Resources Development is a combination of training

and education, in a broad context of adequate health and employment policies that ensures the continual improvement and growth of the individual, the organisation, and the national human resourcefulness”.¹³ In the case of Human Resource Management of a PoT, it’s not possible to completely agree with this definition, as the members of the PoT are not usually employed in companies or municipalities. At the same time, it should be recognised that this definition gives some of the most important components of HRM that are very important for this Toolkit:

// Expansion of human capital as a main goal

// Training and Education as a tool

// Organisational growth as an outcome

Framework of “Communities of practice” and “Learning Organisation”

There is one word that has been frequently mentioned in this toolkit: “learning”.

The concept of Communities of Practice of Etienne Wenger has been introduced, the most important aspect of this being: “Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques...”¹⁴.

These “Communities” are neither strange organisations nor alternative companies, nor are they a set of well-hidden structures. In reality, they have different names, such as “learning networks”, “clubs”, “thematic groups” or, possibly, “Pool of Trainers”.

This model is a model that serves as a great basis to explain the dynamics within a Pool of Trainers. The authors of this toolkit found **this model very suitable** as a frame to explain the hidden secrets and hidden life of Pools of Trainers in youth work.

PoT as a learning organisation

// Traditional approach: “Knowledge is a “thing” that is transferred from one person to another.”¹⁵

// Modern approach: “Knowledge is a relationship between the knower and the known; knowledge is “created” through this relationship.”¹⁶

Do you see the difference? What are the consequences of this change? Do you want more? The specialists in learning organisations also offer some nice examples as shown in this table.¹⁷

Old answers (OA)/New answers (NA)

OA: Learners receive knowledge.

NA: Learners create knowledge.

OA: We all learn in the same way.

NA: There are many different learning styles.

OA: We learn best passively, by listening and watching.

NA: We learn best by actively doing and managing our own learning.

14. WENGER, Etienne (2006) “Communities of practice: a brief introduction” in: www.ewenger.com/theory

15. CORS, Rebecca (2003), “What Is a Learning Organisation?”, University of Wisconsin-Madison in: www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

16. CORS, Rebecca (2003), “What Is a Learning Organisation?”, University of Wisconsin-Madison in: www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

17. CORS, Rebecca (2003), “What Is a Learning Organisation?”, University of Wisconsin-Madison in: www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

OA: We learn alone, with our minds, based on our innate abilities.

NA: We learn in social contexts, through mind, body, and emotions.

OA: Our “intelligence” is based on our individual abilities.

NA: Our intelligence is based on our learning community.

Since the PoTs are created to support the development of people and organisations, the main tool is the transfer of knowledge by a know-how process. Inside the Pool of Trainers, learning is best achieved by actively doing and managing personal learning. Learning takes place in a social context through mind, body and emotions; not only through books. Organisational learning promotes creativity and innovation. By combining intellectual and emotional learning the learning organisation fosters a vision of wholeness – the ability to bring one’s whole self to organisation. Each organisation must discover their own solutions, not borrow them. In order to create a learning organisation, a “**learning atmosphere**”¹⁸ must be created. This is the **KEY** here, **HOW** to create a learning atmosphere?

Facilitation of the processes inside the POTs

Following the political decision and the development of an appropriate educational strategy as a frame to create a PoT, it is time to facilitate it as a learning environment, where people like to be and that gives them learning opportunities. Some authors say that, besides a good atmosphere, a PoT should/must promote continuous improvement, community-building and innovation. Before presenting the process of facilitation within the PoT, the point of this **collaborative knowledge-building** that was already mentioned in the concept of Communities of Practice and learning organisations can be expanded upon. The great German philosopher Martyn Haideger already was of the opinion that the learning process starts with personal tacit pre-understanding, before it becomes social activity. This was a strong field of research by the University of Michigan and Anne Arbor. They constructed a very interesting schema that can support better understanding of the management of learning in an environment such as that of a PoT.

As can be seen in the chart, the starting point in the bottom-left corner shows personal understanding, and the rest of the diagram explains the personal beliefs that can be gained during experience of the world, while becoming articulate, entering mysterious social processes and interaction with other people, and sharing a common

18. CORS, Rebecca (2003), “What Is a Learning Organisation?”. University of Wisconsin-Madison in: www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

culture. This culture, in turn, shapes personal understanding, ways of thinking, motivational concerns and diverse influences. Personal cognition and social activity can only be artificially separated in a model that is designed for analysis.¹⁹

Taking into consideration all the previous pages it can be concluded that building a PoT in practice is not an easy job, but clearly is a great idea. Especially for organisations that base their work on educational matters. Youth organisations that work with youth, in the field of non-formal education (NFE), are evidently amongst them.

How to run a PoT – Human Resource Management

In the introductory part of the Human Resource Management within the frame of the learning organisations, it was explained how working with people within PoTs in the specific area of youth work can be understood. There are specific aspects of Human Resource Management that should keep in mind and reflected upon when building a PoT for an organisation. These include:

// Motivation (why is it important to make it motivating for people?)

// Communication (how and what are the new ideas?)

// Procedures and rules (do we need them?)

// Some specific aspects (what are the specificities of youth work?)

All these aspects are related to making the PoT a learning platform that stimulates the exchange of best practice and of effective knowledge management, where trainers are satisfied. Here, the PoT member is also somewhere they want to be, and finally, is attractive to other stakeholders.

Motivation

In youth work that is based on values such as voluntarism, openness and non-formal education, **motivation is a KEY factor**.

Motivation is also an important element when building PoTs of youth organisations. Why? Because without active trainers, a PoT will be a database of names with email addresses and, maybe, Skype accounts. Motivation can be expressed in different ways, whether it is a motive for action, inner power, energy, encouragement for action or feelings. But it is most certainly the most powerful tool used to build the new PoTs. The rule is simple: “Respect every contribution of people who do something on a voluntary basis” and motivation will most likely grow.

For example, the European Federation for Intercultural Learning (EFIL) have their European PoT and describe it in the following way: “For EPOT trainers it is a chance to improve skills, network with other trainers and get a chance to be active

internationally (both within and outside of the organisation, as the external trainer offers are also sent by the EFIL Secretariat to the European PoT)”²⁰ Also, beside official declarations, EFIL has mechanisms to put into practice and connect the needs of Member Organisations and open more possibilities for Trainers: “the national Member Organisations have a chance to benefit from the new competences of their trainers; additionally they have a chance to invite individual EPOT members from abroad to national trainings to directly use their expertise (“Travelling Trainers” scheme, where EFIL finances travel costs once per year to each Member Organisation for one trainer, if requested”).

The idea of connecting and of **promoting the consultancy of trainers in the organisational development** of Member Organisations is strongly recommended. If this is not done the PoT will remain a learning platform, without having a strong positive impact on organisational development. Certainly, there are more basic underlying motivators, such as finance and learning opportunities, but in youth work, other factors have to be considered.

Recognition and Ownership of PoT

As it was already mentioned, PoTs are made up of Trainers in NFE who share a domain of interest. This belonging also influences the fact that members are

committed to the aims and goals of PoT, but also distinguishes them from the other trainers in NFE. This **status** must be built not only by the opportunities they have inside the PoT through the exchange of information, learning and great social contact, but also by recognition of the PoT by other stakeholders that might open new possibilities to your Potties. **Building a respected PoT** sometimes takes years, but do not be afraid. The process is very important and can also be an enjoyable and challenging time. Only if a PoT is internally active, and has good cooperation with other stakeholders, will it be a good basis for trainers to start to have stronger ownership of it.

Learning inside the new era

It is very important to provide a PoT with exclusive ways to **learn from each other** during the regular common activities, educational programmes and provide them with the opportunity to bring in new outsider knowledge. For internal dynamics, it is advisable to establish some standard way of communicating that will connect the people with one another in the discussion points, thematic work and simple exchange of experience. Using new media platforms and resources, you can build a dedicated **e-learning environment** that can be a good basis for exchanging opinions, resource-building and training. This is very important for the PoTs of international organisations, where members do not have the

chance to meet face to face on a regular basis. A national platform provides more possibilities for trainers to meet more often. It is also easier to establish specific annual meetings, where all thematic areas can be developed and a learning spirit stimulated.

Since some new approaches are already put in practice, some experienced authors in the youth sector say that, regardless of the sector, training using e-learning has many parallels with some of the pedagogical characteristics of non-formal education. It uses both Social Learning Theory and Experiential Learning to underscore the importance of group learning, peer-education and co-mentoring. The fact that the nature of e-learning is in tune with the core educational values of youth organisations and non-formal education makes its adoption as a training tool in these fields a logical step. E-learning offers additional opportunities for youth trainers and for those who want to learn, communicate and share experiences and expertise. It is a method of providing a space for contact between young people, without the boundaries of time and location. The only requirement is access to the internet and some basic ICT skills.²¹ As it is mentioned here, this tool is for learning and communicating and incorporates the values of youth work. Another component of this modern approach is **communication**, and further explanations on why and how to use it are

in the section dedicated to communication inside the PoT.

Ensuring the replacement and sustainability of the PoT

Through the training of new members, the sustainability of the PoT can be ensured. The **transfer of knowledge must be ensured**. The best tool for this is training for trainers, as a way to ensure the transfer of knowledge in terms of the methodology of NFE and the transfer of the values that youth work stands for. When asked by the European Youth Forum to specify what young people learned through their participation in organised youth work, practitioners in the youth field focused on personal and social development. In personal terms, they mentioned specific effects, such as increased self-esteem, responsibility, creativity, tolerance and critical thinking. In terms of social development, the cultivation of active citizenship and participation, group and leadership skills, communication strategies and knowledge of social issues were cited (1999, pp.24-25).²²

At the same time, mentorship, as a “personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person”²³, is a very useful way to handover responsibilities and ensure the transfer of knowledge, especially if, due to age limit or other reasons, older trainers are leaving the PoT. In reality,

21. E-learning and non-formal education – making the connection, Gabriella Civico, Coyote, 2009

<http://youthpartnership.coe.int/youthpartnership/documents/Publications/Coyote/13/Coyote13.pdf>

22. T-Kit on Training Essentials, http://youthpartnership.coe.int/youthpartnership/documents/Publications/T_kits/6/kit6.pdf

23. <http://en.wikipedia.org/wiki/Mentorship>

classical mentorship is not possible, as trainers also have other obligations. A more applicable concept is that of cooperative learning, through the thematic work and co-facilitation of activities between new and old Potties.

Voluntarism and professionalism

This is a very interesting point in youth work. In addition to voluntary work, which is the main strength of youth organisations, competent trainers are often paid for their work. The authors of this toolkit certainly agree that it is very difficult to find a solution and make recommendations to Member Organisations regarding financial compensation for trainers. The truth is that youth work should remain voluntary, but it is also true that recognition by other stakeholders is extremely important and must be a priority. It is crucial that organisations are able to make **commitments** with trainers, and trainers with organisations. In practice, this means that trainers should confirm their availability and desire to contribute voluntarily to the most important activities/events of the organisation, and the organisations should promote the expertise and capacity of the PoT to other stakeholders, investing in its external recognition, which usually means being paid and considered as professional.

What is common practice? For example, the Council of Europe has a big Pool of Trainers, and on its official website, it is stated: “Membership of the Trainer’s Pool does not guarantee the offer of contracts to any member of the Trainers’ Pool. Contracts to Pool members are offered according to the needs of the Directorate, usually two times per year.”²⁴ In the Pool of Trainers of YFJ, the priority is voluntary work and ensuring the learning process for Potties through meetings and online activities. However, in order to promote diversity in the PoT and reduce the barriers to participation in training and other activities as a member of the Pool, a small per diem is offered to each trainer to cover personal costs during the training and any loss of earnings that may have been incurred. In terms of motivation, money is often seen as one of the motivators, but it is clear that this must be handled with care. **If money becomes the only motivator, problems are likely to be encountered** that might put in danger other components of the PoT, such as the transfer of knowledge. In instances when an organisation is not able to pay, a good atmosphere will depend on selections that we should avoid in process of building **trust**, cooperative learning spirit and a great atmosphere within our PoTs. To conclude, a PoT should be built on the values that an organisation stands for, keeping in mind that **voluntary work is the base of youth work**. It is the powerful energy that makes youth work so distinct from other systems that are based on the principle of

profit-making. Instead of money, try to motivate Potties with learning opportunities that will produce multiplier effects in the management of knowledge.

Creativity and space for individual expression

Finally, if people do not have the space to express themselves and exchange opinions with colleagues in the PoT, the PoT cannot be considered a place guided by the values of democracy or an ideal place for learning. Also, knowledge management will not be put into practice in the best way. It is clear that the facilitation of this process must rely on the more experienced members - or paid staff, if there are the resources for that. **Creativity is one of the most important aspects of the production of knowledge**, so it must be stimulated and all initiatives and ideas must be supported.

Communication inside the PoT

In defining the strategies and ways to communicate inside our PoT, it should be kept in mind that communication is a tool to:

// provide knowledge and information

// motivate members of the PoT

// share emotions and feelings of members

// keep within the rules of the PoT

The most important aspect is that the communication is **transparent and based on trust**, as it is the best way to keep up the motivation of members and ensure fair learning and training opportunities for all members.

Democratic spirit and decision-making process

There are different practices and experiences in terms of the self-regulation of Communities of Practice; it is also a different example from youth work of how the decision-making process is regulated. The objectives and defined roles of a PoT will determine the decision-making process and areas where trainers can contribute with opinions and suggestions. There is a dilemma and each organisation should decide **what they want from their Pool of Trainers**. The fact is that if the organisation does not create the space inside the PoT for people to decide on certain issues, such as training policy or educational strategy, than the PoT will not have enough power or recognition within its organisation. On top of that, it will also lack legitimacy and external recognition. Why? If a Pool of Specialists has been created, why

not use that potential and provide it with a more consultative capacity on educational matters?

Team building within the PoT

A successful Pool of Trainers is always hard to build but this is not because of a lack of awareness about how to use online tools or a lack of ability to communicate. It is hard because a person needs to feel part of something, part of a community. "In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other. A website in itself is not a community of practice. Having the same job or the same title does not make for a community of practice unless members interact and learn together."²⁵

The Pool of Trainers are not separate teams of youth workers and trainers, they sometimes work together on specific thematic issues or training programmes. For that reason, it is not required for a PoT to be a team that needs to achieve a certain list of tasks. At the same time, it is important that we **promote team spirit** and team work in different areas. Taking into consideration that the team is a group of people, organised to work together, to achieve a set of objectives that cannot be achieved effectively by individuals, it can be said that, in this case, it is very important that all

trainers in the PoT work together to make it a great opportunity and learning space for all members and, also, for the eventual users of that knowledge – youth organisations and youth leaders inside them.

Tools and styles in communication

"We all face the challenge of communicating with people who have a different style of communication than our own." "Our natural tendency in communicating is to use our own style, as it is what comes naturally and automatically to us. But if we want to be better communicators, we need to adapt our style to that of the other person."²⁶ It is true that some people are more orientated towards achieving goals and getting straight to the point. For some, social contact is more important; for others, the process itself and exchange of stories. Meanwhile, some people are very wary and it's necessary to get closer to them in smaller steps. Finally, there are people who pay a lot of attention to detail and we need to be very precise when answering all their questions. Taking into consideration that Pools of Trainers are very diverse organisations, even this small detail calls upon the fact that care is needed to adapt our behaviour in communication to all possible profiles of trainers.

E-learning as a way to communicate: Why use it?

Using e-learning for training can increase learning outcomes and communication flows in many ways:

// The learning process can be extended for members of the PoT either before or after a face-to-face activity.

// Access limitations relating to cost, visas or physical disabilities preventing attendance at face-to-face events are avoided.

// Recognition institutions, which formally accredit Non-formal learning, can have online access to the learning process reducing their time and costs requirements.

// New Information, resources and knowledge and most up-to-date information can be distributed quickly.

Geography: The learning sphere becomes truly global, as geographical barriers relating to location, language or visas are removed.”²⁷

To conclude, it is an individual decision whether to use everything that modern e-learning platforms can offer to strengthen the communication, motivation and learning within a PoT, but it should not be forgotten that is very hard to replace face-to-face meetings.

More about e-learning:

www.learningplatforms.moonfruit.com/#/gilly-salmon/4519548224

and

www.elearningeuropa.info/

Members of the Pool

Who are the members of the Pool of Trainers? The answer is easy: the ones who are chosen and fulfil the criteria of becoming a member. For example, the **European Youth Forum** says: “The Pool of Trainers is replenished on a regular basis, which gives the opportunity for new trainers to become members. Candidates have to be active young trainers from a Member Organisation of the YFJ.”²⁸

In the case of the **PoT of Council of Europe**, it is said of its members:

“The trainers involved in the programmes of the Directorate of Youth and Sport usually have a long-standing experience of working with the European Youth Centres Budapest and Strasbourg and in most cases have themselves participated as trainees in one or more training courses offered by the Directorate. Their experience and knowledge is available not only to the European institutions dealing with youth, but also to youth organisations for their activities at European and/or national level. All the Trainers’ Pool members have competencies in youth work, specific sets

27. E-learning and non-formal education – making the connection, Gabriella Civico, Coyote, 2009
<http://youth-partnership.coe.int/youthpartnership/documents/Publications/Coyote/13/Coyote13.pdf>

28. EUROPEAN YOUTH FORUM, “How to become trainer of the Pool”, www.youthforum.org/en/node/90

of skills to plan, prepare, run and evaluate activities within non-formal educational context and specific knowledge on different topics relevant to youth work. The Directorate of Youth and Sport, in the context of its training courses, offers two kinds of training contract for trainers with either junior and senior status depending on their competencies and experience in the respective field of the course. Members of the Trainers' Pool can receive a senior status and contract for one training course and a junior one for another one, depending on their competencies and level of experience in relation to the respective courses/ subjects.”²⁹

(At the end of T-Kit you can find the documents that refers to status of junior and senior trainer of CoE)

European Student's Forum (AEGEE): this YFJ Member Organisation has specific criteria for being part of their PoT, called AEGEE Academy: “The AEGEE Academy has two types of members: Academy trainers and human resources workers. Each of them has their own profile and selection criteria. A trainer of the AEGEE Academy should be eager to contribute to the internal education system in AEGEE as trainer, have experience either in working in international teams (in AEGEE) or in international youth work, have been active as trainer on local level or given workshops, be open to learning in all kinds of dimensions, be willing to travel to many interesting place in Europe and work in mixed international

teams, be ready to invest time and effort in this work, have excellent communication skills and a good level of English.”³⁰ Before establishing the criteria for being a member of the PoT of an organisation, it is most important to go back to the first point, which is what is needed from a PoT and trainers internally. Answering these questions will help to clearly define the roles, and will make it easier to chose the selection criteria for a PoT.

Assuring Quality

In fact, to ensure quality in training opportunities offered by youth organisations, the organisers first need to **define quality indicators**. Some of the quality indicators will no doubt be connected to the performance and approach of the trainers. How well a trainer can do their job is not directly proportional to how much they are paid, but it is directly proportional to how much they are motivated and dedicated to the activity/programme they are responsible for. Other aspects of quality in training can be assured by setting indicators related to the number of trainers per trainee, the space and materials that are required, the number of hours of training etc. Quality assurance indicators should be established in a general sense for any training undertaken by the PoT and then these indicators fine-tuned for each specific context of each Training Course (TC). The indicators that may exist that prevent a trainer from giving

29. Who are the members of the Trainers' Pool of the Directorate of Youth and Sport, www.coe.int/t/dg4/youth/Training/Quality_NFE/TP_presentation_en.asp
30. Questionnaire of YFJ, 2010.

the right amount of time and energy to a task should be eliminated in the process, always **respecting** every **voluntary contribution** of trainers of a PoT. As has already been mentioned in the section dedicated to motivation, this is crucial if the motivation and sense of ownership of the PoT from within is to be maintained and even increased.

Selections...

The text, published by KARSTEN Andreas, “Trainers’ Pool or trainer’s fool? That has already been mentioned has provoked some interesting reactions from people. “Every time pool owners are looking for some fish for a special assignment, it gets foggy inside the pool – like all the octopus are losing their ink at the same time. When the water clears up, a few fish are gone. Some return, others you never see again. What happens to them, I wonder...”³¹ There is always danger that water in the Pool will become dirty for people inside and that they will wish to go outside. That is why openness and honesty is needed in order to build trust and **transparency** within the PoT, stimulating trust between the other bodies of the organisation and communication within the Pool.

All selection processes must be transparent and based on clear criteria, taking into consideration the best solution for users of the PoT but also trying to find the right balance, giving an opportunity to everybody.

The authors of this toolkit believe that, at this point, regulation documents on these issues are very important and necessary.

Gender issues, intercultural dimensions, conflict management within the PoT

If all the necessary steps recommended until now have been taken, this toolkit suggests that you will not have a problem with these issues. There will be great mechanisms and people will be ready to accept different opinions from different backgrounds of other PoT members, which will influence the positive atmosphere and creative learning environment. During all phases of building the PoT, gender issues must be mainstreamed. These include the analysis of your organisation, defining the roles of the PoT, selecting the criteria for being member and, finally, the implementation of activities and daily communication. More on this topic can be found in “*Gender Manual*”³². At the same time, we have to admit that there is a big difference between PoTs of National Youth Councils and of International Youth Organisations (INGYO). Building a PoT for the latter requires more attention to be given to intercultural differences and backgrounds, due to the extended geographical spread of the origins of the members. More on this can be found starting on page 25 of another Toolkit³³.

31. KARSTEN, Andreas (2007), “Trainers’ Pool or trainer’s fool?” in: www.nonformality.org/2007/11/pool-or-fool/
 32. www.uninstraw.org/wiki/training/index.php/Gender_Manual:_A_Practical_Guide_for_Development_Policy_Makers_and_Practitioners
 33. http://youth-partnership.coe.int/youth-partnership/documents/Publications/T_kits/6/tkit6.pdf

No official status

1. An informal group/database of trainers in the disposal of the organisation
2. A working group on specific issues
3. An official body elected by the general assembly
4. An autonomous organisation

Official status

Conflict management must be orientated towards the prevention of reactions when things get more personal. Conflicts can be a good thing if they are conceptual and orientated towards the content of the work, but not when they are part of the evaluation of personal competences and characteristics.

Summary

Human Resource Management is clearly a key element in building an organisation's PoT. Using HRM tools, such as those related to motivation, recognition, sustainability, e-learning platforms, quality assurance and trust & transparency, the ideas from the documents that defined the role and relevance for the PoT inside the organisational structure are put into practice. A PoT is a great resource that can help create a dynamic learning environment for Potties

and provide amazing potential for the development of the competences, skills and attitudes of other young people. It should not be forgotten that if an organisation is not in a position to build its own PoT, it's always possible to borrow trainers from other Communities of Practice, called Pool of Trainers.

Legal status within an organisation

The legal status of a specific PoT depends on its aims, functions and role, as well as the structure of the organisation. Moreover, this issue is very country-specific. Therefore this chapter will give some exemplar insights into the legal statuses of PoTs. However, every organisation should define the best option according to its realities and needs. The graph below offers an overview of possible legal statuses a PoT might have.

In the scale of legal statuses, a PoT can vary from having no official status to being a legal body/organisation.

1. 'An informal group/database of trainers' does not have an official status within an organisation. However, it does not always mean that the group is an unorganised community – it can also be a well-functioning Pool. Besides, this status can also mean less attachment to the organisation in the form of more freedom for the PoT to design its own work. However – it can also prevent a PoT of having a say in the organisation's decision making processes.

2. 'A working group on specific issues' can be trainers delivering specific trainings, resource persons and experts working on a specific field, etc. In this case, the group can have a mandate from the organisation's statutory bodies.

3. 'An official body elected by the Statutory Bodies' is a form of PoT that has an official status within an organisation. Depending on the concrete role of the PoT, it can allow it to be more legitimate. For example, in the situation of policy consultancy or policy-making, this status can be an asset. However, being a legal part of the organisation can lead to certain obligations towards the organisation.

4. 'An autonomous organisation' can be an option in case of the training activities play a important part of the organisation's activities. This might also help when applying for financial support.

Members profile

Before starting the selection procedure of the members of a Pool of Trainers, the required profile based on the PoT objectives and the organisation's training needs should be defined. In order to make it clear to the people who would like to join the PoT and in selecting the trainers, the criteria based on which the selection will be made should be defined.

Age limits

There is no specific age defined for a youth trainer. However, each organisation

can decide if the members of the Pool of Trainers should only be young people or not. It is not only needed to define if a PoT will consist of only young people, but the age limits of youth should also be defined. For example, the Youth in Action programme of the EU is addressed to people from 13 to 30 while the UN Convention on the Rights of Children defines each person under the age of 18 as a child. It is up to each organisation to decide the age limits of a PoT, always based on the aims and resources of the organisation. For example, YFJ has set as a limit the age of 35, while EFIL and AEGEE have no age limit at all.

Fields of Training Expertise

When organising a training activity, on the one hand, attention should be given to the methodological approach, and, on the other hand, the content. For this reason, it is better not to accept any trainer who is aware of different methodologies without keeping in my mind if her/his expertise can fulfil the training needs. The field of training should therefore be defined beforehand so that, later on, during the selection, it can be ensured that there are enough people for each of the fields of interest. These fields of training could be **thematic** (eg. human rights, inclusion, intercultural dialogue, peace education, global education, citizenship education etc), **soft skills based** (eg. communication, team building, personal development, creativity, presentation techniques etc) or **organisational management based** (eg. project management,

public relations, finances, fund-raising techniques, knowledge transfer of your own organisation, etc.).

Experience with working with specific target groups

In youth training activities, the profile of participants can differ based on social, cultural, age and geographical criteria. A youth trainer does not necessarily have experience with all kinds of target groups, and working with some target groups can be quite challenging for a youth trainer. For example, a youth trainer working with young people with physical disabilities should have knowledge of methodologies that will ensure the active participation of all, avoiding activities that will limit anyone's participation. Another example would be the trainers working with people from different religious backgrounds. The trainer should make sure that nobody is offended by any means and, at the same time, her/his religious habits are fully respected. Examples of target groups that we often work with in youth work are:

// Religious Youth groups

// Young people with mental or physical disabilities

// People with minority backgrounds

// Young People in/from Conflict Areas

// Gay, Lesbian, Bi & Transgender groups

Techniques

As it is mentioned above, the practice of a PoT and Youth organisations themselves are usually based on Non-Formal Education. Youth trainers use different Non-Formal Education techniques always aiming to reach the training objectives in the best way. Some of the techniques are very common, such as discussions, group work and brainstorming, but there are other very useful ones that not all trainers have the knowledge and/or experience required for their use. These include role games, simulations, forum theatre, outdoor activities, body expression activities, activities based on new media and technologies, directed imagination, ethnic arts, improvisation and many more, as every trainer can create her/his own techniques if s/he thinks that it is the best way to achieve the aims.

The more experiences you have in a PoT, the better it will be, as it is always great to have a team of trainers that can cover different topics in training activities, using a variety of techniques adjusted to the specific target group.

Management (maintenance, number of people, selection procedure, coordination of PoT)

After setting the aims, role and function of the PoT and the profile of members, the way PoT should be built up and managed can be defined

Number of people

The number of people depends on the aim, form and function of the PoT, as well as the size and activities of the organisation. There is no general formula for the number of people in a PoT. In practice there are PoTs with no more than 10 people and there are PoTs involving up to 70 people. The table underneath provides some aspects of the work of a PoT that might be influenced by the amount of PoT members. However, it should be kept in mind that the realities in the organisations are different and not all the ideas gathered in the table can be applied to every organisation.

Example: “EFIL PoT used to be much smaller and with a more “elitist” image. The result was that the trainer quality was very high and kind of “guaranteed” but the events tended to have repeating trainers and there were not many trainer applications for training events. Since the moment we started being more inclusive, there is more space for having combinations of “senior” and “junior” trainer profiles in teams, people learn/develop” within the pool and all trainings have enough trainer coverage.

Source: Questionnaire on PoT – EFIL

<i>Field</i>	PoT consists of fewer trainers	PoT consists of more trainers
<i>Amount of work (depends on the activities of the organisation)</i>	Possibly more work for individuals	Possibly less work for individuals
<i>Relations within a PoT</i>	More possibilities for the members of PoT to get to know each other very well.	Less possibilities for the members of PoT to get to know each other very well.
<i>Cooperation within a PoT</i>	More chances for trainers to develop strong team work (more possibilities to work in a team with the same person)	Less chances for trainers to develop strong team work due to a constantly changing composition of the training teams
<i>Expertise</i>	Trainers might not cover all topics of expertise needed	Bigger chance that the trainers cover wider sphere of expertise, there are also people working in specific fields.
<i>Meetings (if there are)</i>	Easier to meet, exchange, make compromises, positions, etc	More difficult to meet and to find a date where everybody can come to the meeting. Work during the meetings might be less effective.
<i>Relation to the organisation/ coordinator</i>	Closer – more personal contact	Less close

Selection procedure

Becoming part of the PoT:

There are many approaches of selecting participants for a PoT. Less structured selection procedures can allow trainers to become part of the pool at any time. There might be cases when the participation in a PoT should follow internal nomination and selection procedures involving statutory bodies. A common way of selecting trainers for a PoT is making open Calls for Members. In this way the trainers would start membership of a PoT at the same time and there would be clear criteria for selecting them. The selection criteria depends on the profile of the members (please, find more information on it in Chapter 8.3.).

Common selection criteria are:

- // Thematic experience
- // Experience in a youth work/delivering of training activities
- // Motivation
- // Gender balance
- // Geographical balance
- // Organisational scope balance

Example: **Selection criteria of AEGEE Academy trainers:**

- // Motivation
- // Organisational experience
- // Experience in international teams and international youth work
- // Training experience (participant and trainer)
- // Understanding and perception of youth training (and its particularities, as compared with other types of training).

In general, the applicant should show a high level of motivation for joining the Academy, have sufficient experience on the local level (at least in one specific area, such as project management) and have experience working in international teams. We do not expect that the applicants necessarily have a deep experience as trainers, rather that they have lead at least 1 or 2 smaller workshops. We also expect that the applicants have been participants in several trainings before and that they show a great understanding of youth training and the way in which it reflects the values in youth work. This is particularly taken into account in the application form. In certain cases where there are inaccuracies in the application form, the board of Academy may ask for additional information or recommendations.

Source: Questionnaire on PoT — AEGEE Academy

Length of membership in PoT:

As already mentioned before, the length of the membership of a PoT can vary. Some PoTs have members for a long period of time, some renew the PoT after a certain time.

The PoT of YFJ are renewed every 2 years. In this case also the old members have to re-apply to the new PoT. Sometimes there are also cases when the PoT accepts new members in the half term of the PoT (after 1 year).

Coordination

Good coordination and exchange of information within a PoT and between the organisation and a PoT is one of most important preconditions of a successful PoT. How it happens depends on the financial and human resources, commitments of the trainers, etc.

The most common way of coordinating the PoT is to have a person from the organisation that does it. This person sends E-mails, calls for trainings as well as manages the practical Aspects, such as meetings.

Another option is to make mechanisms where the trainers coordinate themselves and are active in their own self management. In this way the trainers might initiate and lead meetings by themselves.

Work Conditions

When planning to cooperate with a youth trainer it is always important to clarify from the very beginning the working conditions. There are no rules for these conditions as each organisation and each trainer can have a different approach towards this issue. However, whatever the decision and the practice is, it has to be clear and communicated as early as possible, preferably in the open call for youth trainers for an activity or if there is a general practice, in the open call for PoT members.

Contracts

Even if the conditions have been communicated in the open call already, it is always useful to prepare a contract for trainers when starting the cooperation. For some organisations it might seem strange to use such an official tool in youth work. In this case, cooperation has to be based on full trust and agreed conditions should always be respected for enforcing this trust and the long-term cooperation with the trainer. This is very easy especially when the Pool consists of a small number of members of your organisation with whom you have cooperated already for some time. However, trainers often sign contracts with organisations and institutions they are working with to contribute to establishing what are the expectations from each side and the overall vision and process of the project .

These contracts should always include:

// Details about the training activity

// Expectations from the trainer

// Duration of the whole process (preparation time, duration of the activity itself, follow up time)

// Covered costs (accommodation, meals, travel costs, training material, communication costs-if any)

// Trainers fee, method and time of payment

// Any other aspect that is important for a specific project.

Covered Costs

As has already been mentioned there is no general practice on this issue as in one respect it is always good to cover at least travel and accommodation costs of a trainer even if the trainer is not being provided with a fee, however there are cases where trainers have to pay their own costs. For example, in AEGEE-European Students Forum, there have been cases in which the event didn't have any financial support and the trainers agreed to pay their own travel costs. They based this decision on that fact that they believed that the implementation of the activity was very important for the organisation and also that the learning experience for themselves was also very valuable. This

can be an acceptable situation as long as it is clear to the trainer who expresses the interest to work for an activity that these are the conditions. However, it is always good practice to at least cover the costs of the trainers when there is the budget, as even though they can be delivering the training on a voluntary basis requiring them to make an additional financial investment in order to travel to the venue is unfair and creates barriers to participation.

Trainers Fee

There are different practices concerning trainers' fees, as while one of the values youth work is based on is volunteerism, often youth trainers do this work professionally and expect to get paid for the work they deliver. There is no right or wrong response to this issue and it is clearly up to each organisation to decide if the trainers will get paid or not, and up to the trainer if s/he is going to deliver an activity for free. There are different arguments on the issue which connect trainer's fees with quality and motivation. There are many examples of practices such as the example of the YFJ PoT where trainers receive a per diem of 30 euros when delivering YFJ activities.

What is important is to agree on everything from the beginning so that everyone is satisfied with the cooperation. The most important thing is to be clear in open calls for trainers and in the agreements made with the trainers as this will prevent disappointment and/or misunderstanding on both sides. This is important not only

about trainer's fees, but also about covered expenses, tax legislation and what is expected from both parties. So communication is the most crucial aspect.

Meetings of PoT as a Tool

Although organizing **PoT meetings sometimes** brings financial challenges and it implies the use of other resources from the organisation, they are an **important investment** to be made. (For a possible PoT meeting agenda, check appendix D)

There are many reasons that support the importance of bringing together everyone and there are different approaches to PoT meetings. In the YFJ, "to ensure that the quality of the pool is maintained they meet (...) to discuss the past 6 months and to learn from each other, to give input to the training policy of the European Youth Forum, to take part in advanced training and to plan for the future."³⁴ For example, "EFIL has no regular meetings, however every second year there is an advanced training for trainers organised specifically for the PoT, which is an opportunity for the PoT members to meet as well. Other than that, there is a separate small group (5 people, including 2 PoT members) called Training Advisory Body (TAB), which has two meetings per year and helps EFIL

take training-related decisions and plan activities."³⁵

Other reasons for the organisation to invest in such meetings are related with the need to **inform and involve trainers in the different policy areas** and processes, that the organisation is working. It is also important for trainers because it allows them to have a broader picture of the institutional framework, allowing them to do better **work and be more coherent with the values and the strategic view** of the organisation.

When it is the first meeting of a **new PoT, it's the chance for new PoT members to familiarize themselves with the priority fields and develop a sense of ownership and belonging**. By getting to know the members of the statutory bodies they have the chance to **discuss the purpose of the PoT and its value to Youth Work** and youth organisations as well as to **familiarize themselves with the PoT culture**. It's quite important that the organisation's decision makers be part of PoT meetings not just because of sharing policy areas and priorities, but also because it shows the importance that PoT has for the organisation and it's a chance to **develop more interpersonal relations**. The meetings are also important to **keep the PoT and its members alive and to restate commitments**.³⁶ It's the chance to suggest concrete actions and activities to improve its performance, through a PoT Action Plan. This Plan should support the organisation to achieve its goals, to implement its policies and to develop the capacity of its members. While working on this

34. MORRIS (1999).
35. YFJ Questionnaire – EFIL.
36. BARA (2004), p. 33.

Plan, trainers will combine the institutional framework with their ideas to improve work inside the organisation and identify what could be their contribution. It is very important to **be realistic, divide responsibilities and create good communication options in order to guarantee follow up of this Action Plan and the meeting** itself. Other objectives can also be defined, depending on the nature and structure of the organisation. *(For other examples of objectives, please take a look at Box 8.1)*

The meetings are also a space to make friends, share stories, frustrations, learn together, promote advanced training moments and even to think about projects that can come up from personal and organisational relations.

Box 8.1.

Objectives of Portuguese NYC PoT's meetings:

“The NYC PoT has a annual meeting every year, just after the renewal of the pool members (...). The main objective of this meeting is to create a group dynamic that start developing an identity of NYC Pool of Trainers.”

The other objectives are:

// To get to know each other and the responsible persons within the NYC board and secretariat;

// To share expectations and to be more familiar with the Trainers Pool objectives and mission within the NYC working context;

// To ensure a working ethic clarifying the values on which the Pool will put their activities in practice;

// To share about the role of the pool of trainers in the NYC training activities or in the activities where NYC is an intermediary;

- The working of the Pool as a community of practices composed of youth trainers;
- Reflection about how can the Pool support NYC member organisations, other NGOs and institutions related with youth;

// Keep track of the national and international processes of “Promotion, Recognition and valorisation of Non Formal Education” – Pool contribute to the NYC NFE policies;

// Presentation of the NYC strategic priorities and work plan identifying areas where the Pool could contribute to the NYC work;

// Definition of an action plan of the Pool for the mandate.

Since 2009, we started to have a midterm meeting of the PoT to make an assessment of the work done and tune the next 6 months as well as to keep developing the sense of community of practices by sharing experiences and transforming them into knowledge that can be used within the NYC – for instance by developing policy papers or creating documents that can support the future work of PoT members in their educational activities within the NYC context.”

In: YFJ Questionnaire – Portuguese NYC

Thematic work inside the PoT

A youth organisations' PoT usually brings together trainers that share a set of values and practices related with Youth Work and NFE but that also have different competences and backgrounds. While selecting a group of trainers, a youth organisation usually tries to cover several training issues (depending on its nature and work) such as Intercultural Learning, Human Rights, Environment, Citizenship, Organisational Capacity Building and others.

As has been mentioned before, a **PoT can be a collective knowledge management space** and within this approach it's important to reflect about thematic work inside the PoT.

Thematic working groups can be defined through **two perspectives**: the processes and activities that the organisation is involved in require a **conceptualization of certain issues** from an educational and pedagogical approach; **or the PoT management requires inside and deeper reflection about some elements**.

For instance, if the organisation works with Global Education, it might be worth it to gather some interested and/or experienced trainers to work on a paper or pedagogical tools. Or maybe the organisation needs to map good training practices which is an exercise in which trainers should be definitely involved.

If the organisation and the PoT itself feel the need to invest more on the visibility of their work in the NFE field, the members can work on a brochure, contents for the

official website, presentation letter to send to youth organisations and institutions with the training offers, PoT introduction and other information.

The **PoT meetings are the main spaces to organize this thematic work**, to launch the idea and its objectives, to create the team and a specific action plan that fits the organisation's needs that can include contributions and to promote learning inside PoT and the organisation. To ensure that this work continues, it is very important to make commitments regarding how communication will flow. Often distance and lack of face to face contact may be an obstacle to continuous work. For this reason, it's also relevant to have inside the PoT a group that searches not only for technological possibilities to facilitate work, but also explores funding options to organize thematic meetings.

An important question to keep in mind about thematic work: **"What to do with the outcomes?"** When knowledge is produced, it is to be shared so when looking for funds it's also important to search for ways to disseminate results, for example, to support publications.

How to make PoT attractive

The visibility and positive status of PoT can be important to its members MOs and other stakeholders. If a PoT has a positive status, the trainers will be more motivated to take part in it, new members will be willing to join and the partners of an organisation might be willing to cooperate with a PoT. However, there is no universal recipe to make a PoT attractive. It depends on its structure and role and the audience to whom it should be made attractive. Here are some ways of making PoT attractive to its members and others :

// **Successful HRM of the Pool.** Ensuring motivation, recognition, sustainability, quality assurance and trust & transparency within the PoT (described in detail in Chapter 8.1.).

// **Creating PoT's ownership.** This can be ensured during the meetings, common events or just through an internet platform. It is also important to define common values and goals.

// **Communicating PoT.** This means communication with and about members of the Pool. For example: Providing trainers with nice T-shirts/Putting a logo of your PoT on the trainers' TOY (Trainers online for Youth) profile/Sending the trainers SMS or e-mail regularly with texts like "Our organisation is glad to have you"; "You are helping us to change the world"/Creating an internet platform or a blog where the trainers can interact with each other and

any other interested person (MOs, partners of your organisation, etc.) Communicating PoT means also promoting it's visibility towards the MOs and other actors.

// **Learning in PoT.** Personal development and learning is one of the most important advantages for trainers joining a PoT. Providing trainers with learning opportunities, such as experience in leading a training, giving the chance for trainers to exchange information/tools and methods, organising meetings with more experienced trainers and other specialists, organising training for the trainer – these are just some ideas how to maintain it.

9. CONCLUSIONS

A Pool of Trainers can be a very useful tool for Youth Organisations to build capacity and to grow but it is also a complicated tool. Not only is it necessary to consider if a PoT is wanted or needed but also to reflect on the educational strategy of an organisation and on how the tool can be used. In addition to this, reflection is also needed on a great number of practical issues varying from legal status to how much money is available to be spent.

In general, a PoT is a complex tool which needs careful assessment and good planning but that if organised well it can help organisations to grow and develop. The YFJ hopes that after reading and using this toolkit this process will be easier and even more beneficial to organisations looking to develop a Pool of Trainers.

APPENDIX A

REALITY SCAN

Evaluation areas	Quality criteria	0 (very poor implementation)
organisation as educational environment	Role of educational process (EP) within organisational culture.	The organisation has no understanding of the EP culture. NFE considered within the daily activities of the organisation. EP is identified within individual events (training, workshops).
	Coherence of the vision of YNGO with the vision of EP.	The organisation has defined its vision and or strategy but documents are not practical, but the declaratory nature.
	EP in a context of organisations' working plan (action plan)	There is no strategical linkage between organisation's action plan and educational plan (plan of educational activities). Organization's action plan is declaratory in nature and not well-spread within the organisation.
	Philosophy of the EP	Organization is not considering philosophy of education at all. The conception of education in the context is not defined or clearly understood.
	Educational purpose of the organisation	Education as such is rather declaratory in nature.

1 (poor implementation)	2 (average implementation, strategic approach lacking)	3 (good implementation)
EP within organisation is not considered.	EP within organisational culture is considered a complex process (learning needs, aims, objectives and learning outcomes are considered).	Organization stresses: // Sharing of knowledge // Learning outcomes // Investing in people in a continuous perspective // Knowledge creation // Knowledge and information dissemination within organisation
Organization has defined its vision, though it excludes EP.	Organization has defined its vision and is moving towards its' implementation. Though EP is not coherent.	EP itself contributes to the vision of organisation.
Provision of certain educational activities is in the action plan, though it is not perceived as an ongoing, complex process within the organisation.	Organization is planning separate educational activities within the timeline, some linkage is taking place, though educational orientation itself is not visible within the organisation. It is more a series of separate educational activities.	The organisation identifies provision of educational process as its' separate strategic guideline within overall plan.
Organization is aware of philosophy of non-formal education, but not of their applicability to the EP happening within organisation. Otherwise, organisation is treating non-formal education as a particular method.	The organisation has developed its' educational philosophy, it is coherent with the principles of non-formal education, but rather unconsciously.	Educational process organisation based on the principles of non-formal education: learner-centred, based on self-involvement, transparency of the process is considered, etc.
Educational purpose is considered within the organisation. Most of the activities tailored to the needs of current members/top-down decisions/presence of financial resources.	Fit for purpose is a subject of education objectives, but there is little understanding of their practical significance. Objectives are not defined with the criteria for accessibility.	The organisation is aware of education (learning) in the context of its objectives. Objectives are clear, achievable (exists and is subject to the regulatory framework of criteria).

Evaluation areas

Quality criteria

0 (very poor implementation)

Organizational Resources

Infrastructure

Substituent infrastructure does not exist. Organization is not aware about the requirements to be met.

1 (poor implementation)

Organization is aware about the requirements, but is not up to meet them.

2 (average implementation, strategic approach lacking)

Organization is aware about the requirements. If the organisation does not meet them, there are known ways to meet them (rent equipment, etc.).

3 (good implementation)

Infrastructure fits for purpose (working space, space for personal reflections, meeting rooms, etc. according the aims and flow or EP).

Value	Comments

APPENDIX B

EVALUATION

Evaluation areas	Quality criteria	0
Nature of training/educational (T/E) process (a)	Role of participants	The role of participants is limited in training/education process.
	Profile of participants	Participants' profile (special needs/features) is not considered in the context of planning training process.
	Responsibility of participants	Participants are not informed of their responsibilities in frames of training/education process. When participating in training activities outside the organisation, they don't have to share knowledge with the rest of the organisation.
	Selection procedures for learners	Selection is up to the discretion of human resources manager/ someone in charge of training/ secretary general. There is a focus on quantitative criteria, rather than personal motivation of learners.
Planning of training/educational activities (b) Delivery of training/ educational activities (c) Monitoring and evaluation of T/E process (d)	EP planning in the context of European youth policy	The organisation is not following-up policy-making in a field of training and education/non-formal education on European level.

1	2	3
<p>Participation is limited to formal quantitative participation (their individual needs are not considered. Training education process is trainer-centred.</p>	<p>Are considered in the planning process as average members of an organisation.</p>	<p>Training is learner-centred. Individual needs, learning styles and experience are considered both during planning and delivery of training/education process.</p>
<p>There is no holistic approach towards planning of training process, though there is an attempt to identify them (with no follow-up).</p>	<p>Participants' profile is considered up to certain extent, but there are no clear mechanisms/procedures on this. It is all up to personal trainer's responsibility and capacity.</p>	<p>Participants are fully aware of their participation in non-formal education process, they know the aims and expected learning-outcomes. Working in a group, gender, age, experience and other relevant features are considered. Participation is on voluntary basis.</p>
<p>Participants are aware of their responsibility within participation in training/education process.</p>	<p>Participants are intuitively aware of their responsibility to actively participate in training/education process and to share knowledge, skills, and contribute to common goals. However, it depends on personal participants' commitment to share.</p>	<p>Participants are aware of the responsibility to be actively involved in the training/education process. Different types of gained knowledge is up, the proceeds of knowledge are shared, reflected together within the organization to implement a shared vision on education.</p>
<p>There are no clearly defined procedures for selection of learners. Learners are enrolled into educational process occasionally, for instance, to motivate volunteers.</p>	<p>Selection of learners is made to ensure transparency. Selection (entry) criteria are known and clear to all potential participants. Information on training/educational activity (aims, objectives, expected learning outcomes, location, duration, conditions of participation and profile) is open for access.</p>	<p>Selection of learners is made to ensure transparency. Applicant's motivation and commitment in a long-term perspective to ensure sustainability of the process and multiplication of results is considered.</p>
<p>Awareness on policy-making in a field of training and education on European level is limited to following the predominant trends (eg. membership of international organisations).</p>	<p>The organisation intuitively sets the trends and directions and try to meet them. No special effort is being placed.</p>	<p>Training/educational activities are planned and being delivered in accordance with trends and principles set on European level (ex. YFJ policy paper on peer education).</p>

Evaluation areas

Quality criteria

0

EP planning in the context of the national youth policy	The organisation is not following-up policy-making in a field of training and education/ non-formal education on national level.
EP in the context of community needs	Organization sees no point in considering community needs within the process of planning and delivery of educational/training activities.
Translucency of planning Programme of the T/E activities	EP planning mechanisms are not defined. Planning of training/educational activities is dependent on external circumstances (grant support). Programme is based on ad hoc decisions or previous experience.
Methodology for T/E activities	Methodology of T/E activities is based on trainers' ability (we offer, what our trainers can offer). There are no steps towards innovation.
Group/individual work within T/E process	The aspect of harmony between group and individual work is not being measured up within the organisation.

1	2	3
<p>Awareness on policy-making in a field of training and education on a national level is limited to following the predominant trends (e.g. membership in NYC).</p>	<p>The organisation intuitively sets the trends and directions and try to meet them. No special effort is being placed.</p>	<p>Training/ educational activities are planned and being delivered in accordance with trends and principles set on a national level.</p>
<p>Organization does not find itself in a community context or distracts from it.</p>	<p>The organisation feels a strong connection with the community and tries to adjust to its' need, though not systematically and without a clear vision.</p>	<p>Training/educational activities are planned and being delivered in accordance with community needs (e.g. the situation of young people in the region (employment levels, crime rates in the region, etc. are considered. The aim is to meet the mezzo-level challenges.</p>
<p>EP planning is perceived as separate activities (seminars, lectures) in a stacking process. Programme is a set of individual activities, with no clear linkage in between.</p>	<p>EP planning based on the organisational culture and common traditions (ex. annual summer/ winter schools)Designing programme is up to the capacity/ professionalism of trainers, carrying out T/E activities.</p>	<p>Translucent and clear rules for training/educational process planning are in place. Approach towards T/E when designing the programme is being used when taking into consideration educational goals, expected group dynamics, participants profile (experience, learning style), organisational resources, etc.</p>
<p>No difference is being mixed between training, facilitation, moderation.</p>	<p>Methodology is up to the capacity/professionalism of trainers, carrying out T/E activities.</p>	<p>Methodology of T/E is consistent with the educational objectives, time and place of its composition and the participants' expectations. The methodology comes along with group dynamics theory. Methodology is based on principles of non-formal education.</p>
<p>The organisation knows that this aspect is important and should be considered, though due to the lack of knowledge/experience is not putting any efforts in.</p>	<p>Group/individual work relationship is up to trainers' approach/professionalism.</p>	<p>Depending on the educational objectives of participants in the profile of an individual/team-work, the ratio is adjusted for an optimal balance of benefit to the participant.</p>

Evaluation areas

Quality criteria

0

Usage of ICT (information and communication technologies)	ICT culture is not well developed within organisation.
Intercultural dimension within T/E process UP monitoring (methods)	Organization is not aware of intercultural dimension within T/E process The organisation does not carry out performance monitoring.
T/E evaluation methods (organisational aspects)	EP Organization of assessment is declaratory in nature (to meet external requests, ex. grant providers).
EP evaluation methods (impact)	EP Organization of assessment is declaratory in nature (to meet external requests, ex. grant providers).

1	2	3
<p>The organisation is aware of ICT value, but due to various reasons is not putting any in place.</p>	<p>The organisation is aware of ICT in the context of information management (ex. registration or evaluation systems).</p>	<p>Potential of ICT is fully developed in frames of T/E process (database, e-learning platform, simulation games, etc.).</p>
<p>Organization perceives intercultural dimension as participants from different countries within T/E process. The Organization maintains declaratory in nature while monitoring the T/E process.</p>	<p>Intercultural dimension is considered in frames of T/E process. Monitoring is taking place, but there is a lack of understanding on how to use the results received.</p>	<p>T/E activities involve young people from different social and cultural backgrounds aiming to reach mutual exchange and understanding. Monitoring is taking place during the T/E process. Various methods (reflection groups, schedule of achievement) help to assess whether the program allows the successful achievement of the objectives and meets the needs of participants. If necessary, the programme is revised.</p>
<p>Organization provides reports declaratory in nature. It is also considered as a means to promote the activities outside. Within the organisation findings of the monitoring are not taken into account.</p>	<p>Monitoring is regularly taking place, but there is a lack of understanding in practical use of the results.</p>	<p>Monitoring activities fit for purpose. There is a focus both on implementation (meeting the aims and objectives) and impact on learners.</p>
<p>The organisation has defined quality/effectiveness assessment criteria and therefore a permanent value is low. The focus is on quantitative indicators.</p>	<p>The organisation understands the impact assessment as a separate, criteria-based process within the long-term perspective. But due to the lack of knowledge, proper conduction is lacking.</p>	<p>Monitoring criteria fit for purpose, focus on the criteria for response from participants in EP, self (the knowledge/skills) assessments. Assessed the degree of educational attainment of the objectives and influencing factors. Use various methods (questionnaires, presentations through visual material, etc.). The evaluation takes up or encourages the study to state reasons for participation, exchange and improvement.</p>

Evaluation areas

Quality criteria

0

Inclusion	In order to avoid negative evaluation, and maintain a reputation.
External quality assessment	The external QA element is not considered.
Monitoring and evaluation, clarity of objectives in the context of organisation	Monitoring, evaluation procedures are not considered.
Long-term T/E process assessment (impact analysis)	Assessment in long-term perspective is not considered.
Value and impact	Conclusions have no persistent value.

1	2	3
<p>Monitoring and evaluation procedures involve direct participants, those who are most easily achieved or show motivation to participate in monitoring/evaluation activities.</p>	<p>Monitoring and evaluation involve only those directly involved in T/E activities.</p>	<p>All participants (both direct and indirect, ex. Sponsors) are encouraged to actively participate in monitoring and evaluation activities in order to objectively evaluate the process and ensure sustainability.</p>
<p>Organization deliberately avoids external interference in its operations, treating it as a threat.</p>	<p>The organisation is aware of external quality assurance mechanisms as an opportunity to avoid mistakes and improve performance, but rarely avail themselves of this opportunity or do not know where such services can be requested.</p>	<p>Organization to systematically carry out an external evaluation of the quality of T/E process (based on peer-review, etc.). Conclusions are open to the public.</p>
<p>Main objectives of monitoring and evaluation procedures within T/E process is to create positive image of an organisation.</p>	<p>Organization understands the process of monitoring and evaluation, and of its importance in the context of T/E activities. This allows the organisation to identify strengths and weaknesses of the T/E; providing more activities/ teaching process quality growth, streamline their budget planning.</p>	<p>The organisation considers the role of monitoring and evaluation and importance in the context of T/E process, and simultaneously contributes to the outside (national or international) level processes (policy making, raising awareness on importance of quality and recognition of non-formal education).</p>
<p>Long term T/E process assessment is declaratory in nature and focused on quantitative indicators.</p>	<p>The organisation is trying to conduct an impact analysis at the end of each cycle of T/E process and 5-7 months after each cycle. Main focus is on participants' personal development and change within their organisations.</p>	<p>The organisation has defined impact indicators and carried out an impact analysis, which is open and accessible to the public.</p>
	<p>The organisation collects and archives the findings, but there is little chance that they are reviewed and these are taken into account. Transfer of expertise related is up to individual trainers' responsibility.</p>	<p>The organisation is aware of the evaluation findings (activity analysis) and their value within process management and improvement. At the same time it allows to maintain sustainability of the T/E process and optimize costs. Evaluation findings are presented within a prescribed period</p>

Evaluation areas

Quality criteria

0

Follow-up (e)

Recognition of competences acquired

The organisation does not focus on recognition of acquired competences and skills.

Visibility of E/T process

Visibility element is not known and/or appreciated.

Visibility of E/T results

Visibility element is not known and/or appreciated.

The influence of education and training/youth policy making (policy-making)

The organisation is not considering itself as able to influence the education and training policy-making or implementation.

1

2

3

Organization is considering idea of recognition, though due to the wrong perception of non-formal education (when NFE is considered as daily activities within organisations) it is not achieving any significant results.

The organisation seeks recognition of their performance, as perceived in his role as non-formal education process.

after the EP is presented and discussed. Conclusions are made available to participants.

The organisation is aiming at recognition of competences and skills acquired during the learning outcomes. Recognition is based on learning outcomes. Various recognition systems are in place (eg, "Youthpass").

Visibility is considered a tool to create a positive image of an organisation and its E/T activities.

The organisation aims to ensure presence of visibility within E/T process for creating added values purposes.

In order to ensure visibility of the process, challenges, promote the values and to draw attention to one or another important issue.

Visibility is considered as a tool to create a positive image of an organisation and its E/T activities.

Organization is considering the importance of visibility of E/T results, but puts no efforts into making it happen.

Organization is considering the importance of visibility of E/T results and use of channels to inform the community about the educational activities carried out. At the same time it allows the educational process to include the indirect beneficiaries, and to report on the activities of the social partners benefits and gain recognition.

Organization is willing to have their position on the recognition of results of non-formal education, but the NFE is considered synonymous with the daily organisation's performance (wrong perception of non-formal education).

The organisation is interested in the seeking the recognition of non-formal education development at the national level, have their position, but do not initiate any actions by themselves.

The organisation draws attention on its expertise, experience in youth work and seeks to influence education/youth policy in relation to the NFE as well as the recognition and quality assurance both on national and European level.

Value	Comments
	a.1.
	a.2.
	a.3.
	a.4.
	b.1.
	b.2

Value	Comments
	b.3.
	b.4.
	c.1.
	c.2.
	c.3.
	c.4.

Value	Comments
	c.5.
	d.1.
	d.2.
	d.3.
	d.4.
	d.5.

Value	Comments
	d.6.
	d.7.
	d.8.
	d.9.
	e.1.
	e.2.
	e.3.

APPENDIX C

AGENDA POT MEETING YFJ:

*DRAFT AGENDA OF THE POT
ANNUAL MEETING
“SHARE. LEARN. ACT.”*

*(19) 20–22 (23) FEBRUARY 2010,
KANDERSTEG, SWITZERLAND*

	Saturday 20 February	Sunday 21 February
7:30 – 9:00 8:45 voluntary thought of the day/morning mediation?	BREAKFAST	BREAKFAST
9:00 – 12:15	Arrival of trainers.	Open Space Aim: Give time and space for trainers to learn from each other, to share information, to share thoughts, to share expertise 2h 50 min, including tea pause. 20min Presentation of Toolkit.
12:30 – 13:45	LUNCH	LUNCH
13:45 – 18:00	<p>Opening, Welcome and thanking WOSM for hosting us.</p> <p>Name round – as not all people were last time.</p> <p>Overview of the Year, what happened, what did not happen. Aim: to improve the working of the PoT in 2010.</p> <p>Expectations and fears of the meeting</p> <p>Evaluate the subgroups: almost nothing happened, why?</p> <p>How to make PoT active? Aim: evaluate and activate the subgroups. Tea pause.</p> <p>Closure with a presentation of the changes in the presidency training (explain what happened</p>	<p>Update of YFJ policy areas TRAJDN As trainers are one the YFJ messengers, it is important to give a good update on policy areas and YFJ in general.</p> <p>Discussion with Tine on the role of the PoT on policies. There have been a lot of discussions what is the rule of the PoT? Why they are not involved in the political discussion?</p> <p>Tea pause 30 min</p> <p>Continues of dissection, if it's needed</p> <p>Presentation of the concept note on membership services and the PoT part on it. Discussion on how trainers could contribute on membership services.</p> <p>This year there has been a new concept note in the field</p>

Monday 22February	Tuesday 23 February
BREAKFAST	BREAKFAST
<p>Planning for 2010 and how to make this year a success. Also overview for upcoming calls.</p> <p>30 min tea.</p> <p>Feedback for toolkit? Define the subgroups</p>	<p>From the morning: departure of the participants leaving early.</p>
LUNCH	LUNCH
<p>Departure travel to the airport cities.</p> <p>For the trainers staying in Kandersteg 'till the next day there will be group sessions, for those who want to support the presentation of the PoT t-kit at the COMEM or on e-learning or other subgroups.</p>	

Saturday 20 February

in Sweden and how this new structure should prevent this, also show from our side how we listened to the trainers and took it into our lobby).
(One of the trainers explaining what happened in Sweden).
aim : to explain the new working structure of the presidency youth events.

Sunday 21 February

of membership services and tailor support. The Pot is one of these services, but somehow the Member Organisations are not using the expertise of our trainers, how can we facilitate this and make sure that more MOs use the Pool of Trainers.

Group work after introduction.
Aim : to let the MOs take better use of the PoT.

18:30 – 20:00

DINNER

Mediation outside

DINNER

20:30 – 21:30

Free space for sharing tools, exercises, experiences
evening for sharing nice methodologies and training tools

Free space for sharing tools, exercises, experiences
evening for sharing nice methodologies and training tools or party

Monday 22February

Tuesday 23 February

DINNER

DINNER

APPENDIX D

***JUNIOR TRAINER
DEFINITION YEU***

Competencies for DJS **external trainers: Profile of** **a junior trainer**

A junior trainer working on a contractual basis for the Directorate of Youth and Sport has the following competencies:

Competence: Experience as a trainer and/or member of a team of trainers in international and intercultural youth work matters.

Indication: Trainer has been involved in at least 2 international and/or intercultural youth training activities as trainer/co-trainer,

and/or in national, regional and local youth activities (min 50 working hours per training course).

Competence: The ability to contribute constructively to and assist in the preparation, running and evaluation of the activity in question.

Indication: Trainer has attended at least one training for trainers (if TC3 s/he has received the recommendation from the prep team).

Competence: The ability to run parts of the activity independently (such as selected workshops, working groups or similar programme elements).

Indication: Possession of certain educational backgrounds either formal or non-formal.

formal

// academic education in line with the methodologies and/or the topics relevant to the activity

// received extra curricular training

non-formal

// attended a training of trainers course (TC3 is not obligatory, but plus for new trainers)

// being participant and/or trainer on previous activities in relevance to the activity concerned

// leader of a project on a similar topic

// The trainer is recommended by a member of DYS educational staff or members of the DYS Trainers' Pool

Competence: The ability and willingness to work in an intercultural team.

Indication: Indication for willingness: Letter of Motivation.

Competence: The language skills required for the activity in question.

Indication: Knowledge of at least one of the official languages for the training course or study session. Knowledge of other languages is a plus.

Competence: Good communication skills and the sensitivity to work with an intercultural group.

Indication: No indication.

Competence: Innovative, initiative, having sense of urgency and ability quickly to react to situations.

Indication: No indication.

APPENDIX E

***SENIOR TRAINER
DEFINITION YEU***

Competencies for DJS external trainers: Profile of a senior trainer

A senior trainer working on a contractual basis for the Directorate of Youth and Sport has the following competencies:

Competence: In work with young people solid professional experience in training and international and intercultural youth work matters and/or an elaborate expert knowledge in a specific field required for the activity in question (in and out of DYS context).

Indication: Trainer was in charge of at least 3 international and/or intercultural youth training activities as trainer (one of them DJS training activity or trainer should have proven track record in training activities on similar level, min 50 working hours per course).

The trainer should've indicated the specific fields of expertise in the DYS Pool of Trainers application form (Specialised training received will be taken in consideration.).

Competence: Knowledge - An elaborated knowledge in a specific field required for the activity in question (in and out DJS context).

Indication: Trainer has been involved in youth activities for at least 2 years, or is working in the specific field in question
 // Pursuits studies or has professional involvement in youth issues
 // Trainer has attended training in the specific area of competence

Competence: ICL competence - experience of working with young people and understanding their cultures.

Indication: Trainer has been a member of a youth organisation and/or involved in youth activities for at least 2 years, or pursuits studies or has professional involvement in youth issues.

Competence: Educational competence - the ability to prepare, organise, run and evaluate the activity in question in its educational, conceptual, managerial and administrative dimensions.

Indication: Trainer was in charge of delivery and/or management of at least 3 international and 3 domestic (national, local) youth training activities (training courses, seminars etc.) as trainer or facilitator
 // Trainer was involved in organising of a training activity (organisation and logistics).

Competence: Educational and communication competence - the capacity to present concepts, methodologies and theories relevant for the activity concerned in a coherent and comprehensible manner.

Indication: Possession of certain educational backgrounds either formal or non-formal.

formal

// academic education in line with the methodologies and/or the topics relevant to the activity

// received extra curricular training

non-formal

// attended a training of trainers course (min 50 working hours per course, format of TC3)

// being participant and/or trainer on previous activities in relevance to the activity concerned

// Leader of a project on a similar topic

// Publications, articles that the trainer has published.

