

Training of Trainers in EuroMed 2

Welcome:

In May 2012 I was commissioned by SALTO EUROMED to design and carry out the research project 'TOTEM: Training for Trainer in EuroMed: skills and competences for training in EuroMed'. Personal and professional challenges, along with the ever changing worlds in which we work and live, have not made this an easy task.

As the present Youth in Action programme draws to a close, the importance of recognition and professional development for trainers still appears to be high on the agenda despite an uncertain future.

This project has allowed me to participate in and has given me an insight into the world of Training of Trainers for EuroMed (TOTEM) and to explore the role and competences of trainers working throughout the regions. It has been a unique and enriching experience for me personally and I hope that this report will contribute to the recognition of the importance and valuable contribution that SALTO EuroMed has made in this field.

I would like to thank all those who have contributed and supported me along this journey and also express my gratitude for the patience and vision of SALTO EuroMed.

Happy Reading!!!

About the Author:

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Introduction >

As Europe continues to search internally for solutions to the current economic and political challenges, it is reassuring to note that it has never ignored its responsibilities to or the potential opportunities with its neighbouring countries and beyond. This document will focus on one activity in one such area, namely the SALTO-Youth EuroMed Resource Centre.

The Youth in Action programme was set up by the European Union to continue to build on the momentum of the previously implemented Youth programme and to continue to offer young people genuine opportunities for active participation, intercultural exchange and non-formal learning experiences.

Europe continues to change and grow, as do its neighbouring regions, which naturally means that its relationship with those regions has also had to adapt. The Youth in Action programme has continued to create platforms for extending its activities with its neighbours and this has been most evident in its support and development of the regional SALTOs. SALTO EuroMed works towards bringing both sides of the Mediterranean Sea closer: this is the challenge facing Euro-Mediterranean Cooperation. It supports and reinforces Euro-Mediterranean Youth cooperation by offering training sessions, events, educational tools and best practices, support to National Agencies, the network and its partners.

SALTO EuroMed has been hosted by INJEP (National Institute for Youth and Non-formal Education) since August 2000 and is part of the French National Agency for the Youth in Action programme. In cooperation with National Agencies, it organises theme-based training sessions, seminars and conferences on EuroMed Youth priorities. These provide a forum for participants to share, test, analyse, transfer and develop new project ideas, new partnerships and implement the aforementioned priorities in their future projects. The Resource Centre is also in charge of the compilation and dissemination of educational tools and good practices in the field of youth and training, with a view to creating a shared memory bank.

TOTEM (Training of Trainers in EuroMed) has grown and developed from its grounding in **Youth in Action** and is now well-established, in cooperation with **EuroMed Youth IV**, as one of the essential tools for improving both the quality and capacity of the partnerships in place in the regions.

The work and collaboration between Europe and MENA comes with its own challenges. None has been more evident than continuing and maintaining these ties during the recent changes brought about by the political upheaval known as the Arab Spring. Whilst the term identifies a specific period in time, it would appear the challenges and repercussions highlighted in recent years in the MEDA region are ongoing. Many have been around for a long time, which makes the work and collaboration on offer within EuroMed Youth IV of even greater importance.

This document explores further the importance of the TOTEM II programme, its impact on its participants, the actions developed and implemented by them and the skills and competences they have developed along the way.

Background > Youth in Action Programme 2007-2013

Youth in Action is the European Union's Programme for young people that aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background.

Through the implementation of the Youth in Action Programme, in addition to promoting social cohesion, it also works towards fostering mutual understanding between young people in different countries, contributes to the development of support systems for youth activities and the capabilities of civil society organisations in the youth field and is a platform for promoting European cooperation in the youth field.

In order to achieve this, the Youth in Action Programme has five operational Actions, namely:

- Youth for Europe – Youth Exchanges, Youth Initiatives and Youth Democracy Projects
- European Voluntary Service – supporting young people's participation through a range of volunteer opportunities
- Youth in the World – supporting cooperation and projects with Neighbouring Partner countries as well other countries of the world
- Youth Support Systems – mainly covering training and networking related activities for those active in youth work and youth organisations
- Support for European Cooperation in the Youth Field – structured support for European cooperation in the Youth field

Development of the EuroMed Youth Programme >

The Euro-Med Youth Programme is one of the regional programmes set up in the third chapter of the Barcelona Process entitled 'partnership in social, cultural and human affairs'.

This third chapter of the declaration proposes a permanent dialogue between young people from Euro-Mediterranean partner countries. This is designed to foster mutual understanding among the people of the region, to integrate young people into social and professional life, and to contribute to the democratisation process in civil society.

Under the **EuropeAid Cooperation Office** and the **Directorate-General for External Relations**, the implementation of the Euro-Med Youth Programme is regarded as a top priority that is also impacted by other priorities in the **Youth in Action Programme**, such as the fight against racism, discrimination and xenophobia, facilitated access to the programme for young people with less opportunities, dialogue with other world cultures and the promotion of greater mutual understanding between European countries and the rest of the world.

In summary >

EuroMed Youth Programme IV

- Supports and strengthens the participation and contribution of youth organisations and youth from the Euro-Mediterranean region to the development of society and democracy and promotes dialogue and understanding.
- The Euro-Med Youth Programme is a regional programme set up within the framework of the third chapter of the Barcelona Process entitled "Partnership in social, cultural and human affairs".
- It promotes the mobility of young people and understanding between peoples through three types of actions: Youth Exchanges, Voluntary Services and Support Measures.
- After the success of the three previous phases, it is notably expected that an estimated 100 projects will be funded during Phase IV of the programme.
- 8 countries are participating: Morocco, Algeria, Tunisia, Lebanon, The Palestine Authority, Egypt, Jordan, and Israel. Syria is not a participating country.

Training of Trainers in EuroMed–TOTEM >

TOTEM was created and developed to support the growing need and expectations of the EuroMed Programme. SALTO EuroMed's initial target of having at least one identified and trained trainer in each of the participating countries has already been largely surpassed.

Training forms an integral part of the Youth in Action Programme and the EuroMed Programme reflects training's important role in disseminating its messages, opportunities and in empowering a skilled group of youth workers able to carry out the activities on offer from the EuroMed Programme.

The geopolitical context of the EuroMed region cannot be ignored and, as Bernard Abrignani, SALTO Youth Resource Centre Coordinator, noted in 'Bringing both sides together' (the report documenting previous TOTEM activities): "a specificity of training within the EuroMed context has to do with the meeting of two civilisations, the encounter of three different religions and the different role that non-formal education plays in the EU and in MEDA countries", later also highlighting the 'political relevance'. Given the impact of recent political changes across the MEDA region, the EuroMed Programme seems well placed to support the social and civil aspirations of its young people and those who support and work with them.

TOTEM was specifically designed to meet the increasing need for competent trainers who could support, facilitate and drive youth workers within this ever changing geopolitical context; trainers who are not only well-prepared in terms of training methodologies but who also have a range of skills, knowledge and attitudes with regard to the history and civilisation of the Mediterranean region, the influence of religions and faith and the past and present political framework of participating countries and the Youth Programme itself.

In the past, TOTEM has provided a clear opportunity for participants to reflect on intercultural learning experiences and foster growth in terms of the intercultural competence required to be a trainer in the EuroMed context as well as an understanding of non-formal education and training design and methodologies.

TOTEM II >

TOTEM II was launched in 2011 and drew on the applied learning from previous EuroMed training experiences. The second edition of TOTEM received solid support from the Turkish National Agency of Youth in Action Programme, an active partner in several activities associated with trainer development. The aim of TOTEM II was to support the ongoing learning of youth workers and youth leaders who already had some experience within EuroMed Youth Cooperation and who wanted to develop their competences as trainers in this field.

FORMAT OF TOTEM II >

TOTEM II was a long term training course for trainers in EuroMed.

It was implemented in **4 clear phases** (2 of them being residential training events) and included experiential training activities to be carried out by the participants between the seminar sessions. It was designed to complement the "Euromed Essentials" training courses and built on previous regional and European-wide trainer training modules. The resulting TOTEM II training process was quite different from the 1st edition, both because the trainer team faced a complex reality in the Euro Mediterranean basin and because candidate profiles were very different, covering a wide range of experiences among them. The challenge was to create an LTTC programme able to encompass the delivery of the information needed to work in EuroMed, while also giving participants the time and opportunity to have enough experiences and exchanges during the training course and the training process.

TARGET GROUP >

The candidates for TOTEM II were:

- Youth workers and youth leaders with experience in the field of international youth work and/or EuroMed;
- Individuals wanting to become trainers in the EuroMed context;
- Able to work well and to express themselves in English;
- Motivated to contribute to the learning process of the training course and their own development;
- Committed to attend for the full duration and participate in all the phases and elements of the course

Accreditation: The Youthpass learning process was applied and a Youthpass certificate issued at the end of this Long Term Training Course.

STRATEGIC OBJECTIVES

- To contribute to the improvement in quality of training activities in EuroMed
- To contribute to the development of a network of trainers on a Euro-Mediterranean level and to be an active actor in the field of EuroMed Youth Cooperation.

LEARNING OBJECTIVES >

- To support the participants' in depth comprehension of the Euro-Mediterranean context (with all its cultural, historical, geopolitical and emotional implications)
- To improve and deepen the specific training competences of course participants (future EuroMed trainers) to enable them to competently design, implement and evaluate training activities
- To support a common "educational approach" among the learners

METHODOLOGY >

The methodology of TOTEM is based on the approach and practice of non-formal education in youth worker and youth leader training, as developed and implemented in recent years in training activities that - to different extents – were linked to the training of trainers in EuroMed.

Albeit not exclusively, the training methodology is based on the experience developed by:

- The SALTO-EuroMed resource centre.
- The partnership between the CoE and the EU in EuroMed and youth training.
- The experiences developed by NGOs and the third sector in general within the EuroMed Youth and Youth in Action programmes

The training programme was created and designed to ensure it met the needs of the participants based on their responses collected in the "EuroMed Essentials" process and in a survey carried out before TOTEM II.

The majority of trainers expressed an interest in having more information and examples of good youth work practices in the Euro Mediterranean area and on being better informed on the situation in the countries concerned and on the issues involved in training in such a sensitive area.

Based on their input, the team drafted the following table of contents as the Key Topics:

KEY TOPICS >

Programme Understanding

- Background of YiA and EuroMed Youth IV Programmes:
Understand the histories of both the Youth in Action and the EuroMed Youth IV programme and the synergies between them
- YiA and EuroMed Youth IV Programmes:
Comprehend and understand the programmes' aim(s), objectives, structures and procedures.

Training Methodologies

- Non Formal Education:
Understand the concepts and principles of non-formal education both in youth work and training and more specifically in the EuroMed context.
- Design a training activity;
Understand training design and methodologies and then apply theory to practice by demonstrating the ability to design, develop and deliver a training activity.
- Educational Tools:
Experience, reflect and design SALTO EuroMed educational tools.
- Educational Evaluation:
As self reflective practitioners, be able to evaluate their own educational learning and development as well as that of participants.
- Communication skills:
Develop and improve the wide range of communication skills required to deliver training in the EuroMed field.

Additional Professional Development

- Project management:
Understand project management concepts within both programmes and raise awareness through experiential learning and reflection.
- Coaching:
Experience and value personal professional development opportunities available through coaching from the TOTEM II team.

4 Phased Approach >

1 - Pre-arrival preparation to ensure that participants had the required level/background understanding to start the Training for Trainer in EuroMed. The preparation and pre-departure communication used the e-learning platform as a tool for communication and collaboration.

2 - An initial training course of 10 working days that focused on the acquisition of skills and knowledge of the EuroMed framework, to grow the training group as an element in the development of the training session and to the establish training projects by participants.

3 - Coaching Phase: A period of time devoted to participant/professional trainer development. Participants were helped to prepare their own practice projects in time for a presentation deadline and to gain further experience by shadowing other programmed training sessions. Participants were followed by their coaches during this time as part of their learning process. The coaching also supported individuals in developing their skills and competences as trainers and training organisers working in an international field with all the specificities of EuroMed.

4 - A final training session (one year later) analysed the outcome of participants' projects, assessed their learning acquisition, worked on training quality criteria and on complementary aspects specific to working in the EuroMed Region.

Programme Overview >

- First training session: Turkey, 18th – 29th October 2011
- Deadline 1st February 2012 to apply for a Training project in Youth In Action or EuroMed Youth IV programmes
- Implementation of the approved training projects
- Second training and evaluation: Turkey, 9th – 20th October 2012

Coaching began after the first training seminar and continued up to the evaluation seminar.



TOTEM II > Selection and Pre-arrival Preparation (Phase 1)

Participants were selected on the basis of their profile and experience within EuroMed. Some participants had already participated in SALTO-YOUTH EuroMed activities and had a well prepared background, while others had great experience in training and Youth in Action but not specifically in EuroMed. The group selected had started their preparation some months before using the e-learning platform, where participants were given many tasks to fulfil such as preparing presentations on youth work in their own country and preparing an Intercultural Learning Experience in small working groups on specific topics. The online preparation was designed to not only facilitate the creation of a virtual group dynamic but also to start participants on the road to experiencing the reality of the EuroMed framework. The e-learning platform was also used to facilitate group dynamics during the training and to allow participants to stay in touch using a tool that was new to them. IT development skills were a secondary objective that was also promoted during the training. It highlighted the fact that international work often now requires remote work styles and skills and also how IT and social media skills and access to both offer new intercultural perspectives and opportunities.

TOTEM > Introductory Training Course (Phase 2)

The first training course aimed to create a strong group dynamic and a positive sense of group cohesion in order to allow participants to feel more comfortable in sharing both their opinions and personal takes on their own cultures, educational background and understanding of youth work. The training proposed a range of topics and themes to be developed, as well as providing opportunities to grow tools for learning and to practise, act and train in the group. At the end of the ten working days, each participant was involved in and committed to a partnership with the specific aim of designing, applying for and implementing a EuroMed training course, to be worked on between sessions. As previously mentioned, the first training course provided participants with the baseline knowledge of the EuroMediterranean framework, its political positions and issues and looked at the intercultural challenges. Participants were also able to experiment in an active way (via the creation of workshops) with the reality of 'being tested' themselves by a group of participating colleagues. The groups used peer to peer feedback. This experience was very enriching as it allowed participants to put in practice what they had learnt and also to work in an international and intercultural environment. Despite the fact that some participants already had a wealth of international experience, it raised the level and shed light on the question of how to consider the Euro-Mediterranean perspective and how to work within the specificity of EuroMed. Participants worked on values and their different educational and pedagogical backgrounds in order to share them and identify similarities and differences.

TOTEM > Coaching and Job Shadowing (Phase 3) **Coaching**

In the Coaching phase (from October 2011 to October 2012), the aim was to not only support and provide feedback on the work in progress (not on the application), but also to facilitate communication and maintain the motivation of the working groups.

Each partnership group worked a lot throughout this phase and in general cooperation

and collaboration was very good. Everybody was involved in one or more projects and the most difficult part (starting up and building project ideas and teams) was already completed. It can be extremely difficult, after an intensive Training Course, to maintain motivation and momentum once back home, as family and other work commitments start to fill every spare moment. Additional project aims and agreed follow-up to a training session can often begin to slide down the priority 'to do' list.

The coaching phase used a variety of different methods of communication and built on established contractual agreements, which included; e-learning platform, Facebook, email and the occasional face to face meeting in other training courses. It was clear that these forms of communication had varied degrees of success, with most project teams and coaches eventually finding what worked best for them.

The vision for the coaching phase was that it should continue throughout the project delivery and even after the events, even if the coaching role and process changed. The focus was on: the training experience; the trainer experience and learning; evaluation of the work in the team; potential for follow up actions; DEOR; reporting and partnership working and sustainability.

Job Shadowing

Some participants had the opportunity to participate in some SALTO-YOUTH EuroMed activities in a job-shadowing capacity. The aim was to experience training activities, participate as a team member and support the team in their delivery as well as observe and contribute to the training and group dynamic. These experiences were important for the organisers in order to support the mutual understanding and comprehension of the training processes. The job-shadowing allowed participants to observe and experience different training styles and approaches, new pedagogical approaches, problem solving and crisis management. While the possibility of job shadowing was offered to all, not all participants took advantage of the opportunity for a variety of reasons. Some National Agencies covered travel costs and participants were required to make short reports on their experience. It was clearly a chance to observe and learn from more experienced trainers and where possible to support and be directly involved with the delivery, logistics and resources.

Initial Training Projects Developed

During the first 5 months, project development moved forward at a steady pace with 9 Youth in Action Programme and 3 EuroMed IV Programme Training projects being identified.

- Submitted 9 – under construction 3
- Approved 4 (Italy, Poland, Spain, Turkey)
- Implemented 1 (Turkey)

These results were considered to be very good for the first 5 months of activity. Coaching continued throughout and the working groups worked towards completing their identified training project.

Since the Final Evaluation Training Seminar in October 2012, almost all the participants have been active in the programme and the number of training projects being implemented by participants has continued to grow.

TOTEM > Final Evaluation Training Seminar (Phase 4)

The final evaluation meeting in October 2013 in Turkey was the chance for participants to really start to analyse and reflect on their experience and development as a trainer within the EuroMed programme as well as acting as a catalyst for further participation and the ongoing development of the training partnerships and collaborations they had developed and their own professional development as a trainer.

The following Objectives for the training were identified and a comprehensive programme developed to achieve them.

Objectives

- 1 - To evaluate participants' training experiences during the coaching phase;
- 2 - To evaluate the projects developed, the work done in partnerships and the coaching process;
- 3 - To reflect on participants' learning experience;
- 4 - To upgrade knowledge and skills as a trainer;
- 5 - To identify the critical issues in the participants' common learning process;
- 6 - To reflect on the influence of the geopolitical situation on the projects/programme;
- 7 - To raise awareness of the geopolitical situation within the programme frameworks;
- 8 - To reflect on participants' future contributions as trainers in that framework.

The programme identified four training pillars to its delivery and these were:

Classical – this pillar included all the training elements generally included in training courses: setting up the training course, daily reflections on activities, connecting and reconnecting, sharing experiences and tools, being together, doing things together, reviewing the phases, sharing developed tools and concluding with the closing and finalising of the training experience.

Evaluation – this pillar explored the many different levels of evaluation required in the training of trainers experience, which included: evaluating and reviewing themselves as trainers, evaluating training partnerships and collaborations, reflecting on and evaluating the projects delivered, reviewing their personal and professional learning from the experience, reviewing and evaluating the TOTEM process, the impact and importance of the coaching and job shadowing experiences and exploring the dissemination and exploitation of results.

Geopolitical – this pillar focused on the underlying value and context of the EuroMed programme and the impact of the historically experienced and presently being experienced geopolitical situations. It includes how and why the programme functions, the impact of the political changes and upheavals in the MEDA region, the rationale for cooperation, a personal and professional understanding of themselves within this context, the spirit of EuroMed and the opportunities and threats involved.

Upgrading – this pillar focuses very much on the competency development of the participants as trainers: asking the right questions at the right time, trainer delivery styles (speech and performance), whether they had what it takes to be a trainer in the EuroMed world, what skills, knowledge and attitudes are required to be a trainer in EuroMed, the next step, strategic planning and delivery and how to further apply the learning and development from the experience.

A diverse range of group work and interactive non-formal methods were used in the programme, allowing participants time and space to reflect on and appreciate the experience, which was facilitated in both large and smaller groups.

Participation: who was missing and why?

The impact of changing priorities and the spring and summer developments in the MEDA region also impacted directly on the availability of the team committed to delivering the final evaluation training seminar, with one team member being unable to attend all of the event and two others joining the programme later.

Three participants were asked not to continue due to their lack of commitment, participation and ability to fulfil the requirements for the implementation of a TC, coaching and job shadowing. Three others made a personal decision not to attend for a variety of personal and professional reasons.



Participants Expectations >



It was clear from the expectations that many participants had moved on significantly since the first meeting, given the shift in participant expectations from personal growth to a more professional development and understanding. These included: better understanding of evaluation, designing training tools, ethics and values in training, collaborating and working as part of a training team, training strategies, conflict management as well as reflecting and managing their own professional development. This reflects the development in participants' 'Learning to Learn' competence, with a greater understanding of how they learn and what they want to learn.

"Learning to Learn is particularly fostered by a learning environment inviting learners to explore, experiment with and reflect on diverse learning strategies, instruments, approaches and preferences."

(L2L Research Synthesis Report from Learning to Learn – Handbook for Facilitators)

Towards the end of the training course, participants were invited to revisit their expectations of the evaluation training seminar and consider whether those expectations had been met. The response was overwhelmingly positive, with the majority of expectations being met, although for some participants, new questions were raised; the future of youth programmes after 2013, the ethics and values of a trainer in this field, youth participation, designing genuine training opportunities based on needs, working in multi-national teams and overcoming cultural differences, effectively managing euro-centrism within the programme, effective evaluations and managing the impact of the ever changing geo-political picture within the MEDA region.

Reconnecting >

Facilitating reconnecting in Long Term Training courses is vital to encourage further reflections, re-establish relationships and prepare the group to work together and re-create a positive sharing and learning environment for the final part of the overall training course. Remote communication between the whole group was maintained through Facebook, while smaller groups of individuals maintained communication links within their project teams by meeting occasionally through job shadowing and other meeting opportunities.

Participants were invited to create and contribute to a collective Facebook timeline, posting pictures, statuses and messages as to what has happened since the first training seminar, particularly focusing on themselves as trainers, their TOTEM project partnerships and other training experiences. They were given the opportunity to post a 'like' and comment on other people's postings.

Participants in plenary sessions commented on how impressive the Facebook timeline was visually, with the extensive amount of project activity clearly evident. It was noted, however, that there was little information posted on the quality of projects and that in general only good things were posted, with little mention of the challenges and frustrations experienced within the project teams.

Sharing >

Participants were given time to recollect and reconnect within their project teams and to share the progress and experiences from the planned training projects. There was considerable diversity within the group in terms of outcomes, with some projects already being implemented while others were still awaiting funding approval: one team had only just completed a training project, while a few others had already finished several. There was clearly a lot of peer support and interest in making sure that participants were able to learn from their experience, whether it was the 'project process', the 'group process' or their outcomes. Comments and observations following the sharing of projects included; teams complementing each other, all partners benefitting equally, being task focused and achieving together, open and shared responsibility, knowing when communication is effective and when it is not, identifying shared visions and goals, maintaining transparency in decision making, giving, showing and ensuring autonomy...

<https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/totem/>

An overview of all the training projects can be found in Appendix 1.

Other opportunities for sharing came through daily reflection, sharing competences, sharing tools and methods in the facilitating parts of the evaluation training seminar. The opportunity to share practices, challenges and outcomes from their training projects was an important part of the reconnecting process and was also a way to celebrate success in many cases. The group was constructive, reflective and expressed its appreciation of the opportunities and experiences offered.

One of the highlights of the week included the intercultural evening, where participants shared night time traditions, which ranged from storytelling to telling scary stories and pyjama wearing to sharing lullabies. Another high point was the collective process of working on developing a 'Charter for Trainers in Youth in the Euro-Mediterranean Region'. Participants were first introduced to a floor marked out with three squares and were asked to contribute to the three spaces on the papers provided.

The three areas were

1. 'Why EuroMed cooperation (for policy makers, youth trainers and for young people)?'
2. As EuroMed trainers: we are, we will, we should?
3. How can the spread, exploitation and results of the charter be carried out?

Participants then worked in three different work groups to bring together the group responses in a working document.

The Ideal Trainer in EuroMed for SALTO EuroMed >

It is an exercise that allows the participants both to define and construct their own “ideal trainer”’s profile and to self-assess themselves.

They reflect on the skills and competencies that the “ideal trainer” should have and they fill in the following categories:

- Knowledge (Set of practical and theoretical knowledge)
- Know-how (behaviours and attitudes expected in a given situation)
- Know-how-to-be (Implementation of a knowledge and a practical ability mastered for a specific realization)
- Know-how-to-transfer (transfer the knowledge to other people)

What the trainer brings is his personal baggage, all he knows and owes to know – about all the technicalities of the European and EuroMed programmes for example -, what he has got to be (understanding, sympathetic, empathetic...), his educational skills, etc.

From their own answers they will be able to self-assess themselves. Do their own skills and knowledge match with their idea of the “ideal trainer”? It is up to them to acknowledge their own qualities and the aspects that would need or have to be improved.

Once this first step is over, it is time to look deeper into the characteristics of the “ideal trainer”. The second level of this exercise concerns the type of roles of the trainers.

Three main ones are identified: designer, animator and expert.

- Designer: it corresponds to the ability of the trainer to develop a concept of his own to answer the needs expressed after any analyses, or studies.

The operational objective is that, at the end of each training, people will be able to put in practice what they have learnt or what have been trained to do. It is the hardest part. The one that requires a lot of involvement from the trainer both on a professional and emotional level.

- Animator: from the latin word “anima” which means soul and also conveys the notion of movement. The trainer creates, gives the spirit of the training to the group so that the atmosphere will be favourable to the learning process as well as the dynamic.
- Expert: the ideal trainer is the one who is skillful. For instance, he can be an expert in the drawing up of a project on an international level, expert on a specific issue, etc. At least, he has to be an expert in the specific topic tackled in the training.

It is where the notion of “team” is the most important. In a team of trainers, all those different profiles can be found. It is a combination of different people with different skills who share the same aim: provide the participants with what they were looking for when taking part in the training course!

Following is the method used by the trainers to evaluate each participant's performance on a daily basis. This technique was introduced to the participants asking them to evaluate themselves at the end of the training course. Here is an overview of the results of the trainers' evaluations along with the participants' evaluations of themselves.

It is worth mentioning that in every training session, participants were asked if they wished to have personal feedback on their performance in public or in private. It was interesting to note that each time participants chose to have the evaluation in public, which reflects the openness and solidarity that was created between the group members during these 7 days.

Example of the points covered:

I. Knowledge

- If you do not have a culture, it would be difficult to illustrate
 - What you want to say
 - Your heritage and what you bring with you
 - What you are
 - What you know in general

II. Behaviour

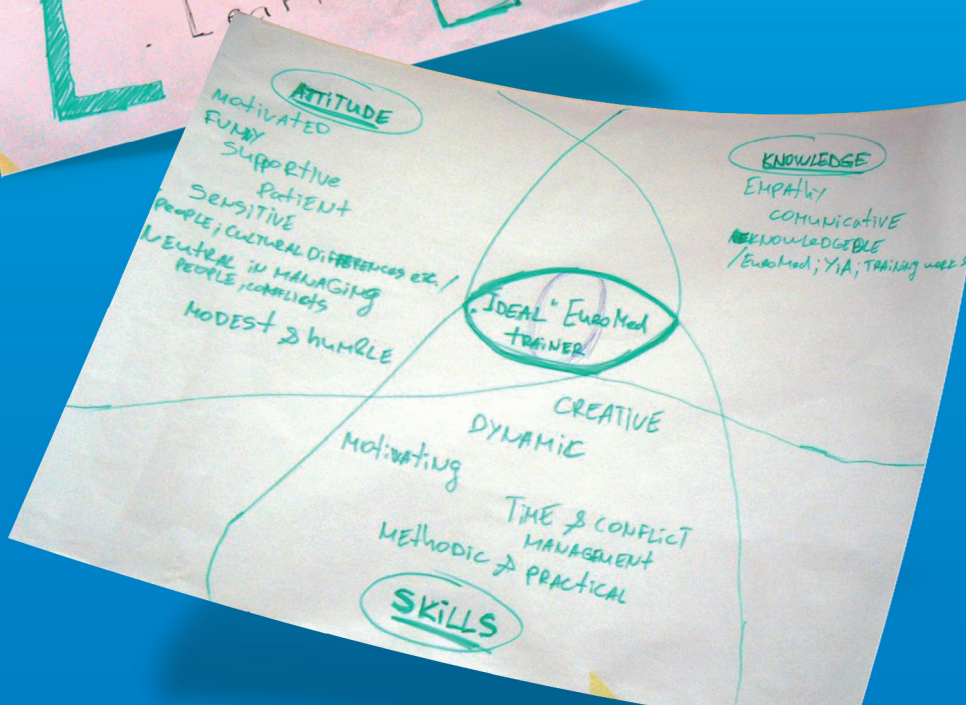
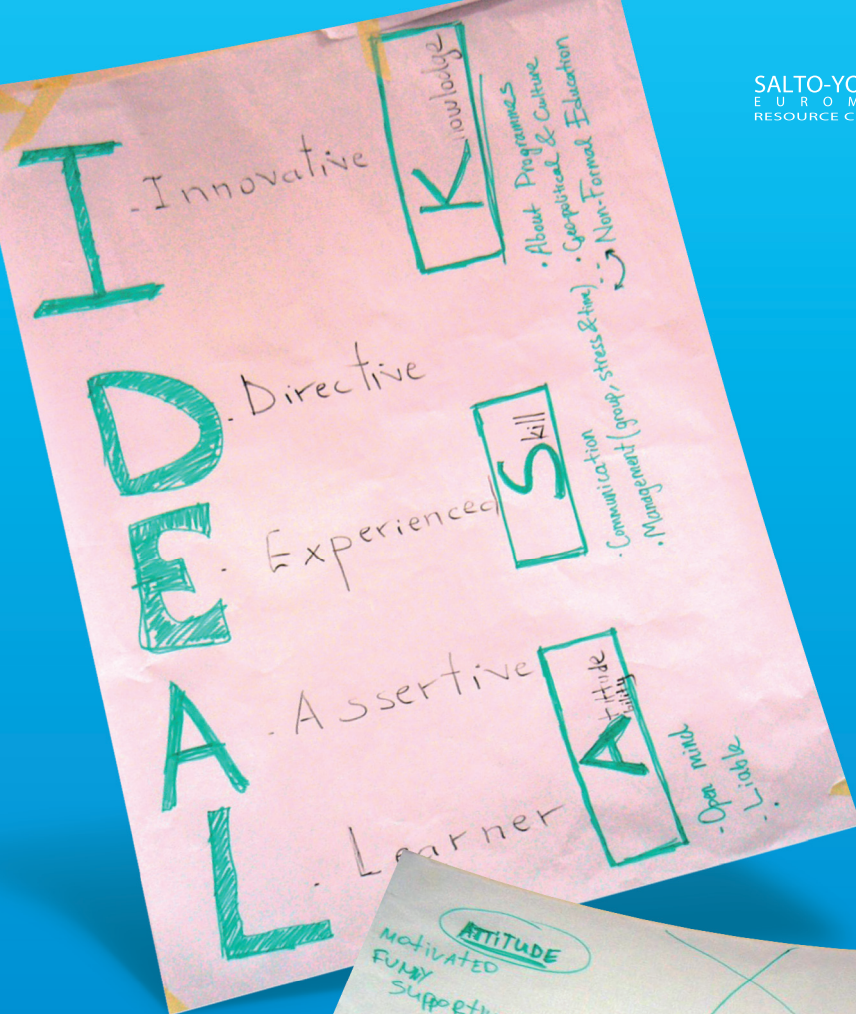
- Your personality
- Your behaviour
- Your leadership skills
- Empathy – do you like being social with other people, understanding them, showing compassion towards them?
- It is more difficult TO BE than to acquire skills.
- Your identity
- Your self-confidence

III. Applying skills

- Technical skills:
 - Knowledge of the Euro-Med Youth Program
 - Project Management – someone who co-ordinates or leads
 - Facilitating skills
 - Tools – knowing how to use different tools available
 - Use of body and voice as a tool
 - Adaptability to public – adapting self to others, the place and the situation
 - Creative activity

IV. Transferring skills

- Methods – "Come with me on the way to knowledge."
- Pedagogical tools
- Educational tools



Trainer Competences >

"Although training may seem like a glamorous profession to an observer, like any other profession, it has its hidden challenges. Having the skills to be a trainer is only one prerequisite. A much more difficult requirement for a successful trainer is to have strong mental and emotional composure.

Training is a demanding profession. It requires constant energy output. If you tire quickly,

become discouraged easily, or become frustrated if things do not go according to plan, training may not be for you.

'Elaine Biech from Training For Dummies'

Currently, there is a lot of discussion about the competences of trainers in the youth field, following on from some initial research in Estonia and the recent launch of the SALTO consultation document 'Development of a set of competences for trainers', as part of the European Training Strategy.

[The European Training Strategy (ETS) aims at contributing to the development of quality support systems for youth activities and the capabilities of civil society organisations in the youth field. The strategy was revised at the end of 2010 to optimise and further increase the impact of the Youth in Action programme in the area of youth work development, capacity building and recognition. If you want to read more please find more information here

<http://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/>]

As part of the reflections and evaluation process of the Training of Trainers in EuroMed (TOTEM), we were able to use participant motivations and introduce a session to explore trainer competences from a EuroMed perspective.

"Educators are not only 'offering learning' but are also learners themselves. It's about knowing and showing yourself as a learner." (Learning to Learn – Handbook for Facilitators).

Our aim for the session was to have participants identify, explore and prioritise the competences required for being a trainer in a EuroMed context. To do so, we used the sub headings identified under the proposed list of competences: understand and facilitate individual and group learning process; learning to learn; design educational programmes; cooperate successfully in international teams; communicate meaningfully and respectfully with others; intercultural learning competence. From this we were able to identify 34 statements covering the values, attitudes, beliefs, skills and knowledge of the above mentioned competences. We also felt it was important for participants to have the possibility to identify their own should they feel they had not been covered in the statements presented. The Competency Cards can be found in Appendix 1.

It is clear that understanding trainer competences within our field offers a valuable opportunity to improve the quality of our work. It not only highlights the importance of measuring the outcomes of training courses and the progression of participants but also promotes the professional growth and understanding of the trainer and facilitator, in addition to offering a possible framework for improving the quality of training for trainers. Competences are the **"overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are impor-**

tant pre-requisites for a person to be able to act out his/her developed competences"
(SALTO YOUTH -Development of a set of competences for trainers: Document for consultation).

Participants were asked to identify three statements that best described their learning acquisition from their TOTEM training practice and were then invited to use all the cards to create a Pyramid of Competences for being a trainer in EuroMed, with the most important forming the top of the Pyramid and the least important forming the base of the Pyramid. They were then invited to share, discuss and display.

Although the activity worked well as a tool for exploring and beginning to understand the competences presented in the SALTO document, it was generally felt that the level of knowledge, experience and understanding of the geopolitical structures and frameworks in which we work was insufficient. While it was easily accepted that this was clear for those working in EuroMed, it was also seen as valid for those working in other regions and programmes. It was felt that there should be some input on the historical perspective, religious and cultural backgrounds, understanding of political situations and realities as well as relevance to present day context.

"The 'competence profile' was never meant to be a 'must-have' list of competences each trainer in European youth work should possess to the same 'level of excellence', but rather a possible series of training elements/a profile to consider while develop training courses and training modules."

(SALTO YOUTH -Development of a set of competences for trainers: Document for consultation)

One key competence seen to be missing was the ability to utilise ICT and apply it to effective communication in the preparation phase over time and distances. Another area it was strongly felt needed to be included was self awareness, self reflection and developing an understanding of our own competence development as trainers, promoting self reflective practice and development, along with the ability and need to be flexible and to deal with change and the unexpected and to be able to respond appropriately to both. It was also highlighted that there needed to be something on trainer personality, charisma, their touch, presence and delivery style and that this was an important factor to initially engage learners and support their progress.



Overview of feedback from participants on missing competences >

(these are mainly individual responses and therefore there may be some repetition)

Geopolitical understanding

"A geopolitical understanding requires us to learn and be aware of how geography, ethnicity, power and religion influence both the domestic and foreign politics of a nation and region. This is vital for people working in EuroMed due to the historical and current relationships between Europe and its MENA neighbours. Understanding the history of the region, the politics, the role religion has played and its people can greatly enhance the ability of the trainer to connect with participants and ensure the training content is relevant and appropriate. Situations are constantly changing and therefore keeping up to date and maintaining a personal and professional level of understanding becomes a valuable competence to have as a trainer.

Ability to respond appropriately and deal with an unexpected event

Even the most carefully planned training project can run into trouble. No matter how well you plan, training courses can always encounter unexpected problems or experience the unexpected. These problems can include: issues with participants, challenges within the training team, lack of resources, weather issues, political upheaval or a volcano erupting in a country many miles away.

When such things happen, it does not mean there has been an oversight by the trainer, nor does it always mean that there is nothing that can be done to counteract these unexpected events and happenings.

Developing 'risk management' skills improves knowledge, skills and the ability to be able to analyse situations and respond appropriately.

Awareness of religious and cultural backgrounds

Being aware of your own cultural and religious background is a valuable attribute to have as a trainer. Culture can mean different things to different people, but if we can work from the premise that it is the system of beliefs, values, customs, behaviours and experiences that have been influenced and developed over generations we can start to identify what it is that makes us who we are and supports the relationship we have with the world and people around us.

Having the knowledge, skills and experiences to understand other people's cultural and religious backgrounds can enable the trainer to have greater empathy, challenge, support and empower learners.

Trainer charisma, touch, presence and delivery

In the commercial world there is some evidence and research that shows that charismatic trainers and facilitators earn more and enjoy a greater level of success because they attain better results.

Charisma is not just for singers, football managers, performers or movie stars, it is a behavioural quality that anyone can build and develop. A strong charismatic presence and touch can be useful for leading, teaching, selling, guiding, speaking, and in relationships of all sorts. In our field it can be about how you as the trainer engage others in the learning process, your ability to motivate and inspire others and the essence and spirit you impart through your facilitation and delivery.

Knowledge and experience of specific relevant topics and themes relevant to EuroMed

Knowledge can be gained through exploring publications and relevant websites and additional research, but experience of the programme is best gained through active participation at many different levels - exchanges, study visits, EVS plus training courses and seminars.

It was clear from the onset of TOTEM II that it was vital to have a firm foundation of knowledge and experience of the EuroMed Programme, and this was confirmed throughout the training course by the job shadowing and group training outcomes.

Advanced Learning Skills

Advanced Learning Skills are not about gaining new competences but more about applying a wide range of learning models and practices to fine tune and enhance one's own learning experience as the training provider along with that of participants. It is about extending the boundaries of the learning experience.

Ability to utilise ICT

The ability to use Information and Communication Technology seems to be more and more essential for the development of an effective training course and team as well as using appropriate methods throughout the training course and when concluding the evaluation. The biggest challenge can often be keeping abreast of new opportunities and developments in this field.

Communication across distances and time

Maintaining long distant relationships between trainers clearly plays an important part in the development and implementation of a training course. As mentioned above, while there are a growing number of means to do so via ICT tools, whether it be Skype, Dropbox, Basecamp or one of the many other software options that exist, the biggest challenge can often be finding the one that works best for you and your team.

One of the teams highlighted the need to establish working agreements for maintaining positive communication across platforms, distances and times.

Understanding of political situations and realities

Understanding political situations and reality highlights the importance of the trainer's willingness to develop a greater understanding of both, using the experience of participants and working with them without any political bias or prejudice.

Identifying competences for one's own learning as trainers

This refers to the trainer's ability to take responsibility for his own learning as well as that of the participants. It is very much about his willingness to do so and his understanding of the 'Learning to Learn' process for the trainer acquired through the experience of delivering training and integrating reflection and feedback from working colleagues and participants.

Self reflection; self reflective practitioners. Self Reflective practitioners refers to the capacity of trainers and facilitators to reflect on actions so as to engage in a process of continuous learning, which, according to the originator of the term (D.Schön, 1983), is "one of the defining characteristics of professional practice". It mainly involves paying critical attention to the practical values and theories which inform everyday actions, since examining practice reflectively and reflexively can lead to developmental insight and constructive and much needed change.

How to train people to develop their own competences Encouraging and engaging learners to take responsibility for their own learning development and competences is often given as one of the key factors of non-formal education. How we as trainers can develop this valuable capacity raises many questions as to our delivery.

In addition

Learning experience for trainers not just participants awareness of one's own learning through the training As noted previously the ability to self reflect and identify and support one's own competency development as trainers is an important factor. It is very much the thinking behind applying the learning to learn competency to trainers and facilitators and the discussions as to whether or not trainers should also recognise their own development with Youthpass.

Flexible This could be how as trainers we respond to the many changes and influences in the training environment. Also considering the physical capacity and restrictions of the space available, the diverse and changing learning needs of the participants, social developments, geopolitical situations and competency levels of both self and colleagues and how we respond to these.

Ability to multi-task Often now in training sessions, we can observe participants busy with their phones and laptops etc... When we tell them they do not need to take notes as we have some printed handouts we are told they are not taking notes but tweeting or even blogging about the experience. The ability to multi-task is becoming a more and more important competence to develop. For a trainer and facilitator, multi-tasking can mean many different things: from physically being able to prepare the next session while participating in a training session... Or perhaps writing a report on the previous training while in a new session... An important consideration to take into account is the possible impact on participants when they see a trainer clearly busy with another task during the session.

Tolerance and flexibility to deal with change

Life is a constant sequence of changes and in our personal life we often simply accept such change as being part of life's rich journey. In our professional life, however, changes can generate feelings and emotions that can be both negative and positive. It can be about our ability to embrace change and being able to identify the benefits or, on the contrary, frustration, stress and anger with changes that are seen to have little to no value or purpose.

The social sciences have identified the difference between changes and transitions. Change is situational; transition is psychological. It's not the events outside us that make the transition; it's the inner-reorientation and meaning-redefinition we make to incorporate those changes. Transitions are periods of movement and shifts from something old and familiar to something new and unfamiliar. How we mentally respond to these as a trainer highlights both our ability to tolerate change and transition and to be flexible in our responses to them.

Ability to peer support and coach new trainers as well as to integrate them into the field and training programmes

The ability to pay it forward and coach others can act as a transfer and conduit for the sharing of knowledge, skills, abilities and practice. It would appear to be an integral part of working in the training field, which can include sharing tools through the SALTO platform or the development of training teams. The experience can work both ways and also be a development tool for the more experienced trainer. Nerijus Kriauciunas (trainer) once noted 'it is a way for the training field to renew itself.'

There was some criticism of the consultation document: for example, that the description of the competences was both wordy and too generic. Some felt the Estonian research better explained the competences and the document was generally found to be too Eurocentric. Others felt it could include a more relevant global dimension and understanding of the work we do. Further reflections noted that the work already accomplished in the MEDA region needed to be better recognised by European neighbours. This would ensure that the learning possibilities and valuable contributions from the youth work and actions carried out in these regions could be used as best practices across Europe. It was mentioned that while the purpose and the rationale for the work may be similar, approaches could be different. Again it was agreed that cultural and geopolitical awareness and understanding of the region influenced and informed practice and policy. There was some interest in ascertaining how MEDA partners could become stakeholders in both the research and the process by being asked, consulted and engaged with and to what extent they could contribute to the identifying, shaping and developing of a set of standards and competences for trainers working in the field of international youth work.

The role of Youthpass was examined and whether it should be available for trainers via the delivery of training was discussed. It was felt that if we are to truly recognise non-formal learning and the importance of self directed learning and reflection, then as trainers we should be actively encouraged to reflect on our competences as learners throughout the delivery process. The question of whether it would be too much of a revolutionary approach to start recognising the learning and development of the trainer as well as that of participants was also raised. The general consensus was that this would fit with better with a life-long learning approach and could even contribute to and work towards better quality in training courses.

Whether or not it would be easy to use Youthpass in MEDA countries was discussed, along with how MEDA partners could be involved in shaping a new generation of Youthpass competences.

It was clear from the process that the participating EuroMed trainers identified different priorities within the competences presented and valued them differently depending on their experience, situations and circumstances.

In conclusion, participants were pleased to have had an opportunity to explore trainer competences and appreciated being involved in the process.

Some Interview and discussion responses following the exploration of the Competences >

"I have the feeling that when we talk about the 'values and ethics of youth work' with individuals in the training world we can often mean and understand different things and it is often this conversation and dialogue that is missing". **Abdullah Khazein (Algeria)**

"It all seems very Eurocentric and for me this devalues the experience, knowledge and culture that we bring to youth work training". **Iyad Aljaber (Jordan)**

"I am a more practical person and really learn by doing so I am still unsure sometimes as to what exactly is meant or understood by the different competences". **Aytac Uzunlas (Turkey)**

"The professional level of the interpersonal relationships is the key competence that should always feature near the top of the pyramid". **Joke Van Dooren (Belgium)**

"It is really important for me that a trainer can walk the talk and maybe there is the opportunity for some peer appraisal here, for us to observe each other to extend and further develop the culture of self as a trainer". **Iyad Aljaber (Jordan)**

"I appreciated the reflective nature of the activity and it made me think. It could be nice to experience the competences in your own language as sometimes things can get lost in translation". **Antonio Benaches Bodi (Spain)**

"I am looking for sincerity and for the trainer to be genuine, I am not sure how you could measure this as a competence though". **Ognian Gadoularov (Bulgaria)**

"Even though I feel I already have a substantial amount of experience, when I look through the competences, the question for me is how much have I developed as a trainer in each of these areas through being a part of TOTEM II? My initial response is a lot".

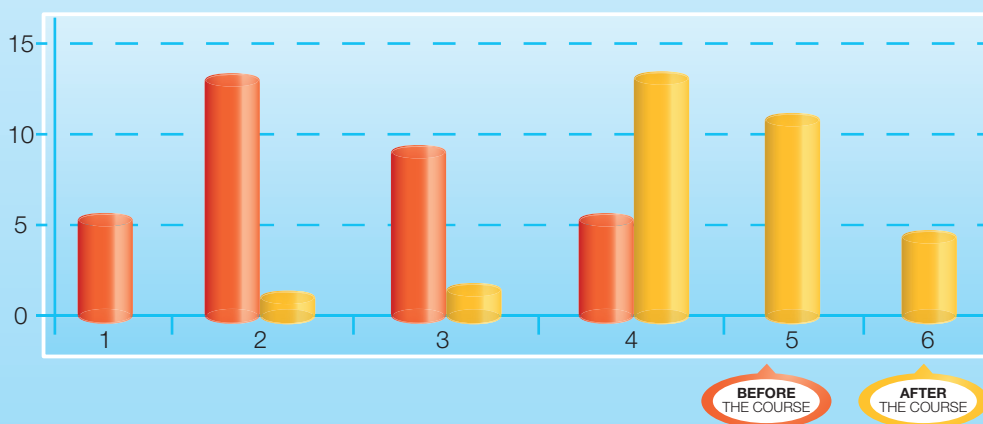
Haythem Kamel (Egypt)



Evaluation of TOTEM II and its impact on participants >

The LTTC evaluation includes data collected from the questionnaires filled out by participants at the end of the evaluation training seminar. Participants reflected on and evaluated their competences, confidence, knowledge as a trainer, ability to work in a range of environments, ability to work within the geopolitical context of EuroMed, work with others, future work and ability to support others who are in training. This measurement was in the form of self assessed perceptions prior to the course that were reviewed at the end of the training.

1) How has the experience of TOTEM improved your competences as a trainer in EuroMed?



Some Comments >

"It has been an enlightening process."

"It has provided me with more knowledge and tools as well as awareness."

"Through TOTEM I was able to raise my level in EuroMed."

"I now have a better knowledge of the context of EuroMed and youth training."

"I have improved my knowledge of how to design and run a TC in the EuroMed framework."

"Being involved in SALTO TOTEM has given me many answers to my questions."

"I feel more competent because I know the programmes better. I know the structures better and I have a strong network to rely on."

"This LTTC helped me to improve my competences. During the year we worked and applied for training projects with my NGO and by carrying out a TC Project, we were able to share each other's methodologies and this all helped to improve my competences as a trainer."

"My TOTEM experience improved my competences in terms of: designing a training

course; preparing and delivering workshops, sessions; transforming an idea into aims and objectives and preparing and executing the delivery of a training course based on these; working in a team."

"I feel more confident and secure in planning training, delivering workshops and sessions and training elements."

"TOTEM offered me competences not only a trainer but also as a project manager."

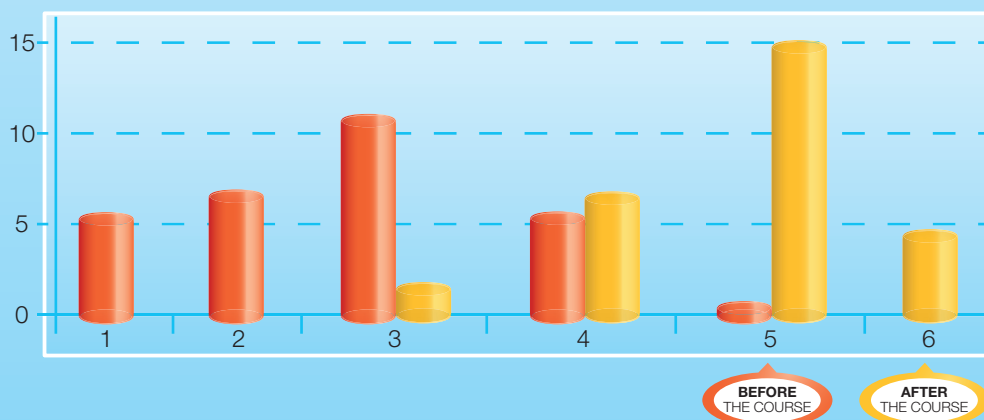
"I learnt about the different programmes, I experienced the geopolitical realities in practice, I acquired more cultural awareness and developed my trainer skills."

"The experience has improved my teamwork competences in a team of trainers."

"Mostly (it boosted) my self confidence to be able to work within such diversity."

All the participants showed positive and significant movement in improving their competences as EuroMed trainers. It was clear from the comments that this came from the whole experience, starting with the initial training and continuing with job shadowing, coaching, preparation and delivery of a training project and the evaluation seminar. It therefore highlights the benefits and value of such a long term training course.

2) How has the experience of TOTEM improved your confidence as a trainer in EuroMed?



Some Comments >

"I still feel I have a long way to go before I feel confident, but I feel that with experience I will improve and gain confidence and skills."

"A trainer never stops learning and TOTEM taught me this lesson. This is why it is for me impossible to score myself as a 6!"

"Thanks to the practical phase of TOTEM I can now run workshops and be a trainer without any doubts (still lots of opportunities to learn though)."

"I am more aware of my need to learn and grow more."

"I feel more confident because I discovered more deeply some MEDA realities, because of the strong partnerships, networking that we did and I feel more open-minded now."

"After TOTEM I got the required competences which improved through practical participation and delivery with other trainers."

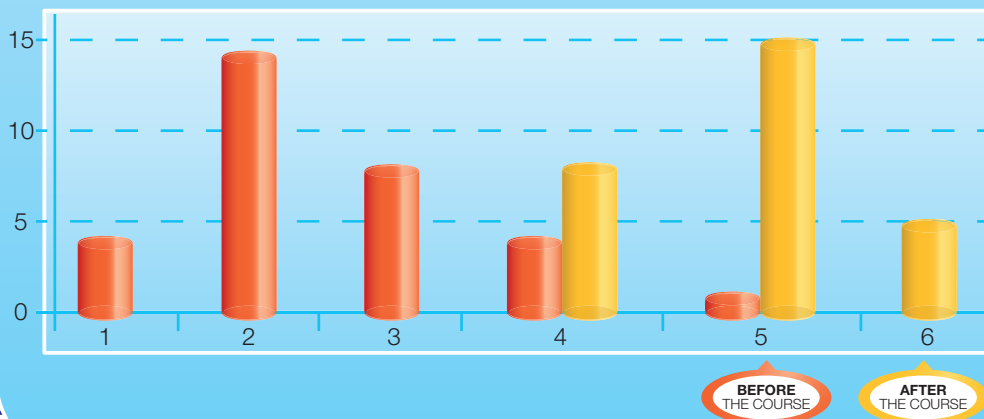
"I am a lot more confident, mostly due to the partnership trainings we delivered."

"Learning and living the practicalities of differences between MEDA and European countries. Shared values and beliefs."

"The experience enhanced my ability and motivation to work in training and in EuroMed projects and to promote the spirit of EuroMed youth work."

The fact that the training course provided a safe environment in which to practise a TC delivery while being coached and part of a team was greatly appreciated, especially by those participants who did not feel very confident prior to the delivery. Most recognised that their confidence had been hugely and positively impacted and the course had given them a reason to continue their commitment to working in the EuroMed youth work field. While several participants noted the experience highlighted the fact that their low language level was a weakness in terms of their ability to work in English, which had a negative impact on their confidence, they immediately turned it into a positive by making better language skills a priority learning need for them. With at least fifteen of the participants selecting five at the end of the training course, the graph clearly shows that in the main the confidence of the participants in their capacity to be EuroMed trainers greatly increased.

3) Has this LTTC improved your knowledge of being a trainer in EuroMed?



Some Comments >

"To work and live some of the reality of the situation in the Middle East has improved my knowledge in an incredible way... but once again I will continue to learn all my life."

"Of course I have improved my knowledge of being a trainer a lot, thanks to the diversity of the people with whom I've had the opportunity to work."

"I learnt a lot of new tools and how to create new tools to meet specific learning objectives, which have all added to my knowledge as a trainer."

"Being a trainer in EuroMed requires understanding and being able to incorporate non-formal education, intercultural learning and active citizenship. I need to pursue these points more as a self directed learner but for me these are the 3 fundamental elements."

"This year gave me a big opportunity to see what the gaps in my knowledge and skills were and motivates me to improve in these areas. I have already started to learn specific things related to ICL, religion, geopolitics of the region, and their possible relationship and connections to EuroMed youth work and training."

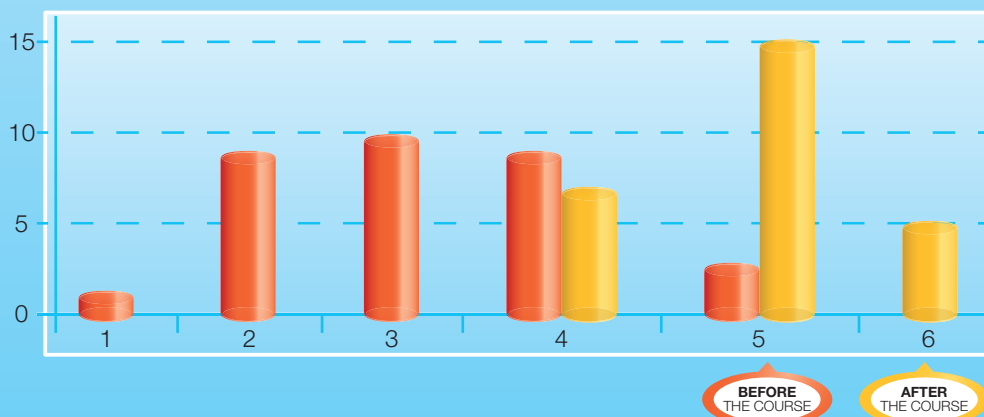
"For some it was the case. Understanding more and more on cross-cutting issues made me more aware of the issues that come with working in EuroMed."

"Resilience, interpersonal skills, empathy and understanding of cultural backgrounds."

"It increased my knowledge and motivated me to gain more knowledge related to my field and directed me through the coaching process to know how to be an experienced and efficient trainer in the EuroMed youth work field."

Again the shift in personal and professional knowledge needed to work as a trainer in EuroMed was positively influenced by the TOTEM experience. Many recognised that this is an ongoing learning process and felt it was important to be aware of this fact. Many also felt that the cultural and geopolitical aspect of working in a EuroMed context was the steepest learning curve.

4) How competent do you feel about working in a range of training and working environments?



Some Comments >

"I feel that this is a journey I have begun and my competences will develop. I do feel better than before I started the course."

"I feel almost ready to train in English, even if I feel the need to improve it before starting to work at an international level."

"I'm quite good at using the space and resources around and thanks to TOTEM I feel more creative and 'brave' even about implementing crazy ideas in crazy places."

"During this process we had to deal with different scenarios and this made us more able to manage future training events and working environments."

"Working in a range of environments requires much applied experience and the more I do the more I learn."

"I still feel that the difference between national environments and international environments is big and coming to TOTEM helped me bridge the gap."

"I believe that I am now quite flexible in adapting myself to different kinds of working environments."

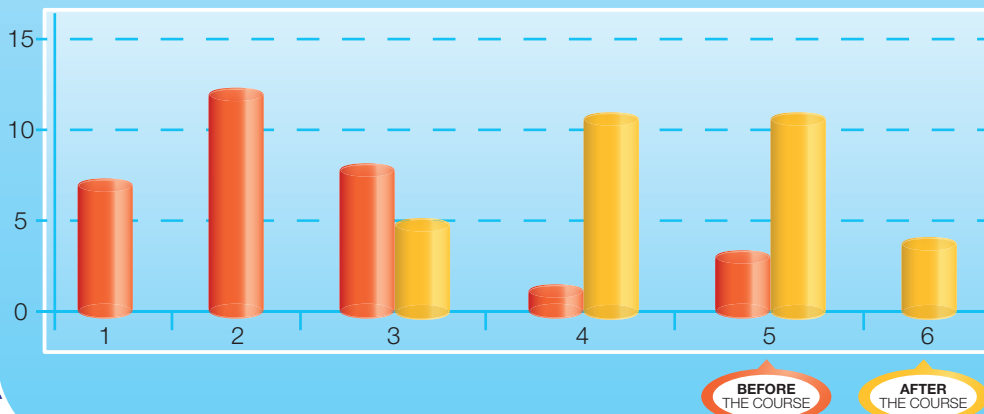
"I have the ability to adapt but now I am much more aware of how and why and when to adapt in the special context of EuroMed mixed groups."

"Very comfortable with any training and working environment. Learnt the importance of flexibility, adaptability and change management."

"This year in general was a very rich year for me in terms of different training opportunities and experiences as a trainer. Although TOTEM was a small part of it I feel now much more mature and able to work in different environments."

The graph clearly shows a positive shift in being able to work in a range of training environments and some identified the personal, physical and emotional learning spaces as part of this. Several participants again identified the fact that the working language was English as being an issue while others focused on the experience of change management and training problem solving.

5) How competent and comfortable do you feel on working with the complex geopolitical issues of EuroMed?



Some Comments >

"I adore dialogue and now am more comfortable through the TOTEM process."

"I feel that I am able to see other people's point of view better as well as some of the issues they go through. I would be interested in developing more understanding in my own time and through projects."

"I feel more competent than before and more aware of the complexity of working with the challenging geopolitical issues in EuroMed."

"I can make more sense of the realities of the countries, after a year of being involved in activities and following the projects."

"I still have a lot to learn and living in Jordan, there are lots of opportunities."

"Now every day I check and follow the news for Euro and MEDA countries."

"I still wish we had the chance to address and explore freedom of speech in this region and conflict management."

"I'm challenged by it and really want to be able to 'act as a change maker' but I know that I still need to learn and understand a lot more."

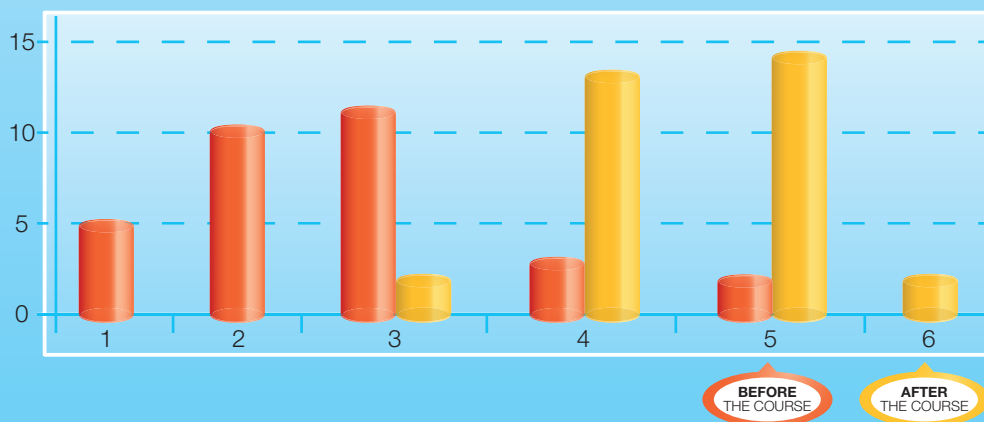
"Learnt respect for different, cultural, geopolitical, values, and religion with various participants from different backgrounds."

"It is not easy to feel comfortable within this context but I have the passion and the will to face these issues."

"Understanding the complexity and being prepared was essential in this LTTC and was the highlight of the training for me."

Despite the clear shift following the training, the responses to this question included 'need to learn and develop further understanding of the issues' more than for any other question. Several commented that the word 'comfortable' in the question wasn't helpful and noted that the more uncomfortable you were with it the better as that meant you were still able to work outside of your comfort zone.

6) How ready and flexible do you feel to work with ANY trainer in the youth field in EuroMed?



Some Comments >

"I was afraid, I faced lot of issues, I learnt. Now I am more attentive, for sure."

"I'm ready and flexible to work with any trainer who respects my values."

"After the experience of TOTEM (especially after the final reflection and evaluation phase) I remain at the same level as previously."

"Adapting."

"I am not ready and able to work with just anyone, I have to click somehow."

"I feel I need to improve in this, because even if I consider myself to be patient and assertive, during this training some partners pushed me to my limits."

"Taking part in TOTEM, including the two TC practices and participation and job shadowing experience, was a very enriching experience in this regard."

"Very flexible, it also taught me how to adapt, prepare myself and to be creative."

"I have difficulties separating personal and professional relationships. For me it is important to be on the same level."

"I still can't quite say that I am prepared to work with any trainer. This is based on the differences of understanding of perception on results and quality standards for training courses."

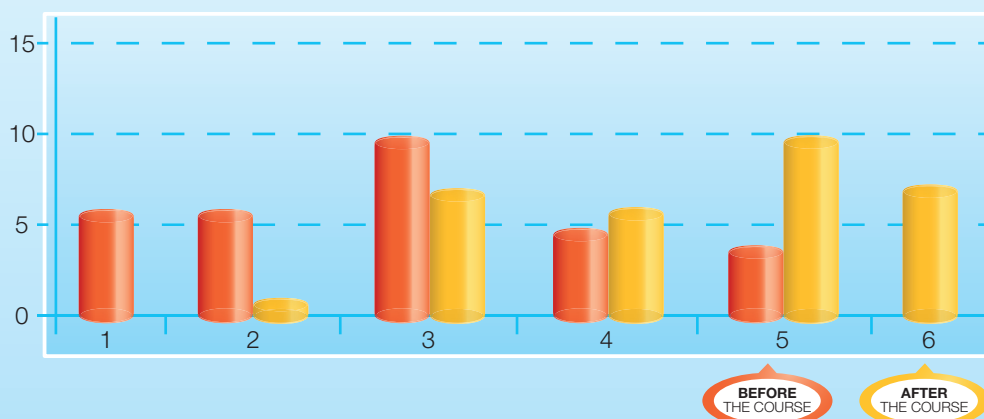
"With any, but in my case it is quite impossible to work with someone from Israel for example, as this would then threaten my work locally and nationally."

"I am flexible now because I worked with many and different trainers who all have great skills and competences. So I can adapt myself to achieve my objectives attached with my own style and be coherent with other trainers."

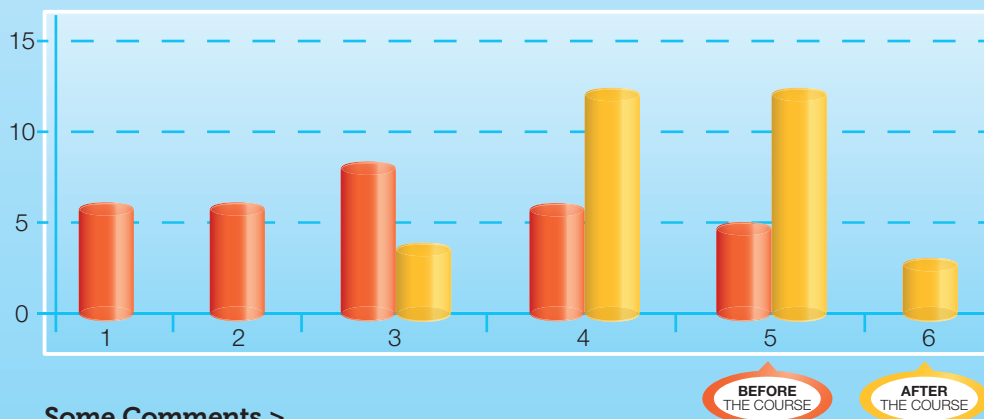
"I would prefer not to work with people that do not have sufficient trainer skills and very different ethics and attitudes towards the work."

This question created a really mixed response with the majority still improving their capacity to work with others following the TOTEM experience, although at least four noted no change after the training. Responses to this question drew out some values and ethics issues and also the effect a negative working relationship could have on the quality of training as well as some of the genuine and real geopolitical issues people live with on a day-to-day basis. Several hinted at the benefits of professional development of working with people who challenge you, but they were not explicit. Many interpreted the question as working with anyone from TOTEM and a few recognised that they would find it challenging – but not impossible – to work with somebody totally new.

7) How long do you envisage being an active trainer in the EuroMed field – a) independently?



b) with your present job or within your NGO?



Some Comments >

"It makes me happy and I want to continue."

"I'm ready to train and support many projects."

"I will explore the possibilities of networking more and will try to motivate/engage my local community on this journey."

"As a trainer I am thinking of working totally in the EuroMed field, but my NGO has other priorities at the moment, I am hoping this will change and I can work more in the EuroMed field as a trainer and with my NGO."

"For the coming year I need to find an acceptable level and balance between my full time job, my voluntary work and the organisation of my training plans. After that I plan to commit more to training as my future."

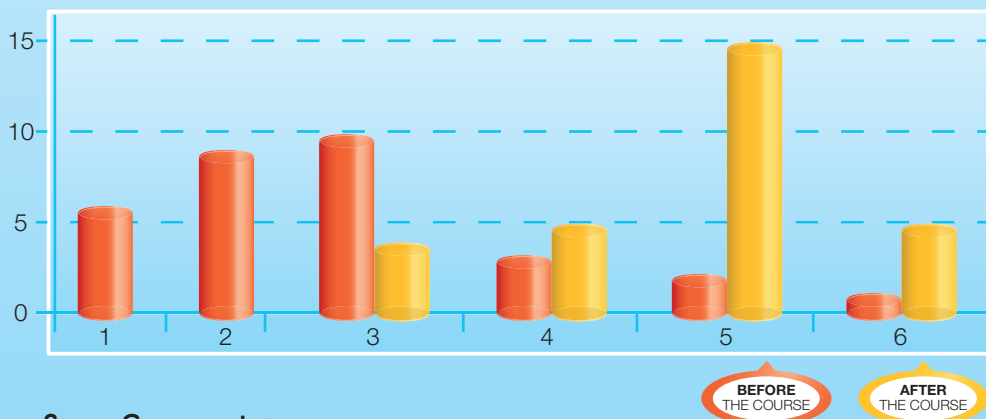
"I used all my vacation days from my official work to be at the EuroMed field training sessions."

"I am hoping to stay active and already plan to be involved in two other training sessions."

"I have much more knowledge now on how to do so."

It is clear from results that many people now view the possibility of continuing and expanding their work as a trainer in EuroMed as a more realistic option. The challenge for many is to juggle this with their commitments to NGOs and other employers and their priorities. Several participants mentioned considering exploring the possibility of being a full time freelance trainer in EuroMed and YiA in the future, while a couple of others said they had to use holidays from their present employment to honour their TOTEM commitments. Many mentioned that the experience has given them a desire to be more involved and at least four noted how they would like to empower and work more with their NGOs to carry out more EuroMed projects.

8) How confident would you now feel in coaching other projects and other people new to training?



Some Comments >

"I have already started doing this in the local community during the breaks between phases 1&2."

"I feel very confident about coaching other projects or people new to training, this role suits me."

"Very confident! I've enjoyed being coached a lot and I've tried to analyse the process deeply in order to learn more from the experience."

"I already started guiding some partners through the application and training process."

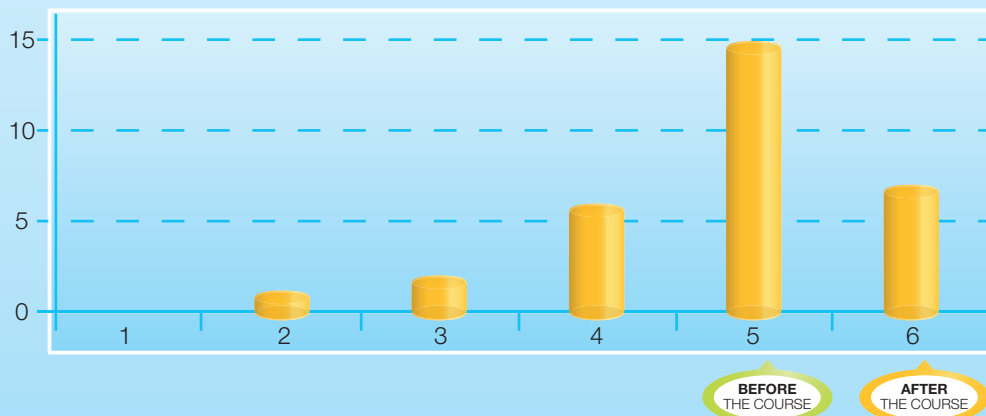
"To motivate and stimulate NGOs to get involved and feel ready to bring people together."

"At a local level I could do it really professionally, and at a regional level I am reasonably confident."

"Very confident about transferring skills, competences and support to other projects and people and the training process."

Many participants referred back to their own experience of coaching through TOTEM and how this has helped bring some clarity to their own understanding of coaching. Many feel they are now better able to support others as a result. At least six participants noted how they were already doing this through their NGOs, in their community and supporting other partners through the application process and training design and delivery.

9) Do you feel TOTEM has given you the opportunity to express and share your own values?



Some Comments >

"Not all the time. Further discussion on certain aspects would have been more fruitful."
 "The floor was always open to share and discuss."
 "Sure, but there is a lot more to share."
 "Not really, there was not really space for it."
 "It provided the space, but I need to learn how to use it more."
 "What are the values that we didn't share???"
 "I believe I could have expressed more, but the environment was supportive to share and express."
 "There was always space to share knowledge, values and opinions regarding different issues."
 "I somehow missed a deep exchange of values and ethics."
 "Totally YES. It was a very nice learning experience for me."
 "Mostly, it was the case of being open to discuss freely and express thoughts and values in an easy and safe cultural environment."

Participants' responses were mitigated for this question, with some feeling they had been in a very safe environment to share and be open with others, while others noted it was a good place to do so within smaller sub groups. Several felt that the course lacked an open floor to express and share values and ethics. It was evident from the evaluation training seminar that many of these more personal discussions took place in more informal moments and in smaller groups. A small number of participants noted there were opportunities to share, but confidence in the large group was sometimes an issue.

10) Please score and rank the following as essential for being a youth trainer in EuroMed.

(1 being the most essential and 5 being the least essential)



Some Comments >

"Before I was confused about what a TRAINER really was because there are plenty of people who present themselves as 'youth trainers' but now I have the knowledge to measure people. I knew actually what I was doing in TOTEM. THANKS!"

"Being a youth trainer in EuroMed is an important part of improving competences and skills for youth workers and now I am willing to be more active in the programme."

"Experience and knowledge are principles in conducting any training."

"I would like to put all of them as number 1."

"They should at least have a grounding in training or youth work."

"Youth work then active in the programme and a good understanding of non-formal education and hopefully the training experience and geopolitical aspects will follow."

"Being a trainer in EuroMed is unique in many ways due to the geopolitical situations and ensuring they are given more attention than the issues of Europe and the Southern Mediterranean."

The highest consistent consensus was 'being a non-formal educator' with thirteen participants noting this as being the second most essential element for being a trainer in the EuroMed. The next was having an understanding of the geopolitical context, with ten participants noting this as third most essential. Having training experience was identified by nine participants as the most essential element to being a trainer in EuroMed. In general the results show a wide range of different perceptions with regard to the essential ingredients for being a trainer in the EuroMed programme. Perhaps it would be useful to further explore and discuss this in future training sessions?

Summary and Conclusions

Implementing a multi-faceted long term training course raises many considerations and highlights many processes. It is clear that bringing together such a large and culturally diverse group of individuals with such a wide range of learning needs and learning cultures is always going to be a challenge. It also brings another dimension into play. The initial training seminar was clearly important in bringing the group together and creating a group identity. It was then reinforced by the opportunity to work in smaller project delivery groups and supported by the job shadowing and coaching experiences. From the evaluation results we can conclude that the TOTEM experience had both a personal and professional impact on individuals, with many of them feeling more confident and improving their understanding and competences in terms of being a EuroMed trainer.

In terms of individual competency development, it was obvious from the exercise with the pyramids that it is not always possible to identify a fit-all solution. With so many different perspectives and interpretations in play, individuals were able to identify what was important to them as trainers and accept that it would be different for others. What is clear is that the whole process and experience gave many individuals the opportunity to design, implement and evaluate training experiences and to do so in an internationally and culturally diverse team. This experiential learning opportunity proved to be an important catalyst for further trainer competency development and growth. A great deal can be learnt from the process, even when a training project proposal is not accepted.

The momentum and motivation of the group to continue with activities and maintain contact with each other following the training session also highlights the personal and professional development many participants experienced. This came about through facilitating reflection on the learning experience. Participants were given space and time to reflect and put the knowledge, skills and attitudes of being a EuroMed trainer into practice. Based on the competency pyramid exercise and the responses to question 10 in the evaluation, it is evident that a grounded understanding of the geopolitical nature of the EuroMed programme and a political and religious awareness of the MEDA region is seen as essential for being a EuroMed trainer.

To those involved in supporting and facilitating the experience, the emotional and social connections within the group were clear and in many cases fed the learning process. A pleasant working environment and group dynamic can always help and support a learning process but as the group were bidding each other farewell, the cold wind of social and geopolitical reality swept in with news of a car bomb in Lebanon. Noting the impact on the group and how individuals moved to support each other highlighted to many the importance of doing the work we do and accepting that it is political in itself. It promotes the essence and spirit of working in the EuroMed programme, when many common and generally comfortable European topics such as youth participation, democracy, citizenship, faith, gender and sexuality can become extremely uncomfortable in the EuroMed context.

If you would like to know about all the projects realised, please go to:
<https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/totem/>

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The following list is a compilation of documents, publications and relevant articles used to support the development of this report.

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