Trainer Skill Workshop - Evaluation and Impact Assessment
15-18 February 2016 | Vienna, Austria

Final report

INTRODUCTION

'Trainer Skill Workshop - Evaluation and Impact Assessment' was a 2,5-days workshop focusing on Trainer skills related to evaluation and impact assessment. 21 trainers from all over European partner countries and Euromed countries participated in this workshop in Vienna, 15-18 of February 2016. This pilot Trainer Skill Workshop (TSW) was organized by "Trainer Competence Development (TCD)" Group of National Agencies (NA) in cooperation with the SALTO Training and Cooperation RC within Erasmus+: Youth in Action Programme.

This report is zooming in on the details of this TSW and collecting outcomes and recommendations for future TSW's.

1. ACTIVITY CONTEXT

1.1 Background:

The European Training Strategy in the field of Youth of the European commission aims at sustaining quality youth work through capacity building. One work area of the strategy supports competence development of trainers in the youth field to work international. Further reading is available at www.salto-youth.net/trainingstrategy.

Trainers are a core element when it comes to European youth work, particularly in the field of non-formal learning. Their professional expertise combined with their ability to perform within an educational framework affect the quality of training activities in a crucial way. Supporting the competence development of trainers is an important aspect to ensure the high quality of youth worker trainings in Europe. The European Training Strategy therefore calls for the development of a modular system to train the trainers of youth workers by defining a set of essential competences that can be acquired in specific courses and serve to establish a pool of certified trainers in Europe.

The European working group "Trainer Competence Development" of Erasmus+: Youth in Action National Agencies (Austria, Estonia, Germany, Ireland, Netherlands, Poland and United Kingdom in cooperation with the SALTO Training and Cooperation RC) developed a modular system to train trainers; more information is available at www.salto-youth.net/trainercompetencedevelopment.   One module of this system is the Trainer Skills Workshop (TSW), a 2,5 days short meeting for advanced trainers to work on their competences as trainers.

The TSW on Evaluation and Impact Assessment was the first workshop of such kind. For being a pilot this TSW called for a new structure that would form the base for following TSW's. It also called for the use of the Competence Model for Trainers to work internationally, which was developed as part of the European Training Strategy. The well-thought-out set of competences serves as a dynamic framework to be consulted by trainers as well as institutions and organisations who plan non-formal education training activities.

1.2 Team:

This pilot TSW was organized by Marco Frimberger (hosting NA Austria), Siim Värv (NA Estonia) and Udo Teichmann (SALTO T&C RC). To facilitate and support the learning in this TSW a team was composed to develop the programme and facilitate the workshop:

Gabi Steinprinz (trainer)   - Freelance trainer, member of NL and SALTO trainer pool, Trainer in ToT
Jana Randa (trainer)   - Freelance trainer, member of Austrian trainer pool.
Triin Sokk (expert)   - Trainer in Public health field, expert in Evaluation & Impact Assessment.

1.3 Participants:

The TSW aimed experienced trainers in European field of NFE in Erasmus+- YiA programme. It became clear that there is a need for activities for trainer development as 630 trainers applied for this workshop. In the first phase 27 participants were selected, to eventually have the aimed 24 participants. Unfortunately, we received some last minute cancellation, which meant that at the end 21 participants took part at the TSW.

The group was diverse and very gender balanced (11/10) with the team (13/13). Participants were from 17 different countries, from various organizations with a broad range of experience in non-formal education. Trainers were mostly experienced in Erasmus+, some were more experienced in adult education or formal education, but overall we were content with the participants group, as most of them fit the profile we had set up.

The group was very motivated and did not complain about the workload. Often the trainer team could hardly get them to close sessions, as they were so much into the topic and curious about what others thought about it. It was a good feeling to work with people who go for it.

1.4 Location:

The TSW took place in Europahaus Wien (http://europahauswien.at). This venue is often used by the Austrian NA as it offers a good environment to work in our field. Venue is located in a part of Vienna that is about 90 minutes by public transport from the airport. It has its own garden and it is surrounded by a park - so there is plenty of possibilities to run program outside. The dining (except the breakfast) is provided in a separate building. The venue has a number of meeting rooms of various size on demand equipped with necessary material for training.

Food is excellent and service is good. The restaurant has a bar that is open till 20.30h. There is no place to get some drinks later than 20.30h on the territory of the venue. This was mentioned by participants as the only negative element of the venue. Some evening participants went out to have a drink in bars in the neighbourhood.

2. PROGRAM

2.1 Objectives of this TSW:

Objectives as given in the call for participants
- Improve skills related to the evaluation of activities
- Reflection with peers about evaluation and impact assessment of training courses and other activities
- Explore the possibilities of impact assessment of training courses and other activities
- Identify different methods and tools of evaluation and impact assessment based on non-formal education

Later the team developed a bit more specific objectives:
- To create a supportive environment for reflection with peers on evaluation and impact assessment of training courses and other educational activities.
- To explore the role of impact assessment in guiding learning processes.
- To identify and share different methods and tools of evaluation and impact assessment designed for non-formal education.

- To give space to improve trainer skills related to the evaluation of activities in order to increase the quality of our work.
- To explore the opportunities of using the "Competence Model for trainers in the youth field to work at international level" as a self-assessment tool for trainers and training teams.

The plan of the team was to go very concrete to the learning objectives together with the participants as part of the program.

2.2 The programme flow

Trainer team prepared a programme according to proposals of the NA/SALTO and the needs of participants, using various methods and interesting topics. An overview can be found in Appendix 1.

The day before the start of the TSW trainer team (facilitators and expert) arrived to get to know each other face to face and to prepare last parts of the TSW.

Arrival Day: Building the reflection community
On the arrival day group slowly gathered. Programme started 'light' at 17.00h for those who were there. People were invited to find (interesting or strange) connections between them on a personal level. This immediately started group building in a good way. After dinner the group was almost complete and participants were getting to know each other more from the professional side as trainers. The group showed curiosity, motivation to discover the topic and to interconnect. This trust building and building the learning 'community' is essential to be able to work on a sensitive topic as your own skills and competences as a trainer.

Day 1: What is evaluation & impact assessment
On the first full day of the program the aim was to set the ground - introduce the program, develop the learning goals, specific objectives and create a common understanding of the main topics of the TSW - evaluation and impact assessment. We kicked-off with the creation of a timeline (explained in chapter 2.4) of the TSW on the wall, to make the evaluation and assessment of this TSW transparent and use it as a 'case- study' during the whole workshop. Our host Marco from Austrian NA made a clarifying presentation of the frame trainers work in.

To take a good look at our skills and competences trainer team decided to 'deconstruct' the topic by having separate sessions on 'why, what and how' we evaluate and assess. It is a difficult and challenging process for many trainers to question the routine and assumptions they had for years. It also included a discussion on terminology (Glossary you find in Appendix 4). So this part of the program ended with an increasing confusion and some participants were quite frustrated. This was often felt as negative, but has also a positive side to it as part of learning process.

From analysing the topic of Evaluation & Impact Assessment in general, the focus changed to competences and skills of trainers linked to this topic. Participants used elements of the Competence model for Trainers to assess themselves (explained in chapter 2.4). The afternoon was closed with reflection groups (explained in chapter 2.4). After dinner some of the participants shared good practices and useful methods in the Tool Fair. This was appreciated as many participants came for new methods.

Team of trainers, expert and NA/ SALTO had a meeting where outcomes of the timeline and reflection groups were shared and used to adjust the programme. This has been developed in a E&IA strategy by the trainers as a pilot.

Day 2: Explore opportunities for development
To ensure that programme flow is clear for participants, special attention was put on an extensive explanation of the programme of the day. The whole morning was filled with 'Assessment 360°' (explained in chapter 2.4).

After lunch the session started with harvesting of the self-directed learning (Assessment 360°). Participants went through a silent discussion on given questions. In plenary we shared new insights of this morning. With this new knowledge and new insights participants started to 'reconstruct' their evaluation and assessment strategy/ plan and created in teams the timeline of evaluation/ assessment for an educational activity for different stakeholders.

To get out of the room, participants went out in couples for a 'Focused walk' outside with the topic of dissemination and use of evaluation and impact assessment. For closing this part of the programme trainers chose to do a more conceptual, philosophical closing by "Social dreaming" process. The afternoon was closed with reflection groups, this time using all reflection groups the same method.

The evening was free and good for informal connections. Some people worked, some went out to have a drink in a local bar. The team had a meeting to evaluate the day, share outcomes of reflection groups and timeline, and revise the programme for the last day.

Day 3: putting it into future:
On the last day participants were summarizing their learning outcomes with the help of the Learning interview (Handbook of Facilitators), as well as setting plans for their future steps. We closed by an open evaluation of the trainers and expert, with a view of the timeline of the training. We closed with a new method of evaluation questions (explained in chapter 2.4) and a short written evaluation. The time was really short this morning, so there was no time left for a common evaluation or sharing, but there was a short time left for a closing ritual and Youthpass distribution.

2.4 Special program elements:

Timeline
Timeline was created by team as a result to make evaluation / assessment moments that take place during an educational activity apparent and visible. It was planned as an ongoing process with a clear start and clear end.
A timeline of the educational activity was created on the wall in a big scale.

Participants were introduced to it during the program presentation. Everyone in the TSW was asked to add his/her moments of evaluation/assessment along the timeline. Various stakeholders (participants, team of facilitators, organizers) had different colours of post-its they use. Everyone was adding to the timeline whenever he/she felt like it. In the morning there was a special time to draw attention to the time line - people could add to the timeline.

At the end timeline was used for a new evaluation method: trainer team sat in front of the timeline and discuss their observations, thought and outcomes. Participants were present and witnessing the process and evaluation of the team. This element was considered as very interesting and useful.

Reflection groups
Trainer team prepared 4 different methods to do reflections on both full working days. It gave a good opportunity to monitor how participants feel, appreciate and miss. It is a direct way to feedback to trainers and organizers. We chose to use 4 different methods, so people could experience different

methods, which we wanted to reflect on, on a meta-level. Unfortunately, it was not possible to do it because the lack of time, so we skipped that meta-level discussion. 4 methods used:
- free creative reflection (draw/paint), with an observer.
- freestyle, facilitated, questions and explanation asked by facilitator.
- creative/associative, facilitated, explain how they feel/ are doing with dixit cards,
- autonomous, without interaction or presence of team member, with pre-set questionnaire with different elements (dartboard, blob and open questions).

On second day we used only last method, so groups could have autonomous reflection without interaction of team members. We still got enough information and feedback, and very little time investment from team (only transfer of outcomes)

Assessment 360°
On day two the whole morning was dedicated to this session. Assessment 360° is a free space to explore and discover the topic of evaluation and assessment. It is a space where people can explore according to their own learning needs and learning style (read, do, watch, discuss, think….). For the exploration the whole team provided resources:
- List of articles were printed
- Several books, T-Kits, SALTO and Youthpass publications, etc. were available
- ETS Competence Model for Trainers to work internationally printed.
- List of links (TED talks, etc.)
List of resources is available in appendix 3.

Besides these resources, team provided Special Offers:
- Marco (Au NA): Ray research, perspective of NA on E & IA
- Triin (expert) : Tips & Tricks
- Triin (expert) : Social Media as a tool
- Udo (SALTO): Competence Model for Trainers to work internationally, pre-post evaluation tool used by SALTO RCs

Jana & Gabi (trainers) were available as resource persons and coaching people who got stuck, or had specific questions. Ofman's Core Quadrant was proposed as a tool to work with ETS Competence Model for Trainers to work internationally.

ETS competence model for trainers to work internationally
On day 1 in the afternoon one session was dedicated to use the Competence Model for self assessment. Competence cards were printed (available in SALTO Toolbox 'ETS Cards -Deconstructed Competence Model') and 4 different methods for assessment were available. Some of those were individual, some were also possible to do with peers. Participants could choose one specific competence part that was linked to E & IA and assess that with one of the following method:
- My walk (Assessing the own development of this competence by looking back and 'walk' the process)
- My story (Storytelling to explain situations which demonstrated the lack/evidence of the competence)
- My evidence (Collecting evidence that demonstrates the development of the competence)
- My reflection (reflecting on the competence by guiding questions)

Participants found these methods useful and they could choose the method and to do it individually or with peers. The methods gave participants the opportunity to find practical ways to use the Competence Model for Trainers for their self-assessment.

Evaluation question

To finish the TSW and give the participants the opportunity to analyse their progress, interest and questions that arose, we used a "Make a question" method. Asking a question is a way to gain deeper insight and develop solutions and see new perspectives.

Participants were asked to think of an important question they have concerning this TSW. There was an additional cue – they could address the question from three different perspectives – as a participant, as a trainer of the TSW or as an NA.

The participants were asked to write the question on to A4 size paper with block letters (to help others to read the question). Then the trainers used the method previously shown by one of the participants in Tool market. The trainers changed the questions between the participants, so that each participant got to answer at least two or three questions. The answers were written on a post –it and put behind the question, so the next participant would only read the question and not the answers (as each would have their own opportunity to think and answer). It was all done in a energetic way, to make it quick and short.

Participants found the method useful and helpful and they were also curious about other questions and answers. The method gave trainers an idea of what was learned, what still remained confusing and what participants considered as important and worth asking about. The method gave participants a chance to reflect on the whole TSW.

3. EVALUATION

3.1 Participant´s evaluation at the end of the workshop

Trainers developed a short questionnaire for the participants to answer at the end of the workshop. The questionnaire included questions about practicalities, their learning and process during the TSW. It also included question about participant´s willingness to implement their (new) knowledge about assessment, evaluation and impact assessment, so that in 6 months the trainers (and also the participants themselves) could compare the results.

Trainers gave the questionnaire to participants the last morning first thing and asked them to return it after lunch. In this way the participants could choose the time to answer and also to give them more time to reflect and think about the answers. As the program was very packed, they could have used some additional free time for answering. Still, the questions were answered thoroughly and the answers show that the participants gave deep thought to the process as a participant and also as a trainer themselves.

From the evaluation of participants which was done on the last day of the TSW we can conclude that an extensive learning took place. Participants were working on their learning goals, many of them were fulfilled, some of them only partially. Methods of the training got very diverse feedback from the participants - comments concerning increasing satisfaction with the programme day after day were repeated more times. Number of participants mentioned a concrete plans how to implement the learning outcomes they gained during the TSW.

Detailed information on the results of participant´s evaluation is available in Appendix 2: participant´s evaluation.

3.2 Team´s evaluation at the end of the workshop

<u>Group</u>
Trainers experienced participant group as challenging. Trainers as participants are specific – they have always a double role. Focusing in this training in a trainership is reinforcing to jump in the trainer role even faster, than usually. The group was very diverse (different types of trainers, cultural background and various level of experience and knowledge of the topic). It was not only challenging for the team to facilitate such group, but as well participants mentioned it as a challenge between themselves (while building groups for activities etc.)

Some people came for the trainer skill development, some people came for the topic only, and some for methods, which created as well a brought variety of expectations.

<u>Program</u>
Evaluation and Impact Assessment is not the most sexy part of our work as trainers, so the topic was challenging. It was also challenging to build the program – and transfer the flow of the programme (how sessions are connected) to participants. It would have been helpful to communicate more to the group why we do what we do.

In the programme the team decided to work with 'deconstruction' of the topic to give participants the opportunity to question everything they do around this topic. Many of us work with routine, and we forget why we do what we do. Deconstruction is good, but is also challenging and creating confusion. We think TSW it is the right place to get into this challenging process, as a way to develop the trainer skills and competences. The question that came up is, which conditions are needed to guide this process: How to do it in a way we keep trust in the group and create a safe environment for sharing?

In the deconstruction process trainer team and expert focussed on a clear and common understanding of terminology. As the result was that people were rather confused, the team questioned if it is necessary to start with clarifying the terminology? It can be enough to clarify what, why and how … and just go for the terminology when participants want it and only for the ones who want it.

Timeline with evaluation/assessment moments and general transparency– appreciated by participants, needs effort and time in the program, was considered brave. Team reflected that it was good to experiment ourselves and take a risk as a team. The 'Talk with the wall' open evaluation by the team was very much appreciated by participant, but also by team and NA. Team reflected on 'How to support the process so that participants take part' – coming more to it with the participants after each session back to it.

NA and trainers agreed that adapting programme parts and approach was brave and useful. It was good that participants felt taken serious, as their feedback had a direct result the next day.

In day two – finding time to work on a group feeling by giving the group a common task, that would have helped to develop the group atmosphere.

From the feedback of participants (given in moments outside of sessions): First day had a logical flow, but there was a lot of time pressure and second day had a lot of interesting methods, but there was missing a link between the various sessions. Team and NA were surprised and found it difficult to understand why participants felt like this.

<u>Team work</u>
All team members were positive about team work, it was interesting with a lot of possibilities to learn. The team appreciated that we experimented, that we went out of the comfort zone. Team felt connected and supported. Cooperation with NA/ SALTO was positive. NA/ SALTO was content with the TSW in general, the approach of the trainers and expert. Trainers and experts felt supported by NA/ SALTO.

Practical issues

The training space was good for the workshop with good facilities, good food and a good outdoor space. It was nice to be able to go outside and even the walks to/from restaurant were appreciated.

The working room is quite 'formal' and clean. The big projection screen was impressive and useful. It would have been nice to have pillows, so people could sit on the floor. It would be good to change the space to less formal.

The presence of NA was very supportive concerning practicalities, participants were satisfied with all practical issues. Trainers did not have to worry about anything concerning practicalities and the good venue had a positive effect on the training course.

4. CONCLUSIONS

The trainer team and NA/SALTO consider the TSW concept useful. Trainers need a space to share and dedicate special time to their own professional development. Over 600 applicants prove that need. Trainers are busy and find it difficult to find time to their own investment. It seems a time investment of 3-4 days (including travel time) is very doable and useful. To design a valuable and meaningful programme for 2,5 day content was a challenge for the team, especially as participants had high expectations for their precious time.

In preparation time the team was aware that this was not any workshop on Evaluation and Impact Assessment. The team was satisfied with the fact that they managed to design and implement a Trainer Skill Workshop that was really focussing on trainer skills and competences, and not only on the topic of E & IA.

The team challenged itself and experimented and explored together with participants. We believe that was a good approach, although it includes a risk too. But this is about competences, skills, assessment and rethinking how we as trainers deal with this challenging topic. The team is proud to have developed and tried out 2 new tools: timeline and a strategic approach to measure impact of a training course/ workshop.

We believe this pilot was a success for all parties: participants, team, NA's and SALTO. Of course, as a pilot, we also would suggest some changes or reconsiderations to develop TSW to a more successful and useful way for advanced trainers to work on their competence development.

4.1 Recommendations for future TSW

Preparation:

1. Expectations: Although the title of the workshop was Trainer Skill Workshop, many participants came for new methods on the topic of E & IA for their training work. As this was not just any activity on E & IA, the Trainer team focused this workshop on competences of trainers around this topic, rather than the topic itself. It would be good to clarify this, or communicate this better to participants in the call and in Infopack.

2. Team meeting: We did not have a face-to-face meeting prior to the workshop. We believe the quality of the workshop would have been much better if we would have had a live prep meeting. The topic was challenging, the group (colleague trainers) was and will be challenging in future TSW too. And the facilitators and the expert did not know each other from earlier cooperation.

Timing:
1. 2,5 day is short. Trainer team & NA/SALTO discussed if the length was ok. We felt that the fact that is was short made it easier for participants to apply and come to the workshop. At the other hand the time is short. Because it is a new group with people who did not know each other, team still has to get into the process of getting to know and build a trustful learning environment, which needs time.

2. Arrival time was planned good. It was useful to start at 17.00 to have time to start with social activity before dinner and work 1,5 hour in first evening.

3. Last morning was too short (09.00h- 12.00h), as we had only 3 hours (even less, as we started late because people were checking out and preparing their luggage). We advice to keep at least 4 working hours (enough time to harvest, close and evaluate) on the last day.

4. Last day programme was planned till 12.00. People started to leave during the whole morning. This was difficult to work with. In the info letter maybe use a sentence "Book your tickets not earlier then …" so people are not leaving during the morning or emphasize in other ways that it is important to stay until the end.

Participants Group:
1. Trainers as participants are for different reasons a challenging target group. We recommend being transparent about difficulties with double role of participants of TSW (trainers as participants). Inviting people to participate fully (not jump in the meta-level of thinking about "If I was a trainer of this TSW …").

2. Be aware about the diversity in the group and challenges it can bring – naming it loud on the first evening is good.

Content of the programme:
1. We discovered that assessing your competences is quite challenging for participants. Many participants are trainers for years, not asking themselves why they do what they do. TSW is a good place to reset the mind, take a look at one's work as a trainer and question the why- what- how of working with the topic. It gave new insights. Being in a group of peers, who understand your work, it invited participants to share and dive into the topic, supports the learning.

2. To focus on questioning what they do around the topic, is not easy. Participants need to go into their insecurity and vulnerability. Feeling of trust is important. On Day 1 and 2 methods should be integrated that help the group atmosphere. Even if the TSW is only 2,5 days, it needs to be there in the programme. Feeling of trust is essential if the team wants people to really explore and get them out of the comfort zone. To support that, an option could be to start group building already before starting the TSW itself, for example recording a short video and sharing it /any other task.

3. We thought it might be interesting to involve some introspection on learning on the beginning of the TSW (Questions on learning: what am I developing? Areas I am good at or where my weakness is? Etc.) This could be a good start to look at competences in general and set the mind on competence development.

4. It was surprising that participants did not consider Youthpass process as an essential E & IA method, even if it is something all trainers have to deal with. In could be interesting to include Youthpass process in future TSW's.

Educational approach:
1. As trainer team we decided to experiment and try new things out. It was a bit of a risk, but we felt it is good that also trainer team develops their competences. This way giving also an example to participants to get out of their comfort zone. So we do advice to experiment!

4.2 Creating a new tool:

As our team started to prepare this TSW, we developed a tool/ document to create our own evaluation and assessment strategy. Within the preparation process the team developed a template that can be used as an inspiration for other teams which will be responsible for future TSW. It is an interesting method to define, monitor and assess our own work and expected outcomes.

APPENDIXES

Appendix 1: Programme overview

Appendix 2: Participants Evaluation

Appendix 3: Resources for this TSW (books, links)

Appendix 4: Glossary

APPENDIX 1. PROGRAM OVERVIEW

	15th of February	16th of February	17th of February	18th of February
	Monday	**Tuesday**	**Wednesday**	**Thursday**
	Building the reflecting community	What is evaluation and IA?	explore opportunities for development	Putting it into future projects
		Breakfast	*Breakfast*	*Breakfast*
09.00 - 13.00		Connecting to the topic of evaluation and impact assessment	Dive further into the topic: explore various aspects of evaluation & impact assessments	Implementation of outcomes: Action plan
		Coffee break		*Coffee break*
		Why do we evaluate? What do we evaluate?		Evaluation of TS workshop
13.00 - 14.30		*Lunch*	*Lunch*	*Lunch*
14.30- 19.00	Arrivals	How do we evaluate and measure impact?	Designing evaluation processes	departures
	Coffee break	*Coffee break*	*Coffee break*	
	Mix & mingle	Assessment of Trainer Competences	Making Learning more explicit: evaluation & dissemination	
		reflection groups	reflection groups	
19.00 - 20.30	*Dinner*	*Dinner*	*Dinner*	
20.30 - 22.00	Who is here?	Exchange of Tools & Methods		

APPENDIX 2: PARTICIPANTS EVALUATION

The participants were asked to list three of their learning goals and to give them grades. Most of the listed learning goals were tackled, some were fulfilled and some are still to be completed.

"Could not expect so much by a 2 full day workshop, need more personal preparation before it."

Generally the willingness to evaluate was quite high already in the beginning of the course. The average score of willingness did not increase. The tendencies were also diverse - either skills increased so they feel more ready to evaluate or their willingness decreased because they saw that they already knew a lot and it is not necessary to put so much effort in it - to balance the effort and outcome.

"I will do it at the same way as I have done so far, at this my personal growth level as trainer. I had more will to develop tools to measure impact now I understand no need for that, compared what others do."

"Somehow my motivation dropped. I also realised obstacles/limits around me."

"I was aware of importance, but not have skills, know methods to make a proper plan for the activity. Now I see the framework and it will be easier to form and find the right background materials to design the process. I know what I am looking for."

When asked about learning outcomes and how they plan to implement these, many had already quite specific plans to use this experience.

"1) I am always a learner   2) I can be satisfied already   3) new tools and instruments to measures IA"

"Next week in first TC I will use the timeline with learning aims + during days let participants replace or take away their post its."

"I am going to incorporate the inspiration I got here (+ as for more people here) in an assessment of a 1 year project we are closing these days"

"Clarification/further confusion on the terms; knowledge on reflective learning and writing; update on Erasmus+ trainer sphere"

"That it must be hard to train trainers:). That I need the personal level a lot + it is needed for me in training (also if they are very short) if they deal with competences and growth."

"I'd like to implement them in every training + work I do."

The feedback on the course was very diverse - some wished for more theoretical input and there were also opposite opinions. Many pointed out that they needed more time to digest all the information received during the TSW and perhaps more information on the topic also before the TSW. Participants appreciated the change in methods after the first day. Some also expressed that they felt confusion at first, which mostly cleared during the process.

"The second and third day were richer, more diverse methods. I liked it."

There were also comments on the time pressure and that the TSW lacked group building sessions as well as the check-in's in the mornings. The participants also pointed out that some of the program elements were not logical for them or they could not see the connection. Some methods used were felt as inappropriate (social dreaming, "talk to the wall") due to lack of teambuilding and trust in the group and some were perceived as highly useful (learning interview, reflection groups).

"Methods were not varied. Debriefings were missing. Teambuilding activities missing - no group feeling, which would have helped a lot in this unexplored topic"

"I liked the methods a lot. I found them very useful and I will use them in my work in the future. But I also felt that it is not so good and logical connection between the m. The "narrative" is missing and no logical connection with the topics of TSW."

"Methods were colourful and different, lot of them are inspiring. Sometimes the group was too big for them, this + the very inspiring and diverse nature of the group couldn't help to go deeper into the topic. Sometimes the line between the program elements wasn't clear."

Participants were also asked to give feedback to the team. They acknowledged the challenge to train the trainers in this new, short format. They also appreciated the changes made in the program and methods due to their feedback during the course.

"Thank you for your care, courage and willingness to experiment and create something meaningful."

"Difficult job to train trainers. Spaces allocated for the group learning were good, but there was missing some final clarification, hints, tools from the team side."

It was pointed out that the trainer team was not gender balanced, that the role of NA being there passively posed a question and what were the specific roles and how these were divided in the trainer team. It was also pointed out, that they could have used some more input from the trainers regarding feedback to group work, hints and clarifications after the sessions.

"...missing feedback on our own work"

The practical elements of the TSW got very good feedback (food, accommodation, information before the course). It was pointed out that there were no place to socialize after the trainings - time wise as well as place. Food got very positive feedback overall, but there were some minor comments about few vegan and vegetarian options.

APPENDIX 3: RESOURCES

The expert Triin, prepared a list of useful and relevant documents and links for this TSW. This list was complemented by trainers Jana & Gabi and NA/ SALTO officers involved.

1.   BOOKS & DOCUMENTS

Youthpass: Available on salto-youth.net: https://www.salto-youth.net/tools/toolbox/
- Youthpass Unfolded
- Youthpass for All
- Unlocking Doors to Recognition
- Youthpass in the EVS training cycle
- Recognising Learning in Youth Exchanges. A Hands-On Toolkit
- Learning out of the box (reflection cards on learning)

Research & publications: Available on salto-youth.net: https://www.salto-youth.net/tools/toolbox/
- RAY - whatever you have and think might be interesting to participants
- T-kit 10 - Educational Evaluation in Youth Work
- T-kit 06 - Training Essentials
- Making waves
- Handbook for Facilitators

ETS Competence Model for Trainers to work internationally: https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/

Other books:
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- Spalding, D. (2014) How to Teach Adults: Plan Your Class, Teach Your Students, Change the World, Expanded Edition (Jossey-Bass Higher and Adult Education): http://www.amazon.com/How-Teach-Adults-Jossey-Bass-Education/dp/1118841360/ref=sr_1_1?s=books&ie=UTF8&qid=1454354169&sr=1-1&keywords=how+to+teach+adults

- Fenwick, T., Parsons, J.(2009) Art of Evaluation, 2nd Edition: A Resource for Educators and Trainers 2nd Edition: http://www.amazon.com/Art-Evaluation-2nd-Edition-Educators/dp/1550771663

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ebook/dp/B000SIMEBC/ref=sr_1_1?s=books&ie=UTF8&qid=1454354346&sr=1-
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- Gregson,M., Hillier, Y., Biesta, G., Duncan, S., Nixon, L., Spedding., Wakeling, P., Pollard, A., Pollard, A. (2015) Reflective Teaching in Further, Adult and Vocational Education 4th Edition
  - http://www.amazon.com/Reflective-Teaching-Further-Vocational-Education/dp/1780938152/ref=dp_ob_title_bk

2. LINKS
- http://www.interventionmapping.com/
- http://www.behaviourchangewheel.com/about-wheel
- http://reflectiveteaching.co.uk/
- http://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley
- http://www.uts.edu.au/research-and-teaching/teaching-and-learning/assessment-futures/overview
- http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
- http://www.niu.edu/facdev/programs/handouts/blooms.shtml
- http://www.ces-vol.org.uk/tools-and-resources/Evaluation-methods/evaluation-resource-guide-tools.html

Theory of Change
- http://www.aecf.org/resources/theory-of-change/

Critical Thinking
- https://www.youtube.com/watch?v=6OLPL5p0fMg
- https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

Learning Styles & importance of critical self-reflection
https://www.youtube.com/watch?v=855Now8h5Rs

APPENDIX 4: GLOSSARY

Assessment:
Assessment is a method of obtaining information about learners for determining status, achievement or level of performance

- assessment for learning - formative assessment - aim is to improve learner's work during the process and facilitate learner's independence. Occurs during the teaching and learning process. Assessment should be used by the learner and trainer to track and plan future learning and is, thus, an important part of learning itself (*how & what - how* did the learning took place (or did not) and *what* was learned?
- summative assessment - accountability, to be able to demonstrate outcomes/success. Usually at the end of learning process.
- Initial assessment - the process that helps to identify a learner's skills at the beginning of a learning programme, particularly in literacy, language, numeracy and key competences. Initial assessment is often used to help place learners in appropriate learning programmes and is usually followed by detailed diagnostic assessment

Bloom Taxonomy
Bloom Taxonomy is a classification system, categorizes conceptual development. Mostly is referred to its cognitive taxonomy, but also includes affective and psychomotor domain. Cognitive domain consists of following:

- knowledge - recall, knowledge of facts and principles
- comprehension - understanding, interpreting, summarizing
- application - using information and concepts, solving problems
- analysis - organizing, recognizing patterns and connections
- synthesis - putting elements together, written and oral composition
- evaluation - judging value, using standards, appraising

Critical thinking
Critical thinking occurs when participants are analysing, evaluating, interpreting or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion

Evaluation
Evaluation is the systematic collection and analysis of data needs to make decisions. Judgment, placing a value on something (question - *Why* did the intended or unintended learning took or did not took place?)

Feedback
Feedback is information about how we are doing in our efforts to reach a goal. helpful feedback is:

- goal-referenced
- tangible and transparent
- actionable
- user-friendly (specific and personalized)
- timely
- ongoing
- consistent

Feed forward

Feed forward is:

- Identifying positive aspects of the work
- Identifying (two) areas of improvement for next time, with suggestions on how that could be achieved
- Making a general comment

Impact assessment

Impact assessment is a means of measuring the effectiveness of different activities and judging the significance of changes brought about by those activities (either positive or negative). Openness, honesty and transparency are essential in this process.

Learning aims/ learning goals

Learning aims or goals tend to refer to teaching, the curriculum and the management of learning. An aim/goal can be a statement of general teaching intention (expectation) and coverage as well as indicating the content of the module and its relationship to other learning or the whole programme (etc.). In effect, an aim/goal provides direction. The aim/goal provides some indication of taught material that may contribute to the achievement of learning outcomes.

Learning objectives

Learning objective is specific learning targets for students or participants. Objectives complicate the situation. Be aware that the word 'objective' may sometimes refer to teaching intention or expected learning.

Learning outcomes

Learning outcomes are descriptions of what the learner is expected to learn in the period of defined period of learning. A well-written learning outcome is likely to contain the following components:

- A verb that indicates what the learner is expected to be able to do at the end of the period of learning.
- Word(s) that indicate on what or with what the learner is acting. If the outcome is about skills then the word(s) may describe the way the skill is performed (eg 'jump up and down competently').
- Word(s) that indicate the nature (in context or in terms of standard) of the performance required as evidence that the learning was achieved.

Reliability

Reliability is consistency. An evaluative instrument is said to be reliable when it measures what is supposed to measure each and every time you use it

Reflection

Reflection is the process of thinking about information, procedures and records, especially about one's own performance or practises.

Research

Investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws

Careful study that is done to find and report new knowledge about something

Rubric

Rubric is a set of guidelines for scoring or grading responses to a (performance) assessment

SMART

SMART is different way to look at objectives, check-list to evaluate your objectives according to first letters:

- Specific
- Measurable
- Attainable/achievable
- Realistic/relevant
- Timely, time planned

Validity

Validity refers to congruence between the assessment process and its purpose. An evaluative instrument is said to be valid when it measures what it is supposed to measure