



DJ/EUCO(2001)9

Curriculum And Quality Development Group

**An Experts' Committee Within The Partnership Agreement Between The
European Commission And Council Of Europe On European Level Youth
Leader Training**

Draft Final Report

Council of Europe
Directorate of Youth and Sport
30, rue Pierre de Coubertin
F-67000 Strasbourg

European Commission
Directorate-General
Education and Culture
Unit Youth Policies & Programmes
200, rue de la Loi
B-1049 Brussels

1. Description, history, mandate

2. Results

Meetings of 12 – 13 September 2000, Brussels, 27 – 28 November 2000
and 19-21 March 2001, Budapest

1. Description, history, mandate

a) The Curriculum and Quality Development Group is a Working Group within the Partnership Agreement of the European Commission and the Council of Europe on European Level Youth Leader Training. This agreement, a legally binding covenant between the two institutions, has already been in place for two introductory years from 1 July 1998 to 30 June 2000. On 1 July 2000 the covenant entered its third phase, to be run in three units of one year each. The task of the third phase is to produce added value to the work of the two organisations in the realms of the quality of the training offer, the accessibility, availability and scope of use of training materials and communication and co-operation between and further training of youth workers and trainers active in this field.

b) The initiative for the creation of this Group stems from an Evaluation Meeting on the effective implementation and functioning of the first two years of the Partnership Agreement, held in Strasbourg from 8 to 10 February 2000. At this meeting it became clear that within the third covenant regulating the Partnership Agreement some work should be done on:

- the development of a curriculum for non-formal education in youth work, dealing with Citizenship and European Citizenship;
- the development of a Long Term Training Course for Trainers;
- the development and setting of standards on quality in European level youth leader training.

c) The Group received the following mandate through both the Youth Directors of the European Commission and the Council of Europe, thereby implementing a decision of the Council of Europe's Programming Committee for the European Youth Centres and the European Youth Foundation:

- The Group shall be composed of:
 - a. Three experienced trainers;
 - b. three youth researchers;
 - c. three representatives of national 'Youth for Europe' agencies;
 - d. two representatives of the Programming Committee representing a government and an NGO;
 - e. one representative of the European Youth Forum.
- Secretariat support for the Group is provided by both the European Commission and the Council of Europe;
- the Group meets twice in 2000 and once in early 2001 for two days on each occasion.
- the Group reports:
 - a. to the Directors of Youth;
 - b. to the statutory organs of the youth field of the Council of Europe;
 - c. to the Steering Group on Training of the European Commission;
 - d. to the Technical Working Party of the Covenant;

- the conclusions, recommendations and advice offered by the Group will be implemented in the covenant's programme and products, i.e. through the running of pilot training courses, the publication of t-kits and Coyote. They will also be addressed to the SALTO training network of the Commission, to the bodies dealing with training policies in the Council of Europe, to the European Youth Forum and to all other relevant educational milieus with a high interest in European level trainings and Citizenship.
- the Group is meant to be a production unit. It is not a body that may approve or disapprove, but a collegium of equals contributing to the clarification of concepts, the development of proposals and the construction of learning environments.

2. Results

a) Non-formal education

In the understanding of the Group non formal education has become the summary notion for what, in the past, was referred to as out of school education. It is based on the intrinsic motivation of the learner and, generally does not judge or document individual learning achievement. As a learning system, it is common practice in community work, youth and social work, voluntary service, NGO activity at local, regional, national and European levels. It is also a common feature in training in companies and non-profit organisations. Non-formal education is learner centred. To label it non formal learning has no added value given the participative character of the learning/education process intrinsic to it. Non-formal education is non-hierarchical in nature. It has highly differentiated formats in terms of time, location, numbers and composition of participants and training teams, the dimensions of learning and the application of its results. Its effectiveness can be assessed and evaluated by both educational and social research with the same degree of reliability as formal education.

Non-formal education is the dominant learning feature in the youth field of the Council of Europe and the youth related programmes of the European Commission. In these programmes, there is a unique concentration on a variety of elements:

- intercultural learning;
- leadership and organisational management within European and other international settings;
- training for the effective implementation of European youth projects;
- advocacy for youth issues and concerns;
- community and Citizenship experience with a European dimension;
- NGO and civil society development;
- participation of young people in discussions of their own concern;
- minorities, social exclusion and the fight against racism, xenophobia and intolerance.

Non-formal education is often confused with informal education, which is somewhat unavoidable, because the concepts overlap. In informal learning what happens is an individual experience enriching personal development that takes place throughout all walks of life and in peer relations, within the family, through the media and other factors of influence in the lives of young people. However, there is no curricular responsibility. No institutionalised body stands behind the learning that takes place about values, content, good practice or social qualification. There are no learning standards, there is no structure and no evaluation.

Non-formal education provides all these elements. The choice to participate is free and voluntary. Once that choice is made, there is a structured educational offer that follows standards established in learning theories, which can be evaluated and represents recognised quality standards.

Within this understanding of non-formal education the first result to be presented by the Curriculum and Quality Development Group is the curriculum for a pilot course on European Citizenship. The second is the attempt to create a college/university level 'Training for Trainers' curriculum, which should bring together the contemporary knowledge and methodological experience in standard setting European level youth leader/worker training. The third result is a number of more general recommendations for the maintenance of quality standards in trainers' profiles, learning environments, evaluation and assessment.

b) Curriculum for a pilot course on European Citizenship

The Group proposes to hold a training course on European Citizenship with a strong emphasis on knowledge, entitlements, concrete changes in the life of young people, on nationality, identity, minorities, risks of exclusion and the possibility to experience European Citizenship as a real life experience. This will take the format of a nine day pilot course for 25 participants from countries within the geographical range of the covenant. Objectives include developing competence in the use of existing funding mechanisms and programmes for young people, the integration of the notion of Europe into daily youth work practice, developing competence in dealing with European issues, developing knowledge on European institutions, their values and history, developing intercultural skills and performance levels in addressing young people competently on European Citizenship.

The pilot course shall thus support the professional development of youth workers and youth leaders by extending their competence to integrate European Citizenship into their projects and practice.

It is intended for youth leaders who

- have at least two years of experience in youth work;
- have already organised or participated in a European youth project;
- have a high training motivation;
- commit to work directly with young people in their environment on the issue of European Citizenship.

The composition of the Group of participants should represent a mixture of different positions on the future of Europe, a variety of life-styles and associative practices and the course should include minority youth.

The methodology will aim at creating all the community born elements of Citizenship within the course itself; the cognitive learning agenda should be embedded in an approach of both individual and social experience of the social qualifications making up Citizenship within a European context. This way the internal life of the course shall also be a reflection of its content .

The course will be evaluated by participative observation as practised in qualitative field studies.

There shall be a team of five trainers that shall meet for two preparatory meetings and one evaluation meeting. The first pilot course is proposed for October 2001.

c) Curriculum for a pilot course 'Training the Trainers'

The Group proposes to hold a two-year course for trainers as part of a college/university type of training. The first year will consist of three seminars in conjunction with practical training activities. It is meant for 'would be trainers' and shall provide the knowledge and practical experience to move, during the second year, into a differentiated structure of training practice in seminars with supervision and specially designed programme units according to the profile of training envisaged. The activity can be joined by participant-trainers wishing to profit from a single unit only, or by participants-trainers who wish to participate in the full cycle. These participant-trainers should be offered a certificate validating a European standard of training in non-formal education/international youth work. The question of how this qualification would be accredited and recognised is to be evaluated at the end of the first Pilot Course. The Group has set the following objectives for the development of the competencies of participant-trainers:

Participant-trainers should:

- be able to co-operate in international teams of trainers;
- be able to train and facilitate international groups of youth workers (in a foreign language);
- be able to acquire a feeling and an understanding for Group processes within such groups;
- be able to develop presentation and facilitation skills;
- be able to develop new training concepts as well as to use and adapt existing ones;
- be able to build effective learning environments by use of interactive methods and experimental learning;
- to acquire project management skills;
- be able to design and implement the methods necessary for national and European training activities for youth workers;
- acquire social competence;
- be able to deal with ambiguity and crisis;
- acquire intercultural competence;
- develop self-confidence;
- acquire knowledge on Europe and the realities of youth work in Europe.

Participant-trainers will be practitioners with relevant training experience on European level, but with a need for greater coherence in their work, the desire to encounter different approaches and the willingness to progress as training professionals. Participant-trainers with excellent records at national level shall benefit from the European context, educationalists and specialised trainers with Citizenship and human rights training and gain further practice on new forms of non-formal education at European level.

The entire youth field, comprising national agencies, NGOs, cultural exchange organisations, governments, European institutions and young people in Europe at large, will profit from this training opportunity, because it will have a multiplication function within existing trainers pools and youth worker and social worker training schemes.

The profile of staff for this activity will have to include competence from the higher education and social work fields. The experience of educationalists working in the formal sector will be relied upon more than is habitual in contemporary training provision in the youth field.

In order for the course to benefit from existing experience of similar training schemes at national level, to design it in respect of the needs of existing programmes and to guarantee quality, the course will have to be constantly monitored through the TWP. The secretariat of the Partnership between the Council of Europe and the Commission should liaise with staff

connected to the various training units. The responsible course leaders must be able to ensure peer assessments, supervision, tuition, evaluation, establishment of personal portfolios and counselling. In addition, there will be 'unit trainers' and experts on specific items involved in the course. The course will thus need a competent and lasting learning organisation for each of the two year sequences.

Being a pilot course, an appropriate evaluation of effectiveness in respect of individual learning, Group learning, institutional investment and turnover will be necessary. A more long-term view on the aspect of improving the quality of existing European programmes will also be needed. To this end an evaluation seminar is foreseen to take place at the end of both the first and second years – involving the members of the Curriculum Group as well as the trainers and possibly trainees – in order to provide for a proper and cost efficient analysis of the achievements and further prospects.

The Group proposes to compose the staff and invite participants, who may pass through a specific selection procedure, already in early summer this year and to run the first seminar in October 2001.

d) Quality standards and recognition

Any European level youth worker/leader training needs to correspond to a certain set of quality criteria in order to:

- be recognised by European funding institutions and national educational authorities;
- find motivated participants;
- have a fair chance to reach set aims and objectives;
- have the intended educational and social effects allowing such programmes to be central to promoting European Citizenship;
- create an innovative and supplementary element to general education without giving up its youth work specificity (authenticity, personal development, social and political responsibility, solidarity and creativity).

These criteria are:

For participants:

They are young people, intrinsically motivated, volunteers, belonging to an association, agency or service in the youth field, not obliged by any third party to participate in certain training events as part of their general education. They are prepared to make an active contribution to the learning process, take an interest in civil society development with the intention to become active citizens and they understand Europe as an increasingly complete economic, social and political community. They are curious to make intercultural encounters, want to develop their social qualifications in a European context and to build a repertoire of possible action for a peaceful and tolerant Europe.

For trainers:

They will come from a variety of origins and previous experience with regard to their faculties of knowledge, their learning biographies, their organisational backgrounds, their professional experience. They may be full time professionals or volunteers. They must have skills, competencies, intellectual qualities and social qualifications corresponding to recognised standards in general education and beyond, due to their European and international profile. Their experience will be directly relevant to youth work practice such as project work, team building, administration, youth leader training and youth and cultural exchanges. They will have a learner centred training approach and have a high cultural sensitivity, because they are likely to belong themselves to the cultures and milieus with which they are working.

For organisers:

They will present European level training programmes clearly and understandably, the didactical concept and presentation will be transparent. The methodology chosen will be coherent with participants' needs and expectations and the character of the training will be open and progressive. Organisers will be competent time managers, experienced in the choice of locations and learning environments, respectful of gender balance, geographical representation, openness to minorities, provision for the handicapped, dietary and other cultural/religious needs of participants. There will be clarity on travel, visa and insurance issues and the programmes will be economically just; i.e. not reserved for elites. Organisers will stand in for the quality of the training offer and make it subject to independent evaluation schemes.

These general criteria for participants, trainers and organisers have to meet with a common agreement on European and universal values such as human rights, a decent minimum standard of living, a participative democracy and tolerance.

With regard to evaluation the Group recommends:

- that evaluation procedures, methods and approaches be close to what can be repeated within NGOs or national agencies without extensive budgets;
- that evaluation is not restricted to one isolated activity; it should be a contribution to sustainable training schemes with the aim of improving quality and performance;
- that evaluation of learning always be open to participants, ideally involving them.

The dimensions of evaluation should be:

- evaluation of the objectives of the activity;
- evaluation of the learning process;
- evaluation of the results;
- assessment of adequacy (methods, contents, etc.)
- applicability of the course model to other milieus and cultural contexts;
- medium term impact of the activity;
- competence of the training team;
- concreteness of the "European dimension"
- transferability of experience acquired.

Within the results reported by the Working Group on Curriculum and Quality Development these considerations can be seen as valid for the complete training offer of the European Commission and the Council of Europe for young people. The running of the two pilot courses presented here will put the discussions (and findings) of the Group to a harsh 'reality test'. However, much of what is proposed has grown out of established and proven practice and should, therefore, be used as proposals for the effective implementation of training courses within the non-formal education programme for young people as it is proposed in European youth programmes. Sticking to curricular construction, these considerations need to be applied in the many different practices comprising this work. The ideas presented by the Group will only have one test to stand; whether they will lead, in the long run, to improving the quality of European level training for young people seen from the angle of participants, trainers and organisers.

LIST OF PARTICIPANTS**Experts / Scientists**

Mr. Howard WILLIAMSON
 Cardiff University
 Glamorgan Building
 King Edward VII Avenue
 Cardiff CF10 3WT
 UK
 Tel: +44 29 20 87 51 79
 Fax: +44 29 20 87 4175
 WilliamsonHJ@Cardiff.ac.uk

Mr. Peter FRIESE
 Rektor
 Peter Sabroe Seminarier
 National Institute for Social Educators
 Finsensgade 14
 8000 Århus C
 Denmark
 Tel : +45 87327010
 Mobile : +45 20228443
 Fax : +45 87327032
 pf@udd.petersabroe.dk

Ms. Manuela DU BOIS-REYMOND
 Leiden University, Centre for Youth Studies
 P.O. Box 9555,
 2300 RB LEIDEN
 The Netherlands
 Tel: +31 71 527 3415/19
 Fax : +31 71 527 36 19
 dubois@fsw.leiden.univ.nl

Trainers / Educationalists

Mr. Helmut FENNES
 Hauptstrasse 44/3
 3004 Ried
 Austria
 Tel: +43 1 586 75 44 0
 Mobile: +43 699 1969 0697
 Fax: +43 1 586 75 449
 Helmut.fennes@iz.or.at

Mr. Miguel Angel GARCIA LOPEZ
 Penter Weg 11
 49565 Bramsche
 Germany
 Tel: +49 546 1880 364
 Fax: +49 40 36 033 052 66
 rmbercia@aol.com

Ms. Erzsébet KOVACS
 Kanizsai u. 4/C
 1114 Budapest
 Hungary
 Tel: +36 1 361 47 07
 Mobile: +36 30 29 10 314
 Fax: +36 1 369 26 39
 e.team@matavnet.hu

Representatives of National Agencies or Resource Centres

Ms. Gordana BERJAN
 National Board for Youth Affairs – Youth Programme
 P.O. Box 17801
 11894 Stockholm
 Sweden
 Tel: +46 8 462 53 84
 Mobile: +46 70 604 11 32
 Fax: +46 8 644 88 54
Gordana.berjan@ungdomsstyrelsen.se

Mr. Nico MEISCH
 Président d'ERYICA
 Service National de la Jeunesse
 1, rue de la Poste
 L - 2317 Luxembourg
 Tel : +352 478 64 56
 Fax : +352 46 41 86
nico.meisch@ci.educ.lu

Ms. Natércia XAVIER
 Rua da Correntenza 6, 2º DTO
 1400 Lisboa
 Portugal
 Tel: +351 21 317 94 06
 Fax: +351
natercia.xavier@ipj.pt

Representative of the European Youth Forum

Mr. Andreas KARSTEN
 European Youth Forum
 Rue Joseph II, 120
 1000 Brussels
 Belgium
 Tel: +32 2 230 64 90
 Fax: +32 2 230 21 23
Andreas.karsten@youthforum.org

Karl-Liebknecht-Str. 26A
 03046 Cottbus
 Germany
 Tel: +49 177 239 17 02
 +49 355 430 22 77
hotinhell@gmx.net

Representatives of the Statutory Bodies of the Council of Europe

Ms. Patricia HUBERT
 Direction Générale de la Culture et de la Communication
 Ministère de la Communauté française
 Bld. Léopold II, 44
 B-1080 Bruxelles
 Tel: +32 2 413 20 23
 Fax : +32 2 413 40 39
Patricia.hubert@cfwb.be

Ms. Alenka ŽIBERT
 Glavarjeva 56
 1000 Ljubljana
 Slovenia
 Tel: +386 41 694 599
azibert@yahoo.com

Representatives of the European Commission

Mr. Frank MARX
European Commission
Directorate General Education and Culture
Rue de la Loi 200
1049 Brussels
Belgium
Tel : +32 2 299 49 72
Fax: +32 2 299 41 58
Frank.MARX@cec.eu.int

Secretariat of the Council of Europe

Mr. Peter LAURITZEN
Mr. Rui GOMES
Mr. Balázs HIDVÉGGHI
Ms. Sabine VAN MIGEM
Council of Europe
Directorate of Youth and Sport
30, rue Pierre de Coubertin
67000 Strasbourg
France
Tel : +33 3 41 88 23 00
Fax : +33 3 41 88 27 78
Peter.lauritzen@coe.int
Rui.gomes@eycb.hu
Balazs.hidveghi@coe.int