



## Progress report

### Trainers certification system development and outreach

Linked to the 1st training for trainers on the 'Facilitating learning' competence area, implemented from 4th to 10th February 2024 in Lithuania.

## Initial plan

When applying for [Erasmus+ Accreditation](#), we aimed to lay the foundations for developing the certification of youth workers and trainers by using digital Open Badges aligned with the ETS competence models for youth workers and trainers working internationally.

We envision that the badge meta-data can be used to generate Youthpass certificates, which, starting in 2022, introduced the ETS competence model for youth workers. Hopefully, trainers competence model will become available at some point.

We added budget and activities for system development to each training course, as each course will have its system of badges linked to the specific European Training Strategy competence area for youth workers and trainers.

The system development is connected with each training activity and consists of the following actions:

→ Defining a range of badges and building them into a comprehensive **badge-based recognition system** for each course and each competence area for youth workers or trainers.

→ **Relating a specific competence** to specific youth work or training competence frameworks of countries involved in each training course.

→ Promotion of badge-based recognition systems on:

- Cities of Learning communication channels (monthly newsletter, social media accounts)
- Partners' websites
- EU Year of Skills website: <https://year-of-skills.europa.eu/>
- Through relevant European events and to relevant stakeholders

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<sup>1</sup> On 10th May 2024, the Nectarus organisation changed its name to Awero. Read more about changes [here](#)





In this report, we share progress and provide evidence of trainers' certification system development and outreach linked to the **1st training for trainers on 'Facilitating Learning'** competence area, implemented from 4th to 10th February 2024 in Lithuania.

## European-level development and outreach

In agreement with the [International Youth Work Trainers Guild](#), we have used the Training Professional Development [platform Appraiser](#) where:

- Organisers can promote and trainers can find learning and training opportunities relevant to trainer competence development;
- Offer open learning activities and educational resources to support youth workers' competence development;
- Access the ETS competence model for trainers and use 360-degree assessment to complete self-assessment, ask for external feedback, compare both, and identify and set professional development goals.
- Issue and earn digital Open Badges to validate and recognise learning.

For the training course on facilitating learning, the training team created nine learning activities (see Annex 1). All activities used ETS competences for trainers in the skills tags, which will be encoded together with evidence in the meta-data of badges earned by participants.

Participants were invited to the dedicated [training activity on the platform](#) to easily find, access, and navigate through the badge recognition system that was made available for the training course.



Image: Screenshot of the badge system on the platform



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To support participants' competence development and recognition on personal and social levels, the training team offered such activities:

- **Before the training**, invited participants to go on the platform and complete a self-assessment of their competences in Facilitating Learning.
- **During the training**, on day 1, participants completed the self-assessment on Reflective Practice and shared in a peer-participants reflection group.
- **During the training**, on day 2, participants shared experiences and insights from completing competence self-assessment before the training activity.
- **During the training**, on day 4, participants reflected on learning and started claiming the first badges.
- **During the training**, participants concluded their learning in the final reflection session, revisited and adjusted competence self-assessment, and invited other participants to give feedback using the platform.
- **In the follow-up** of the training, participants could claim all available badges and complete the Youthpass individual learning part.

Some results based on the stats and analytics available on the platform:

- Participants made 158 actions to join playlists and activities.
- They earned 71 badges.
- 9 badge quests left in progress.

We reached out to the following European stakeholders to promote trainers' recognition developments in the following ways:

- Presented first ideas and the concept during the partners' online meeting on the 21st of June, 2023.
- Presented, recorded and disseminated the certification developments during the online Cities of Learning Community call on the 3rd of August 2023 (view [recording on Youtube](#))
- Featured 360-degree assessment solution in the Cities of Learning Newsletter
- Shared via email about our efforts and developments to create a recognition system with the SALTO Training and Cooperation Resource Centre and their team of researchers involved in the SNAC.
- Engaged with the [International Youth Work Trainers Guild](#). After initial reflection that trainers' recognition is much less



development compared to youth workers' recognition, we initiated online survey to collect trainers' personal recognition realities.

- Presented project developments during the Bonn Process Coffee Talk on National Processes involving focal points meeting on the 17th of January, 2024. [All focal points](#) involved received follow-up emails.
- Presented project developments during the ETS Advisory Board meeting on the 6th of February, 2024.
- On the 29th of April, 2024 we met online with the SALTO Training and Cooperation Resources team and EU-CoE Youth Partnership representative to present and exchange on the European recognition developments.
- Our team ran a workshop on good practices during the European Academy on Youth Work, 14–17 May 2024.

## Country-specific developments and outreach

After closing the participants' selection, we reached out to partners in the countries of participants, asking for their contributions to the recognition system development:

- Supporting participants before and after the training, especially in reflection and recognition of competence development.
- Expressing interest and commitment to translating the ETS competence model to partner languages.
- Expressing interest and commitment to translating all or selected open learning activities and educational resources on the Appraiser platform.
- Being ready to carry out action research activities to better know about trainers' personal recognition realities.
- Identifying, engaging and facilitating contacts with relevant recognition stakeholders in their countries.

Further, you can read accounts and find evidence of contributions made by our partners to start recognition system development and outreach.

### Cyprus

#### PlanBe, Plan it Be it

- Researched trainers' recognition [realities in Cyprus](#).
- Partner translated the ETS competence model for trainers into Greek-CY.
- Partner translated two open learning activities and resources on the Appraiser platform.



## Germany/International

### International Youth Work Trainers Guild

- Initiated the research trainers' recognition realities at the international level by disseminating the survey to 44 trainers working internationally.

## Moldova

### "Millenium" Training and Development Institute

- Researched trainers' recognition [realities in Moldova](#).
- Partner translated the ETS competence model for trainers into Romanian-MD.
- Partner translated three open learning activities and resources on the Appraiser platform.

## Netherlands

### Breakthrough Foundation

- Researched trainers' recognition [realities in the Netherlands](#).
- Partner translated the ETS competence model for trainers into Dutch.
- Partner translated seven open learning activities and resources on the Appraiser platform.



## ANNEX 1. Activity list to facilitate

### ETS-competence development and recognition for trainers

Want to translate? Contact [info@awero.org](mailto:info@awero.org)

#### Facilitating learning competence area

No.	Activity name	Competences	Languages
1.	<a href="#">Self-assessment using the European Training Strategy (ETS) competence model</a> <ul style="list-style-type: none"> <li>Worksheet 1 <a href="#">original EN</a></li> <li>Worksheet 1 <a href="#">NL</a></li> </ul>	<ul style="list-style-type: none"> <li>Competence in action (behaviour): Assessing one's own learning achievements and competenciesRefers to various assessment and self-assessment principles and methodsApplies appropriate methods and digital tools for assessment and self-assessment of their own learning achievements</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
2.	<a href="#">Goal and Effect - Setting Up Learning Goals</a>	Competence: support learners in identifying and meeting their learning needs and overcoming any barriers. In particular: <ul style="list-style-type: none"> <li>Skill to establish a supportive relationship with the learner</li> <li>Skill to support and encourage/confront learners in a useful way</li> <li>Ability to support learners to learn from each other's differences</li> <li>Empathy, honesty and respect</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
3.	<a href="#">Facilitator's roles and stance</a>	Competence: Creating a safe, inspiring learning environment. In particular: <ul style="list-style-type: none"> <li>Supports and encourages/confronts the group and/or learner in a way that is useful for the group/learner.</li> <li>Empathises with the group and shares emotions and insights honestly and respectfully</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a> , <a href="#">EL-CY</a>
4.	<a href="#">The Power of Reflection in Training</a> <ul style="list-style-type: none"> <li>Worksheet 1 - <a href="#">original EN</a></li> <li>Worksheet 1 <a href="#">NL</a></li> </ul>	<ul style="list-style-type: none"> <li>Competence in assessing one's own learning achievements and competencies</li> <li>Competence in acknowledging and dealing with unexpected learning moments and outcomes</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>





5.	<a href="#">Learner-Centred Approach in Training</a>	<p>Competence in focus: Support learners in identifying and meeting their learning needs and overcoming any barriers. In particular:</p> <ul style="list-style-type: none"> <li>• Knowledge of the dynamics of individual learning processes</li> <li>• Stimulating active participation and motivating and empowering learners</li> <li>• Skill to establish a supportive relationship with the learner</li> <li>• Skill to support and encourage/confront learners in a useful way</li> <li>• Ability to support learners to learn from each other's differences</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a> , <a href="#">EL-CY</a>
6.	<a href="#">Facilitation Techniques</a>	<p>Competence: Facilitating group dynamic in a way that is conducive to different ways of learning. In particular:</p> <ul style="list-style-type: none"> <li>• Identifies changing factors and different stages of group processes</li> <li>• Adjusts group processes according to any identified change in factors</li> <li>• Empathises with learners</li> <li>• Respects different ways of learning and shows flexibility</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
7.	<a href="#">Facilitating learning in intercultural groups</a>	<p>Competence: Reflecting acceptance of ambiguity and change. In particular:</p> <ul style="list-style-type: none"> <li>• Refers to theories, concepts and experiences that relate to ambiguity and change in the activity and when designing the educational approach. Uses appropriate tools and methods to support learners in deconstructing and reconstructing reality (tackling stereotypes, prejudices, assumptions, fake news, misinformation, etc.). Dares to face and deal adequately with ambiguity with regard to the group's and individuals' realities.</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
8.	<a href="#">Activity design and choosing</a>	<p>Competence: Selecting, adapting or creating appropriate methods.</p>	<a href="#">EN</a> , <a href="#">NL</a>



	<p><a href="#">methods</a></p> <ul style="list-style-type: none"> <li>Worksheet 1 - in development</li> </ul>	<p>In particular:</p> <ul style="list-style-type: none"> <li>Identifies analogue and/or digital methods and their sources, suitable for different environments and situations</li> <li>Explains the methodologies used in youth training when choosing, adapting and creating methods</li> <li>Applies methodologies used in youth training when choosing or adapting methods</li> <li>Creates and adjusts methods according to different environments and situations</li> </ul>	
9.	<p><a href="#">Experiential Learning and Debriefing</a></p>	<p>Competence in focus: Stimulating active participation and motivating and empowering learners. In particular:</p> <ul style="list-style-type: none"> <li>Knowledge of the dynamics of individual learning processes</li> <li>Knowledge of methodologies used in youth training</li> <li>Knowledge of Experiential learning and debriefing essentials</li> <li>Knowledge of methods for debriefing</li> <li>Skill to establish a supportive relationship with the learner</li> <li>Skill to support and encourage/confront learners in a useful way</li> <li>Skill to guide others to channel their feelings into action where appropriate</li> </ul>	<p><a href="#">EN</a>, <a href="#">NL</a></p>



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