Pilot trainings Train-the-trainer
Experiences from practice

REPORT

May 2013
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Pilot trainings of the train-the-trainer concept as part of the European project

The development of the Pro-Skills train-the-trainer concept was based on the partners’ practical experience and exchange with the target group. Anyway the team attached importance to the realisation of pilot trainings in order to gain new experience and insight from practise. The train-the-trainer concept was put into practice in different countries and contexts, with different target groups and different organisational settings.

Eight Pro-Skills partners implemented the train-the-trainer concept in their own countries in regional collaboration with further institutions and professionals who took part in a training course on European level before:

ASL Milano – training of professionals from the regional/local network in the field of drug prevention and rehabilitation;
CePT – training with mixed participants from social work, employment/job centres & adult education;
Hochschule Fulda – trainers of sports in orthopaedic rehabilitation and sports for mentally disabled youngsters;
Irti Huumeista Ry – one complete training with adult students, who specialize in drug addiction treatment; implementation of Pro-Skills tools in lectures for students of social service;
MEKKA – participants from NGOs working in social work and/or adult education;
PROTASI – training professional staff and volunteers from four agencies who work in the prevention of addictions and health promotion;
Utrip – participants were employees in the field of social work and two representatives of municipality;
FSEA – training professionals who work with migrants, analphabets and unemployed; *

This report describes briefly the concepts and content of the pilot trainings in order to give the reader examples of practise how to implement the train-the-trainer concept and help develop individual training approaches.

As a start, we resume findings from a European exchange meeting which was attended by both Pro-Skills partners as well as regional collaboration partners who were involved in the realisation of the pilot trainings.

The pilot trainings were evaluated by a standardized questionnaire for the participants. The questionnaire records the participants’ satisfaction with organisational matters and their attitude towards the Pro-Skills training concept and underlying philosophy. A summary of the results from these surveys will complete the report on hand.

*: no report available for the national training in Switzerland (silent partner)
Conclusions of the European exchange meeting

The Pro-Skills exchange meeting on European level has involved all the national collaborating partners from different organizations and fields of intervention with socially disadvantaged people.

The meeting was set on the presentation of the different Train the Trainers –courses realized at local and national level and on the exchange about the concept and effective factors of the Pro-Skills approach.

The participants have highlighted some important points to be taken into account when organizing and disseminating the Pro-Skills Train the Trainers approach.

THE TRAINERS SHOULD:

FEEL COMFORTABLE

Trainers who want to use the Pro-Skills methodology need to feel comfortable with these methods and feel supported by the proposed structure of the modules.

Anyway it is their right to reject the Pro-Skills approach (see “Theoretical and philosophical part” Pro-Skills 2 train-the-trainers).

HAVE SPECIFIC SKILLS

Specific knowledge and skills are necessary to use such an approach and methodology. It is therefore necessary to carefully select the trainers who will be involved in Pro-skills training (see “Basic skills & knowledge” Pro-Skills training concept).

BREAK TRADITIONAL SCHEMES

Pro-skills proposal requires breaking traditional schemes, thinking of new ways of intervention and also reconsidering each professional role (see “Experience with and attitude towards the target group” and “Tasks of the trainer” Pro-Skills training concept).

BE A HOMOGENEOUS GROUP

It seems more effective to train a homogeneous group of trainers with regard to their roles and professional context as well as their personal and social characteristics. Homogeneity can help focus on specific needs during training and help choose the group activities and methodologies that best fit the final target group.

BE OFFERED COACHING AND SUPERVISION

After the training it may be useful to organize a coaching period or offer a supervision to help trainers reflect on the experience with their specific target group in order to use the Pro-Skills methodology effectively.
THEORY and PRACTICE

BALANCE BETWEEN THEORY AND PRACTICE
During the training it is necessary to take care of a good balance between theory and practice. The Pro-Skills approach requires good knowledge of the theoretical background and it promotes different exercises to improve the required skills (see 2.3.4 “Experiential learning” Pro-Skills training concept).

LEARNING THROUGH EXPERIENCE
The most important part is to help trainers and target groups reflect on the sense of the learning process in order to link it to real life situations. It is helpful to introduce how to reflect on the exercises and use this reflection to promote the learning process. The exercises are full of challenges for trainers. They need to consider how to employ these exercises with the target groups and to what extent groups or individuals can be involved and stimulated by these activities without risk. They need to decide what skills are important to work on and how to do this by levels, using easy exercises at first and then gradually more difficult ones. They also need to be aware of the emotional, cognitive and physical aspects implicated (see tool box introduction).

THE MODULES

HEALTH PROMOTION APPROACH
The aim of the Pro-Skills modules is to enhance participants’ empowerment and resources, and to help them control and manage their health and well-being. The activities and exercises work on personal characteristics and ways to start good relationships and communication with others. But, this does not mean therapy. The exercises do not “fix something that is broken” but offer the possibility to use abilities and to cope with difficulties. (see “Personal Skills” module in Pro-Skills 2 train-the-trainers).

SKILLS ARE INTERLINKED
Personal, social and management skills are interlinked and the aim of each module is to focus on one specific skill during one session. Here, it is important to underline that different situations require different skills (see “Management Skills” module in Pro-skills 2 train-the-trainers).

PERSONAL AND SOCIAL SKILLS MODULE
The personal skills module is very emotional so people sometimes feel exposed and anxiety may arise. It is possible and sometimes better to start with the social skills module in order to create a good atmosphere and to work first on the protective factors in the group, such as rules, personal engagement, trust in other people (see “Personal Skills” module and “Social Skills” module in Pro-Skills 2 train-the-trainers).
SELF- MANAGEMENT SKILLS MODULE

This module is an innovative intervention in relation to the unprivileged and socially disadvantaged adults. The practical part of the module needs to consider the real situation of the target group in order to direct the work to the needs and context of people and help them find concrete solutions to their difficult social conditions (see “Self-management Skills” module in Pro-skills 2 Train-the-Trainers).

GROUP ACTIVITIES AND INDIVIDUAL APPROACH

Trainers should consider that the good structured approach fits with different target groups and contexts of intervention.

Pro-Skills has been thought of as an intervention with groups in a learning experience. Anyway, the exercises, the methodology and of course the philosophical principles may also be used to work with a single person in individual interaction. Of course the trainer or educator needs to adapt the exercises and needs to play the supporting role of the group.
Pilot training of ASL of Milan / Lombardia Region, Italy

A) Frame

Participants and specific targets of the training:

Participants are represented by professionals/practitioners who work within regional/local network in the field of drug prevention and rehabilitation.

They are psychologists, social workers and educators with expertise in life skills education approach and interactive methods. Some of them already act as trainers of trainers within other programmes for the regional network.

Some of them are involved in local community projects (eg. social cohesion) where they can use, experiment or promote Pro-Skills approach; others work within specific projects directed to young drug and alcohol users but not addicted; others work with prisoners in jail (young adults) and others with drug abusers/addicted within treatment and rehabilitation units.

They all work with young vulnerable adults who share same problems and difficult paths (in education, job market, etc.) and for whom the use of drugs is just one resultant of disadvantaged social conditions.

The choice of a two days course was motivated by organizational limits but also by considering participants’ expertise in life-skills approach and interactive methodology.

Furthermore, the Pro-Skills Training course was included in our “Training organizational planning” of professional refreshment courses that give credits’ certification to participants.

Trainers & location:

First of all we used one of ASL location (in Milan) and all the resources already available because as public organization, we are bound to financial restrictions as a consequence of our governmental “spending review” act.

The partner from Province of Milan (our expert participating in Luxembourg EU TTT) was interested in collaborating in this phase and he had indicated a specific “train the trainers” target for this course. But at that time, due to financial administrative problems, it was not possible to involve them. As they confirmed their interest in the Pro-Skills approach, we’re are planning a second edition of the course at the end of the year to give other professionals a chance to participate.

The „train of trainers“ course was held by Cristina Bergo and Nadia Vimercati, belonging to Drug Prevention Unit of ASL Milan.
Time frame and time schedule:

Our course was planned in two days long for a total of 14 hours following this agenda:

### Day 1:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome and exercise (animals fixed on the back of each participant)</td>
</tr>
<tr>
<td></td>
<td>- Introduction of participants: exercise “I have the same thing”</td>
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<tr>
<td></td>
<td>- Pro-Skills project introduction</td>
</tr>
<tr>
<td></td>
<td>- Expectations and fears tree</td>
</tr>
<tr>
<td></td>
<td>- <strong>Background philosophy introduction</strong> (slide)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Group Discussion</strong></td>
</tr>
<tr>
<td></td>
<td>o First impression on the approach</td>
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<tr>
<td></td>
<td>o Who is our target group/Exchange between participants on the possibilities of using Pro-Skills approach</td>
</tr>
<tr>
<td></td>
<td>- Agenda/modules introduction</td>
</tr>
<tr>
<td>11.15</td>
<td><strong>Personal Skills Module</strong></td>
</tr>
<tr>
<td></td>
<td>- Theory /Slide</td>
</tr>
<tr>
<td></td>
<td>- “Good morning” exercise</td>
</tr>
<tr>
<td></td>
<td>- “Life-size self-portrait”</td>
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<tr>
<td></td>
<td>- Reflection/evaluation</td>
</tr>
<tr>
<td>14.00</td>
<td><strong>Social skills Module</strong></td>
</tr>
<tr>
<td></td>
<td>- Theory /slide</td>
</tr>
<tr>
<td></td>
<td>- “Magic bamboo”</td>
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<tr>
<td></td>
<td>- “Building communication skills game”</td>
</tr>
<tr>
<td>16:30</td>
<td>Reflection / Evaluation / Mood barometer</td>
</tr>
</tbody>
</table>

### Day 2:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome and exercise “Piranha and crocodiles”</td>
</tr>
<tr>
<td>9.30</td>
<td><strong>Self-management skills module</strong></td>
</tr>
<tr>
<td></td>
<td>- Theory/slide</td>
</tr>
<tr>
<td></td>
<td>- “Sorting in a row” (we asked participants to sort in a row thinking how much they feel able to reach their goals and manage organization)</td>
</tr>
<tr>
<td></td>
<td>- “Stepping on the foot prints” (two participants worked on their personal objectives)</td>
</tr>
<tr>
<td></td>
<td>- Reflection / evaluation</td>
</tr>
<tr>
<td>11:15</td>
<td><strong>Practice module</strong></td>
</tr>
<tr>
<td></td>
<td>- Slide and presentation</td>
</tr>
<tr>
<td></td>
<td>- Planning the module session (three groups, one for each module)</td>
</tr>
<tr>
<td>14.00</td>
<td>Realization and practice of three modules, experimenting one main activity</td>
</tr>
<tr>
<td>16.00</td>
<td>Group discussion and reflection upon Pro-Skills approach, as trainers</td>
</tr>
<tr>
<td></td>
<td>SANDWICH evaluation</td>
</tr>
<tr>
<td></td>
<td>Evaluation Questionnaire</td>
</tr>
</tbody>
</table>
B) Contents

The aim of the course, as an objective of the Pro-Skills “train the trainer” European Project, was to promote and provide professionals with background information in terms of philosophy, scientific theory and methodology on Pro-Skills concept; to experiment and disseminate training modules at the local and national level. These actions, training and dissemination, have been held in order to apply Pro-Skills approach to the intervention programmes and activities regarding adults education (especially considering young adults).

The choice was of following and trying out the structure of the “train the trainer” concept as it was elaborated by the Pro-Skills European team.

At the same time, considering the context and the work experience of Italian participants, we chose some specific solutions that fit more their characteristics.

Before starting the training course we got to know participants, their professional background and activities delivered in their units and projects: most of them already know and work with life skills educational model in universal prevention (school settings, Life skills Training- Botvin); others work with life skills model with adults in jail and in the drug addiction treatment. Only few of them don’t know anything about it and they work in therapeutic field; others who work in the field of selected and indicated prevention, meet young unprivileged adults but work with them just at individual level.

So it was really important to plan the two days training giving priority to introduce the Pro-Skills approach in terms of a new proposal, very specific and different from the activities already delivered, that takes into account the complexity of the needs of the possible target groups, and the necessity to consider a long term process to improve the quality of intervention and to conduct it in network with other organisations.

The Train the Trainers Pro-Skills concept can be adapted to the target and the context of the training. This is possible because the structure of the training is clear but flexible, and it is necessary to explore the weakness and strengths points with the trainers in training, think about their experience with the target groups but also consider the cultural and organisational professional aspects.

Considering the participants’ background, the choice was to start with the activities in a more familiar way in order to prepare the group atmosphere and to enter gradually into Pro-Skills contents, theory and methodology.

We chose to start the modules with the theoretical background to define personal, social and management skills and let participants understand the specific Pro-Skills approach on these basic skills for unprivileged adults. Then we started with the exercises chosen from the tool box following these criteria:

- adapt to the participants (age, gender, how much they are used to play games with others, how many and what kind of roles and rules were necessary)
- easy to play in the training setting (in a room not much big)
- easy to conduct group from the warming up to the main activity of the module
- simple but at the same time intensive and with different discussion points on aims and methodology of Pro-Skills training
- give possibility to understand what personal, social and management skill mean in real life in a practical way and to discuss relating issues considering target group
After each module and activity there was enough time to reflect and discuss how they feel as participants, how was the experience, what do they think about using these activities to learn skills, what is it possible to do with the target group.

The important part of the training consisted in offering participants the chance to prepare and conduct one module. In order to do the practice module we chose to split participants into three groups of four/five persons to work on the 3 basic skills; tool box with the materials was prepared for each module and the group had to plan the session and the main activity; they had to choose also the facilitator (1or 2 in each group). They had to realize three main activities, one for each module.

At the end there was a final reflection and discussion as Pro-Skills trainers.

C) Results / conclusion

Participants showed a good level of satisfaction for the training course since the beginning, appreciating the general proposal – feeling the strength of the approach and tools - and the good atmosphere that generated in the group.

Most of them are already familiar with basic skills’ education through interactive methods and confident in their potentiality referred to the final target. They decided to participate to this training course to know deeper these methods and curious about the new approach.

In this case many expectations were fulfilled: participants felt they obtained new inputs to refresh their practice and their thought on it, learnt new tools to integrate with their activities to better reach goals of care, and were very satisfied with this experience-based approach.

Others are less familiar or not able, at the moment, to use this methodology into everyday practice; these participants showed some fear about the sense of being at the course, the risk of wasting time, as they had not clear the terms of their involvement.

Somebody felt specifically not suitable and willing to be a “trainer”; most of participants expressed their perplexity about the wider target of disadvantaged adults and the concept of vulnerability: “where do we meet these people?” “Is it possible to work with this target in our structured services?” Pro-Skills proposal is perceived as very good ideally but difficult to realize in practice.

Actually, participants need some time to better understand the whole proposal, because of its complexity and different levels into play. Participants expressed some doubts about the goal of this training proposal referred to their job: “where will it take me? To do what in practice and with whom?” On the other hand, they recognized some areas of intervention where it is possible to apply or integrate Pro-Skills activities and approach, and also had inputs to figure out new possibilities of work.

Some barriers to the implementation of the approach were specifically referred to the work in group, considered not applicable into everyday practice due to organizational aspects. Others already work with activities structured in groups within their units and gave suggestions and stimulus to the others to overcome this kind of difficulties. Furthermore these professionals gave inputs to improve Pro-Skills methodology.

Other doubts were expressed because participants feel that the implementation and promotion of this approach is requiring a lot of commitment, so they are worried about being too much overloaded with work.

Other reflections were conducted on specific knowledge and competence necessary to use such kind of approach and methodology, and the need for working in a interdisciplinary manner.
As facilitators and trainers of the course we felt comfortable and well supported by the structure, tools and theoretical background set up at European level. We kept on perceiving the potentiality of the approach, felt the strong involvement of participants and the good atmosphere.

At the same time, in our organizational context, Pro-Skills proposal requires to break traditional schemes, to think about new way of intervention and reconsider also each professional role usually played. Connected to this, another challenge consists of defining and reaching a wider target of vulnerable people that usually don’t have access to traditional social and health services.

For all these reasons the preparation of Pro-Skills “train the trainers” course required a lot of time and efforts to take care of the training process, needs of participants, materials, and underlining of the peculiar aspects of the proposal.

In general, Pro-Skills proposal is felt and accepted as something good: it might be easier to implement in practice if social policy would recommend to refer to it.

D) Remarks concerning the TTT-concept / ideas for improvement

Experimenting the module “practice” where participants had to manage and choose their activities from the toolbox, they suggested some improvements:

While the objective of exercise “what to do” is clear, it seems difficult to know or recognize the sense of experience and how this can improve life skills: it could be helpful to include more elements to conduct also the reflection at the end to lead participants to the goal.

One possibility to improve this part could be the one of integrating the debriefing methodology as it is suggested by the experience-based learning approach (see in attached)

E) Further remarks / specifics

It’s not so obvious and easy to have all materials available to conduct activities and exercises suggested by the approach. This issue must be pointed out to people who are interested in using Pro-Skills.

Another issue is connected to the significance of the objects themselves: they are not so easily changeable, so it is not so banal to use one object instead of another one (for example, magic bamboo stick).
F) Photos

Module Personal Skills – Life-size Portrait

Sorting in a row warming up

Stepping on the footprints

Planning the module session
Pilot training of Centre de Prévention des Toxicomanies, Luxembourg

A) Frame

Participants:
- 15 participants from 6 institutions:
  - E2c - Ecole de la 2ième Chance (2 participants)
  - CNDS - Comité National de Défense Sociale with different services: Nei Aarbecht, Wunnen, Services d’Entraide, Naturaarbechten, Abrigado (6 participants)
  - FPE - Forum pour l’Emploi (2 participants)
  - NAXI - Femmes en Détresse (2 participants)
  - CSEE Dreiborn - Centre Socio-Educatif de l’Etat (2 participants)
  - Croix Rouge (1 participant)
- Fields of work: social work, employment/job centre, school, adult education
- Final target groups: disadvantaged people in difficult situations, e.g. young people, women, drug consumers, unemployed people

Specific targets of the training:
- Sensitisation of professionals from different work fields for the PRO-SKILLS’ concept and its general approach with the aspects of promotion of personal, social and self-management skills
- Motivation of these professionals to experience the PRO-SKILLS’ interactive methods and to use them in their everyday practice

Time frame and time schedule:
- Time frame: 18 hours
- 4 sessions: 1 complete day and 3 afternoons
- Training dates and modules:
  - 23/10/2012 (6 hrs): Concept + Philosophy + Personal Skills
  - 06/11/2012 (4 hrs): Social Skills
  - 20/11/2012 (4 hrs): Self-Management Skills
  - 04/12/2012 (4 hrs): Practise + Reflection/Evaluation

Locations of the training:
- CePT – Centre de Prévention des Toxicomanies , city of Luxembourg
- E2c - Ecole de la 2ième Chance, city of Luxembourg
Two trainers:

- Roland Carius
  - Institution: CePT – Centre de Prévention des Toxicomanies, Luxembourg
  - Qualification: pedagogue, experienced in trainings for professionals and in the management of projects in different (especially prevention) work fields

- Viviane Bisenius
  - Institution: Education4all, Lintgen/Luxembourg
  - Qualification: university degrees in the Humanities and Education, experienced in trainings for professionals, also in coaching, counselling and in projects

B) Contents

Overview over the realised training modules:

- Concept + Philosophy + Personal Skills (1st day)
- Social Skills (2nd day)
- Self-Management Skills (3rd day)
- Practise + Reflection/Evaluation (4th day)

Contents of the training modules and overview over the used methods and exercises:

- Programme 1st day:
  - General introduction
  - Warming-up-Exercises: “Sorting in a row”, “Interviewing a partner”
  - Presentation: “The project” + “The philosophy”
  - Exercise “Expectation and fear tree”
  - Exercise “The emotional contract of our group”
  - Introduction of the module “Personal Skills”
  - Warming-up-Exercise: „Statue of emotion”
  - Presentation: “Personal Skills”
  - Exercise “Life-size self-portrait”
  - Reflection
  - Evaluation (Target method)

- Programme 2nd day:
  - Discussion about the 1st day and agreement with the group
  - Presentation of the module “Social Skills”
  - Focus: Conflict management/conflict ability
- Warming-up-Exercise “Piranhas and crocodiles”
- Brainstorming “conflicts”
- Exercise “Reflecting team”
- Exercise “Changing perspective”
- Reflection
- Evaluation (Target method)

- Programme 3rd day:
  - Module “Self-management Skills”
  - Warming-up-Exercise “Mimürfel”
  - Presentation “Self-management Skills”
  - Exercise “Time cake”
  - Exercise “Personal scale”
  - Exercise “Stepping on the footprints”
  - Reflection
  - Evaluation (Target method)

- Programme 4th day:
  Part I: Module “Practise”:
  - Participants: performance of prepared exercises
  - Exercise “Gordian knot”
  - Exercise „Open your fist”
  - Exercise „Feel the feeling“
  - Exercise „Time cake“
  - Exercise „Farewell gift”
  - Feedback + reflection (after each exercise)
  - Evaluation (Target method)

  Part II: Module “Reflection/Evaluation”:
  - Feedback papers (for each exercise in each module)
  - Exercise “Expectation and fear tree” (beginning + end)
  - Exercise “Basket method”
  - Target method
  - PRO-SKILLS’ Evaluation questionnaire

  Part III: Certificates of attendance
C) Results / conclusion

Conclusions during the training/ for the other modules:

• Situation on the 1st day:
  o Group of trainees: very heterogeneous
  o Many participants:
    ▪ work with individual cases
    ▪ were not experienced in interactive trainings
  o TTT-concept and exercises work for groups

• Conclusions for the next training modules:
  o Challenge for planning and realisation („balancing act“)
  o Choice of exercises: useful for the work with groups and with individuals
  o Presentation of exercises: more intensively („less is more“)
  o Minimisation of theoretic parts

Results:

• Final feedback and evaluation: positive
• Cooperation of the trainers (CePT + Education4all): successful + professional

D) Remarks concerning the TTT-concept / ideas for improvement

• General advices for the planning and organisation of a training:
  o It could be better to start with a half day (in our case to divide the 1st day in 2 half days)
    ▪ for a better assessment of the group of trainees in the 1st session and
    ▪ for an early possibility to adapt the contents of the following modules.
  o After the general information parts it could be better to start with the module “Social Skills”, because the work with the module “Personal Skills” could be too early /“too personal” for the participants at the beginning.
Pilot training of Hochschule Fulda, Germany

The training was realised by Hochschule Fulda (university of applied science) in cooperation with the Regional Organisation for Disability- and Rehabilitation Sports Hessen (Hessischer Behinderten- und Rehabilitationssportverband) and the Institution for Education of the Regional Sports-Association Hessen (Bildungssakademie des Landessportbundes Hessen).

A) Frame:

Participants and specific targets of the training:

The participants have either a professional sports background or volunteer in local sport clubs. All of them focus on the training with people with disabilities. Some of them work with groups of physical and / or mentally handicapped people only; others do inclusive sports classes in mixed groups. The participants of the TTT-Course come from all over Germany and represent not only the region but the nation-wide intercourse of disability-sport.

The representative group of trainers are all active leaders throughout Germany in local networks and regional centres and have a wide methodical and soft skill expertise.

Besides the nationwide arrangement of the participants, another great factor is that they are from different age groups as well. This has to be seen from two sides: Firstly the participants themselves are from different generations, backgrounds and have diverse personal experiences. Some of them did only matriculate and have some basic knowledge, others have a live-long professional background in the field. Secondly all these diverse trainers train people in different age classes. Some do training for children and youngsters; others work together with handicapped adults. This is a great advantage for the representative group as the exchange of programs, personal experiences, challenges and best practices is very diverse and wide. The linking element of all participants is the cooperation with mentally and physically handicapped people which is giving a great platform for discussions.

All participants of the training are active in local sport clubs and are highly expected to train further trainers from their local groups about PRO-SKILLS.

Besides the professional exchange the participants could use this training to get a roll-over of their region-based trainer-licences as the TTT-course was accredited by the German Sport Federation and the National Sport Federation for Handicapped People ("Deutscher Olympischer Sport Bund" DOSB und Deutscher Behinderten- und Rehabilitationssport-verband)

Time frame and time schedule:

The Train-the-Trainer Course was held in the facilities of the Hochschule Fulda and was a two-day course. The actual training started on a Saturday morning and finished Sunday in the afternoon. To get a greater response for the course the participants had the opportunity to arrive at the venue on Friday already and stay for another night. For the organizing team this option provided the opportunity to invite participants from all over the country.

In the following overview details of the workshop will be shown:
**Time schedule**

<table>
<thead>
<tr>
<th>Day I</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09.00 am</td>
<td>Welcoming of participants and trainers → Titanic Group Action to get to know some people in a smaller group, Speed-Dating to get to know every participant of the course. Afterwards overview of coming activities</td>
</tr>
<tr>
<td></td>
<td>10.00 am</td>
<td>Presentation of Pro-Skills Germany and the <strong>philosophy</strong> of the project</td>
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<tr>
<td></td>
<td>11.00 am</td>
<td>Theoretical Implication and transfer from non-disabled to disabled trainings through mental games</td>
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<td></td>
<td>12.30 pm</td>
<td>practical session with games, mental challenges, etc.</td>
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<tr>
<td></td>
<td>13.15 pm</td>
<td>Lunch break</td>
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<tr>
<td></td>
<td>14.00 pm</td>
<td>Continue with practical session with games, mental challenges, etc.</td>
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<tr>
<td></td>
<td>15.30 pm</td>
<td><strong>Social competences</strong> in the daily life of participants (cartoon)</td>
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<tr>
<td></td>
<td>16.00 pm</td>
<td>Practical trial of the online tool box: Smaller groups pick an exercise and present it interactive to the whole group</td>
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<tr>
<td></td>
<td>18.30 pm</td>
<td>Dinner and free time for discussions between the participants</td>
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</tbody>
</table>

**Day II**

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>08.00 am</td>
<td>Breakfast</td>
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<tr>
<td>09.00 am</td>
<td>Fishbowl Reflection</td>
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<tr>
<td>09.20 am</td>
<td>Presentation: <strong>Personal Competences</strong></td>
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<tr>
<td>09.35 am</td>
<td>Practical Session: Solving of complex Tasks in small groups</td>
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<tr>
<td>10.15 am</td>
<td>Research in Online Tool Box and preparation/realization of practical sessions</td>
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<tr>
<td>12.30 pm</td>
<td>Feedback of the training, Homework for the participants (run a tool-box-session and give feedback to the team)</td>
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<tr>
<td>13.00 pm</td>
<td>Departure</td>
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**Trainers & location:**

The usage of the facilities of Hochschule Fulda was obvious since the Sports Department of the University of Applied Sciences is a cooperation partner of the PRO-SKILLS program. The Hochschule Fulda provided facilities for the theoretical and practical sessions of the training.

Fulda is an ideal location for the training as the geographical situation is pretty central in Germany. Additional the University of Applied Science has the needed equipment for theoretical training and the facilities of the sports department have an adequate amount of space and sports equipment as the department has its own coliseum.

The Trainers are Dr. Jan Ries, manager of the sports department of Hochschule Fulda; Harald Schäfer, deputy educational director of the Institution for education of the regional Sports-Association Hessen; William Sonnenberg, independent trainer for nation-wide trainings for future trainers in cooperation with the regional Organisation for Disability- and Rehabilitation-Sports Hessen; and Thomas Prokain, attendant for education and development of the regional Organisation for Disability- and Rehabilitation-Sports Hessen.
With these Trainers the professional view on social skills for sports for mentally and/or physically handicapped people is ensured. The trainers bring wide practical and theoretical implementations and concepts for the nation-wide Train-the-Trainer Workshop in Fulda.

B) Contents

The aim of the course, as an objective of the Pro-Skills “train the trainer” European Project, was to promote and provide professionals with background information in terms of philosophy, scientific theory and methodology on Pro-Skills concept; to experiment and disseminate training modules at the local and national level.

Regarding to the needs of our participants we focused on the two main areas of personal and social competences.

Before starting the actual training the main focus was to get to know the participants and the trainers. Besides personal details the focus was on the professional/voluntary background of the participants. All of the attendees work with mentally and/or physically handicapped people. Since the social environment of every group session is different (variety of trainees of our participants, types and specifications of disability, etc.) the participants of the PRO-SKILLS Train-the-trainer workshop have diverse demands in their individual trainings.

After the introduction the attendants were solving their first “problem” to reflect their personal behaviour in daily progresses. For this purpose the participants were divided into groups of four and had to conquer a distance of 30m with three wooden plates. Aim of the game was to be the team that firstly reached the destination. After the game the reflection of the game was not based on the speed of the teams, but on the cooperation within the teams and the competition and innovation of the teams among each other.

After introducing the participants to the Pro-Skills philosophy and the aim of the workshop the main focus was on transferring exercises from the unhindered exercises into trainings for people with disabilities. The quintessence of this discussion was to adjust the exercises to every individual person and their needs and competences.

In the following practical session the main aim was to have the group experiencing exercises as participants. Most of them are used to be team leaders and usually don’t experience the role of an active attendee. With this small tasks the participants were on the one side “forced” to actively experience social competence, group-building-dynamics and used personal competences they have; on the other side to reflect the exercises and to find adaptations for their surroundings with disables people. Later during the workshop these competences were challenges again when compiling their own sessions with the Tool-Box of the Pro-Skills website. It was fascinating to see the participants being active with the toolbox and adapting sessions for their personal needs.

To take the actively used skills up again the team presented a talk about social skills and personal competences. In a cartoon different characters embodied different competences and attitudes.

Concluding the group did a reflection of the workshop with positive feedback. As a task for everybody the participants had to keep record of one session with their groups back home which includes exercises of the toolbox.

C) Results / conclusion

The participants as well as the team leaders were highly satisfied with the workshop. Especially the mixture of theoretical implication and practical exercises was complimented. The usage of the tool-
box and the self-instruction of sessions was a good exercise for the participants and increased their personal competence in leading skills and coaching.

A barrier for the attendees was to adapt exercises of the tool box for their own field, in this case for disabled people or an inclusive group of disabled and non-disabled people. Here it is necessary that the participants of the train-the-trainer course have a self-experienced background and an estimation of the abilities of the group they train.

The team of the workshop was very satisfied with the workshop. The variety of the participants, as well as the diversity of their localization within Germany, was amazing. The idea for the future is to implement the Pro-Skills idea into the Disability- and Rehabilitation Sport in Germany and spread the implementation nation-wide. All participants had a great impact on the success of the weekend by sharing ideas and experiences.

D) Remarks concerning the TTT-concept / ideas for improvement

The toolbox is a great facility to get ideas about sessions and exercises for the individual trainings in local groups. At the same time it needs some practice and instruction for the adequate usage of the tools. It is necessary to have specific trainings for the trainers. Some exercises are only realizable when you have the required expertise in the field.

The option of an interaction between the toolbox-users should be discussed, where the problem of the administration must be discussed and solved. In an interactive tool the users could exchange ideas about simplification or adaption of sessions and exercises for specific groups.

E) Further remarks / specifics

The implementation of the train-the-trainer workshop was to train trainers throughout the nation. Hereby we ensured that the program was held nationwide and in various different groups. All partners that got trained in the train-the-trainer workshop held sessions in their home groups and ran successful session.

Further the concept of Pro-Skills was presented to the assembly of trainers of the Organisation of Disability and Rehabilitation Sports. The concept met with the assembly’s approval and was discussed gladly.

Prospectively the Pro-Skills II concept will be presented at the German sport-scientific congress in autumn 2013.

F) Photos

![Photo of workshop participants](image1)

![Photo of workshop participants](image2)
Pilot trainings of Irti Huumeista Ry, Finnland

Irti Huumeista ry and its regional collaboration partners realized two pilot trainings in different shape: on one hand a separate train-the-trainer course and on the other hand the implementation of Pro-Skills tools in running university courses. Thus the following description consists of two parts.

**Separate train-the-trainer course:**

**A) Frame**

The course was piloted in cooperation with Yrkesakademin i Österbotten, the largest Swedish speaking vocational school in Finland. The training was planned to be 9.-10.2.2013 (weekend). Due to a technical problem we had to shorten it to only 1 day, Saturday 9th of February. Participants were 5 adult students, who specialize in drug addiction treatment. They all work within the field of addiction, mostly treatment. Final target group drug addicts.

**Time frame and time schedule**

As mentioned above the training was planned to be a one weekend training, 20 lectures (a 45min in the finnish school system) all together. Due to the technical problem we had to shorten it to only one day (9-17). The participants hoped for further training, a continuation, which will be realised later on.
Trainers & location
Training was realised by Anne Salovaara-Kero (Irti Huumeista ry) and Calle Carling (Åbo akademi university). Collaborations partner was Anette Rönnlund, teacher at Yrkesakademin i Österbotten. YA hosted for location and coffee serving during the training.

Location of training was a classroom at YA, in Gamla Vasa.

B) Contents

Module 1: Philosophy & Methodology
- We started with welcoming and introduction to concept and presentations of host institutions
- Warming up: the human knot exercise
- Introduction of participants: presentations were done by the method were all present themselves shortly, and then tell the others something the others do not know of themselves. This exercise is useful when the group already know each other quite well (as our group did)
- Expectations / fears of participants (the expectations tree exercise)
- Presentation of Philosophy & Methodology and discussion on Difference of this training (powerpoints)
- discussion on target group and exchange on participants’ own experience with target group

Module 2: Personal skills
- Warming up exercise: Statue of emotion
- Purpose / goals of the module
- Introduction of skill (powerpoints)
- exercise: Life-size-portrait
- Reflection of module

Module 3: Social skills
- warming up (network)
- Purpose / goals of the module
- Introduction of skill (power points)
- Exercises: Magic Bamboo, Alley of Trust/Run of trust and Social scene
- Reflection of module

Module 4: Self-management skills
- Warming up (good morning)
- Purpose / goals of the module
- Introduction of skill (powerpoints)
- Exercises: footprints
- Reflection of module
Feedback of the training

- Discussion of the concept in general
- Evaluation tree

C) Results / conclusion

In general the participants were very satisfied, so were we as trainers. Participants had some doubts in the beginning, that the training would be too theoretical (expectation tree), but fears were removed at the end. They felt they very well can use these methods with the final target group.

Appearing problems: one day before the training we were informed that the planned second day was not possible to realize due to technical problems. We had to shorten the 2 day training to only 1 day. We decided to shorten all modules a little (mostly the theoretical part) and skip module 5. We also agreed to give a new training later on, which YA very much wanted.

D) Remarks concerning the TTT-concept / ideas for improvement

- Concept in general very good, though concept a little too “large”, too many pages. Could maybe be shortened a little.
- Good with already made powerpoints for modules

E) Further remarks / specifics

- Participants were quite unfamiliar with using exercises. It was great to see how they now see the use of them. Especially “lifesize portrait” was very appreciated.

F) Photos
**Separate train-the-trainer course:**

**A) Frame**

**Participants and specific targets of the training:**

In the University of Applied Sciences in Vaasa Pro-Skills training was realised by Lecturer Tytti Hytilä-Huhta and the students of Social Service. Lectures and exercises for students were included in the course named Guiding a client group and community work. The course included also other theory and exercises than Pro-Skills. So Pro-Skills was one part of the course. All together there were 20 hours of which Pro-Skills 10 hours. Main target of the training was to strengthen the competence of the students to work with the groups and get new methods and understanding to empower people with less resource.

In total, 39 students took part in these courses.

Guiding of client groups (clubs for young people, immigrant young people, unemployed people) were guided by the students in Kyrönmaa area near Vaasa. The group of immigrants was in a secondary school in Vaasa. The students met their group 5-6 times (10-12 hours).

During autumn I worked also with a group of long term unemployed persons and used some Pro-Skills exercises with the group.

**Time frame and time schedule:**

The theory and exercises of Pro-Skills for students 10 hours;

Guiding the client groups by the students 10-12 hours;

**Trainers & location:**

In the University of Applied Sciences in Vaasa the training was realised by Lecturer Tytti Hytilä-Huhta.

Guiding of client groups realised by the students of Social Service in Kyrönmaa area near Vaasa town, and in a secondary school among immigrant young people.

**B) Contents**

The training for the students included both theory and exercises of Pro-Skills themes; background philosophy, values, methodological principles and theory of personal skills, social skills and self-management skills.

Some exercises was from Pro-Skills material and some was applied ones or extra exercises which were suitable for the themes. I tried to create a kind of unity of theory and some exercises as continuum.

Exercises from Pro-Skills material:

- Emotion regulation exercises
- Self-picture
- Trust exercises
- Communication exercises, Four-Ear-Model
- Exercises of ones resources and barriers reflecting the goals and purposes in life
The students used in their client groups some exercises from Pro-Skills material. Not theory. They were bound themselves to the operating environment and its goals and hopes. So they must apply and change some the exercises. Most of the exercises in the young people groups were physical activities.

C) Results / conclusion

The training in University of Applied Sciences managed well. Both theory and exercises were held essential and suitable to learn Social skills. They were also liked by the students. Some study-unities and exercises managed better than others. A kind of problem was that Pro-Skills learning was not a separate course. In our achievement Pro-Skills was a part of quite large study-module. In the module were four teachers with four learning areas and objectives. My course was named guiding a client-group and community work. So I had also other theory and exercises than Pro-Skills. And students have to account all those four courses (social problems, client work, and prevention of substance addiction) with theirs contents when they planned and carried out activities with client-groups.

In client groups guided and by the students exercises changed maybe too much. In the seminar some students had an opinion that they could have done more Pro-Skills exercises. But they were maybe too uncertain to influence to the needs that was asked in the working life. Expectations were that the exercises with young people should be most physical ones.

During my course I reserved some lectures only for Pro-Skills. So I managed to have both theory and exercises in my program. I considered important to learn the students Pro-Skills theory as a ground for the exercises. So the connection with theory and practise will be understandable. Of my opinion that managed well especially with some exercises of personal and social skills.

Emotion regulation exercises were formed as continuum. First students formed statues with their partner of their feelings to be a member of this group. Then we looked every statue and after that students named different feelings they had noticed and I wrote then on papers. After that students walked around the room and expressed a feeling when I said one. After that I asked them to take one of those feelings and continue walking around and try to express the feeling as strong as possible. Then I asked them look around them and see the different expressions. And if some expression invite them they can join this person and begin to express same way. Finely there were 1-3 lines of feelings. After that we discussed how we catch others feelings and what does it mean in a group and in what kind of situations during studying they feel those feelings. These exercises were also used by some students in their client-groups. I suppose that because these exercises were linked to their everyday life and were formed as a process it helped students to use them further in their own work.

Another exercise that managed and was found interesting by the students was Self-picture. I carried it out as we did it in Luxemburg last spring. There were plenty of different material to use to create persons own picture. During my lecture students created their pictures. They took plenty of time, were silent and worked and made wonderful pictures. When pictures were ready everyone had a possibility to say something of the picture. What does it tell to the person. What kind of goal it gives to persons’ life. This exercise managed very well and it was also the one some students used in their groups. Their experiences were also good. For instance young unemployed persons concentrated to work and told more or less of their life.

I used Self-picture exercise also in a group of long term unemployed persons, which I worked with during autumn. I met the persons first individually to discuss their objectives in their course. Then I met the whole group three times, 1,5 hour/ time. I had some Pro-Skills exercises also with them. Self-picture managed well with those persons I had met first individually. I feel that they had enough trust.
to express themselves in the group. There was one person that I hadn’t met before and he had more difficulties to work than others. He needed more support. Finely he picked one picture and sticked it on the paper. It was a picture of something he liked to do in his life. He did not say anything more but it was enough in this situation.

In my opinion these exercises need trust among people who are working together. And also trust between guiding person and members of the group. That’s why in my opinion you have to give time and do first exercises that help people to know each other and to have open and trust atmosphere. This can take time. Especially in a culture where people are not used to express them openly. Or when people have lost their trust towards society, other people and also themselves.

D) Remarks concerning the TTT-concept / ideas for improvement

Exercises can be improved and applied among the people you are working with. It is good to have clear instructions as a ground but in working life you have to apply them. Experience will give knowledge how to use them among different client groups. The better exercises can be connected to persons’ everyday life and experiences the better results will be. For instance if people who are working together do not know each other, the exercise of self-picture can act like “tell something about yourself”. But if the expectation is deeper like “what does this picture tell to you” and you are ought to tell it aloud, there must be trust between the people.

So I would have first more different exercises and discussion in order to get to know each other better. So I did in the beginning of my course, because the student group was quite new to me in September when we started.

E) Further remarks / specifics

Pro-Skills material is good and diverse to use in teaching and strengthening Social Skills. I will continue to practice with the Pro-Skills material in other courses I’ll have during this spring. There will be a course for professionals who work with children on different areas. Then I have a course named sociocultural work with the students with whom I worked during autumn. They will organize and carry out workshop with young people in Kyrönmaa. The theme will be to appreciate divergence and prevent of bullying. The students are used to work with these young people. So I suppose they are more courageous to use active and creative methods. I look forward to get more experiences of the Pro-Skills material.
Pilot training of MEKKA, Hungary

The training was organised by Megyei Egészség Kultúrát Koordináló Alapítvány (MEKKA) and Országos Tranzitfoglalkoztatási Egyesület (OTE).

A) Frame:

Participants and specific targets of the training:
The participants of the training work in the field of social work and/or adult education. They are members of NGO-s, which target group generally are socially unprivileged people (Roma people, unemployed men, homeless, juvenile delinquencies, young mothers without education, etc.).

Our National TTT Course focused mainly on practises. The training contained some short interactive presentation and exercises from the Pro-Skills toolbox and our self-collection, as well.

Time frame and time schedule:
The training took two full days, on December 13 – 14th, 2012.
We started at 8:00 a. m. and finished at 4:00 p. m.

Trainers & location:
The trainers: Zsolt Bíró (psychologist, self-employed) and András Kovács (teacher, sociologist, OTE).
The supervisors: Éva Szaböne Gombkötő and István Bogdándi
Organiser: Megyei Egészség Kultúrát Koordináló Alapítvány (MEKKA)
Collaboration partner: Országos Tranzitfoglalkoztatási Egyesület (OTE)
Location of the training: Hungary, 4025 Debrecen, Arany János Str. 2. (OTE Association)
## B) Contents

<table>
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<tr>
<th>1st day</th>
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| 8:00 – 11:00 | Introduction of the trainers and the Pro-Skills project – short presentation and photo fantasy,  
Distribution of the Pro-Skills Training Concept (manual)  
Establishment of the group rules  
**Pro-Skills philosophy** – short presentation,  
Expectation and fears tree |
| 11:15 – 12:30 | **Personal skills** – short presentation  
Getting to know each other exercises:  
- Sorting in a row  
- Life-size self-portrait/ |
| 13:30 – 15:00 | **Energizer: Toaster**  
**Social skills** – short presentation  
Exercises:  
- Willow in the wind  
- Pin game  
- Tipping chairs  
- Magic bamboo/ |
| 15:15 – 16:00 | **Evaluation** and closing of the first day  
Exercise: Men on the tree |

<table>
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<th>2nd day</th>
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<tbody>
<tr>
<td>8:00 – 9:00</td>
<td>Warm up – exercises: How are you? Good morning!</td>
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</table>
| 9:00 – 10:30 | **Self-management skills** – short presentation,  
Exercises:  
- Time cake  
- Palms & feet on the floor |
| 10:45 – 12:00 | **Self-management skills** – exercises:  
- Open your fist  
- Cross-straight legs |
| 13:00 – 14:30 | **Energizer: The elephant**  
**Self-management skills** – exercises:  
- Goal setting  
- Way to the aim |
| 14:45 – 16:00 | Evaluation and closing of the training / Questionnaires  
Expectation and fears tree  
Exercise: Network  
Distributing Certificates and Train-the-trainer Concept |
C) Results / conclusion

We found that the participants of the Hungarian national train-the-trainer course had mainly interested in the practical exercises rather than the theories. Working in this field for years they were all well-educated and had already been aware of the basic theoretical approaches. However, the new Pro-Skills philosophy made most of them think of the using the “Pro-Skills frame” in their work. The trainers were satisfied with the participants and the participants were also satisfied with the trainers and circumstances, with the atmosphere of the training. According to the questionnaires they learned many new things, and they got new methods.

D) Remarks concerning the TTT-concept / ideas for improvement

Taking in account the participant’s opinions, more time is needed to create remarks and/or improvement ideas about the Pro-Skills train-the-trainer concept. But, all of them declared that they will be used parts of the philosophical background of the concept and exercises from the Pro-Skills toolbox in their farther activities.

E) Further remarks / specifics

The participants of the training expressed their appreciation about the www.pro-skills.eu homepage, which they can test during the national/regional train-the-trainer course.

F) Photos

![Image 1](image1.png)

![Image 2](image2.png)
European project “Pro-Skills 2: Train-the-trainer”
Nr. 509958-LLP-1-2010-1-DE-Grundtvig-GMP

Pilot trainings Train-the-Trainer
Pilot training of PROTASI, Greece

A) Frame

Participants, Final target group:

At the Seminar participated professional staff and volunteers from 4 agencies who work in the prevention of addictions and health promotion for children, adolescents, adults (parents, teachers, members of the wider community) to enhance their personal and social skills. They also work with individuals and families who face dependency problems, aiming at their motivation for treatment. The majority of participants already knew each other through their institutions and the common work they do.

The basic aim of the training was the motivation of the participants to work with adults 18-25 years, who are in a transitional phase, searching for life orientation because of the economic crisis. These young adults face a lot of problems because of lack of opportunities.

Specific targets of the training:

1. Awareness of the philosophy and methodology principles of the Pro-Skills project.
2. Familiarity with the Pro-Skills tools.
3. Planning of a new project for young adults.

Time frame and time schedule:

The training lasted 18 hours and it was spread in two days – 12 and 13 October 2012.

Trainers & location and collaboration partners:

The training was materialized by the two scientific directors of the Prevention Center of Achaia (Gianna Zorba) and the Prevention Center of Ilia (Giota Tsapardoni), who had been trained in Luxemburg. The national partner of the Pro-Skills project in Greece (Angela Passa) supported the trainers and made some interventions in special units, which had been agreed before.

Among the participants was also a key person from OKANA (National organization against Drugs) who had been invited by the organizers as a collaboration partner, in order to disseminate the information about Pro-Skills in a National level and also to introduce the training modules of Pro – Skills to the education center of OKANA.

The seminar took place into two places. The Center of Creative Occupation (C.C.O.) and the “PARODOS” Cultural Center.
B) CONTENT

1. Introduction
- Welcome and description of the framework of the training and program.
- Familiarize participants with each other and with the objectives of the program:
  - Exercise “Sorting in a row”, initially with the letter of the name and then the years of work service
  - Exercise “Tree of fears and expectations” and reference of the participants to the general objectives of the training.

2. Philosophy of the Pro-Skills project and principles of the methodology
In this section the trainers used the slides of the Project Pro-Skills 2 (given by the coordinators of the project), which were enriched with additional data and theoretical elements from the Project Pro-Skills 1. These data and elements were related to the general topic of Lifelong Learning, the concept of social disadvantage and the life skills. In this presentation was also presented the evolution of the idea of the train-the-trainer concept, followed by the description of our rationale for focusing on young adults (18-25 years) who are in an orientation phase of life in today's crisis conditions. This approach was also connected with the objectives of prevention.

The experiential process included:

**Brainstorming** where participants were asked to identify specific population categories by explaining that when we say young people aged 18-25, we mean youth who have not completed basic education, unemployed, young people who have completed their studies and are in the process of searching professional career, youth from rural areas or from families facing difficult economic or other conditions.

**Working groups** where each group had undertaken the task to deal specifically with one of the categories of young people, previously identified, to discuss and answer the following questions about this new category: a) Identify the situation experienced by young people in today's life. b) What difficulties they face. c) What needs they have in order to respond to current living conditions.

**Presentation** in plenary - a synthesis and commentary: Bringing up the common needs of young people and highlighting the importance of skills. Connection to the purpose and methodology of the Pro-Skills (philosophy of the project, theory of the social learning and the importance of this certain methodology towards the achievement of the objectives)

3. Introduction to “Personal Skills”.

- **Exercise** “Self-portrait in real size”
- Theoretical presentation of **personal skills**: use of slides about the theoretical basis of Pro-Skills. Since the participants were already familiar to them because of their background professional experience, the aim of the presentation was an overview of personal skills and their importance to the training of disadvantaged adults. After the experience of the exercise “Self-portrait in real size”, the theoretical part was successfully connected.
4. Introduction to “Social Skills”.

- Exercise “The Magic bamboo stick”

- Communication Skills: Due to restricted time and because it was estimated that the participants already possessed a rich experiential and theoretical experience of the unit Social Skills, it was selected to work with a variation of the exercise “4 Ears”.

- Commentary and presentation of the model “4 Ears” and theoretical presentation on aspects of Social Skills and the way they are approached in the context of Pro-Skills training.

5. Introduction to “Self-Management Skills”

- Exercise: “Stepping on the foot-prints” by selecting a professional goal in a 5 years perspective.

- The concept of self-management skills was quite new to the participants, therefore the experience of this practical exercise was used in the better understanding of this concept. After the exercise the participants were asked to identify what personal and social skills they exploited and therefore what may be the self-management skills. Findings emerged from the participants showing the deepening on self-management skills.

- By using the conclusions of the participants, the trainers made a theoretical presentation on the self-management skills. Specifically we would like to mention that in both the exercise and the theory, there was a distinction between the internal and external barriers, since a person makes his decisions according to his personal skills, feelings, experiences, needs, self-image and readiness to act in certain circumstances. In other words, depending on the awareness and recognition of his personal and social skills.

6. Methodology of the Project.

After the realization of all the skills (personal, social and self-management skills) in a theoretical and experiential level, there was a presentation of the significance of the exercises of the toolbox, the way of their use and the expected impact for the successful implementation of a similar project.

7. Designing of a Project.

- Working groups: The participants were asked to return to the subgroups they had worked the previous day and discuss using the following instructions: “Think again of the situation, this group of young people you selected, is experiencing and then think of what is needed from them to change the conditions of their lives. Now, having in your mind the training concept of Pro-skills, design a project that appeals to this specific group of young people, answering the following questions: a) Where and how you will approach this group of young people? b) What goals you will set and how you will achieve them? c) Select an exercise from the “Toolbox” which will help you to reach your goal. d) What was the most important issue that emerged during your discussion?”

- Exercise “Fish Bowl”

We asked the four subgroups to send a representative to come to the center of the circle in order to form an inner circle and present their initial design, answering to the first three questions (a, b, and c). The remaining participants formed an outer circle and took the role of the young adult. We urged them to leave behind their previous role in order to act more spontaneously to the discussion of the inner circle and give their feedback. We also asked two participants to act as observers. Their task...
was to observe all that will happen in the inner and outer circle and especially the interactions between them, in order to give a feedback in the end.

**Step 1**: The representatives in the inner circle presented the work of their subgroups. At this point we asked for feedback from the outer circle.

**Step 2**: The inner circle, continued the discussion, by using the feedback of the outer circle. Once we felt that the discussion had been exhausted and they had reached to a point we asked again for a feedback from the outer circle.

**Step 3**: We asked first the members of the inner circle to tell how they felt during the process. Then we put the same question to the outer circle and at the end the observers gave their feedback by identifying key issues.

**Step 4**: Synthesis-commentary by trainers. Basically we tried to mirror some points as following: To what point of readiness seems to be the group in order to implement a project for young people. Which seem to be the needs of the target group and the respond to them. What basic questions, concerns and challenges emerged from the process.

**Step 5**: Finally we asked all the participants to record a question or a personal statement that they take with them for further reflection with stimulus the process they experienced.

8. **Evaluation**

The evaluation involved both quantitative and qualitative data for both the course content and the climate of the group. There were 2 qualitative evaluation sessions. At the end of the first day they were asked to place themselves in the room according to the mood they had before the end of the session. The room had been divided into four parts with the degrees poor - moderate – good – very good. All the participants expressed their feelings from good to very good for both the course and especially the warm climate in the group.

At the end of the second day of the evaluation was done with the exercise “Tree of fears and expectations”. The participants showed that the majority of the expectations were fulfilled except some of them that were to obtain new ideas for experiential exercises (1-2 persons). The majority of fears were not verified. Then the participants completed the project’s questionnaire and the seminar ended with the exercise “Network”.

**C) Results / Conclusion**

The training succeeded in a satisfactory degree. The objectives, according to which the seminar had been designed, were achieved due to the efforts of the trainers to tailor the training to the needs and experiences of the participants. The familiarization of the participants with the general theoretical background and the good atmosphere in the team allowed the deepening in the Pro-Skills project. At the same time emerged some general concerns about the needs and difficulties of the participants in their role as adult educators, mainly related to the approach and listening of the needs of the target groups. The participants occupied largely the approach of this vulnerable target group, noting that the stigmatization of experts does not help in its approach so it should be preceded by activities that cultivate climate of familiarity and trust with the target group.

All participants expressed positive views about the opportunity given to them to be together with colleagues and share their reflections on the subject of work. Although a large percentage of the content was familiar to them, the seminar was a good opportunity to give again meaning and deepen
to some methodological principles and techniques, to enrich their experiences, so they asked for a continuation of this kind of trainings and opportunities for more scientific meetings.

D) Remarks concerning the train-the-trainer concept / ideas for improvement

The idea that the training was applied by the scientific directors of the prevention centers to their colleagues, although it seemed initially difficult, because of the different role they had to play, was at the end effective. One of the reasons was that the scientific directors had a better knowledge of the needs of the group and the whole seminar was designed having in mind the experiences, knowledge, and their concerns.

E) Further remarks / specifics

The duration of such training should be exceeded in more than two days in order not to be so tiring for the participants. The theoretical framework is effective to follow the experiential work. It is also useful the trainers to exploit the experience and the conclusions of the participants themselves.

F) Photos
Pilot training of Utrip, Slovenia

A) Frame

Participants and specific targets of the training:

Among the trainees, there were most of those who are employed in the field of social work (Centre for social work). The target group they work with are individuals and families in financial distress, children and adolescents with problems in growing up, children deprived of a normal family life, people with difficulties in relationships, people exposed to violence, homeless, citizens during imprisonment and after, elderly who do not take care of themselves, people with mental health problems and others who need help and support to deal with their distress.

Two participants were representatives of the municipality. They are also responsible for financial support for different programs. One trainee works is in the field of adult education and one of the trainees in non-governmental organization.

Time frame and time schedule

We had some problems how to arrange training due to non-availability of our trainees. At the end we had to implement our training in one day. Training lasted all day (9 hours).

Time schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome by the Director of the Centre for Social work in Maribor</td>
</tr>
<tr>
<td>9:30</td>
<td>Introduction of participants</td>
</tr>
<tr>
<td></td>
<td>- 1. step: participants were asked to form groups according to similar</td>
</tr>
<tr>
<td></td>
<td>things they like</td>
</tr>
<tr>
<td></td>
<td>- 2. step: participants discussed specific issues in pairs</td>
</tr>
<tr>
<td></td>
<td>- 3. step: individual introduction</td>
</tr>
<tr>
<td>10:30</td>
<td>Background philosophy</td>
</tr>
<tr>
<td></td>
<td>- Discussion (- What do you think about the Pro Skills approach; Do</td>
</tr>
<tr>
<td></td>
<td>participants see the possibilities to use this approach in their work;</td>
</tr>
<tr>
<td></td>
<td>questions)</td>
</tr>
<tr>
<td>11:30</td>
<td>Social skills</td>
</tr>
<tr>
<td></td>
<td>- Theory</td>
</tr>
<tr>
<td></td>
<td>- Exercises: Social scene, Magic bamboo</td>
</tr>
<tr>
<td></td>
<td>- Reflection</td>
</tr>
<tr>
<td>13:30</td>
<td>Self-management skills</td>
</tr>
<tr>
<td></td>
<td>- Exercise: Open your fist</td>
</tr>
<tr>
<td></td>
<td>- Theory</td>
</tr>
<tr>
<td></td>
<td>- Reading Jorge Bucay’s story (“The doorman in the house”)</td>
</tr>
<tr>
<td></td>
<td>- Exercise: Stepping on the foot prints</td>
</tr>
<tr>
<td></td>
<td>- Reflection</td>
</tr>
<tr>
<td>15:00</td>
<td>Personal skills</td>
</tr>
<tr>
<td></td>
<td>- Theory</td>
</tr>
<tr>
<td></td>
<td>- Exercise: Life-size portrait</td>
</tr>
<tr>
<td></td>
<td>- Reflection</td>
</tr>
<tr>
<td>17:00</td>
<td>Discussion and evaluation</td>
</tr>
</tbody>
</table>
Trainers & location

The training was realised by our national trainers and project collaborators and coordinator, Matej Košir, Vladka Tonica, Raško Sojč and Vilma Kersnik. Vladka Tonica is family therapist, Vilma Kersnik and Raško Sojč work in the Centre for Social Work in Maribor, where our training took place. Both, Vladka and Vilma have years of experience in the field of informal education for young adults. Matej Košir from UTRIP was involved in both Pro-Skills projects and he presented the aims and the Pro-Skills philosophy.

B) Contents

Due to the lack of time of our participants we had to modify the Pro-Skills training. Our aim was to give our participants background of the Pro-Skills approach, theory and methodology.

The fact is that most of our participants do not practise interactive approach like Pro-Skills is. Problem is that the most “cases” are solved individually. We hope that we will change this situation as we know from the research that life skills educational models can be effective and in the long term participants can actually gain a lot from these kinds of approach.

The Pro-Skills training concept is clear and flexible and it is possible to use it within different cultures and target groups. Trainers can use it according to their experiences within their work with different target groups and organisational possibilities.

C) Results / conclusion

General feedback from participants was good. After analyzing the evaluation reports we realized again the importance of lifelong learning for everybody, especially for our target group. Participants liked very much the positive, safe and creative atmosphere. They were also satisfied with the trainers and the right amount of theory and different activities. Some of the participants pointed out that the training was important for them also from a personal perspective – not only form professional.

According to participant’s evaluation reports, more time is needed for all four parts of the training and more activities could be included. The philosophy and aims of the Pro-Skills training weren’t clear to some of the participants.

D) Remarks concerning the TTT-concept / ideas for improvement

First part of the training – philosophy – needs to be modified in order to make it clear for the participants of the training. And Pro-Skills training requires more time for participants to understand the aims, importance of life skills and Pro-Skills philosophy. Since this approach is not something usual in our participant’s work, we think it is necessary to add some additional material in toolbox – it is not enough to just to “play” different activities, the main and important aspect of activities is reflection. Participants would need some additional explanations and questions within every activity in the toolbox.
E) Photos

Magic bamboo

Open your fist

Life-size self-portrait

Introduction of training (director of Centre for Social Work Maribor)
EVALUATION REPORT

Eight partners of the European Pro-Skills project realised train-the-trainer courses on national level in different work fields. The courses which will be analysed in this report were realised between October 2012 and February 2013. Further courses will follow.

The following data is based on the total sample of participants who took part in these first courses on national level. Detailed results on the national trainings were provided to each project partner in separate reports.

In total, 136 participants took part in nine train-the-trainer courses on national level in eight European countries:

Table 1: Countries of sample

<table>
<thead>
<tr>
<th>Country</th>
<th>participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>44 (39+5)*</td>
</tr>
<tr>
<td>Germany</td>
<td>16</td>
</tr>
<tr>
<td>Greece</td>
<td>17</td>
</tr>
<tr>
<td>Hungary</td>
<td>12</td>
</tr>
<tr>
<td>Italy</td>
<td>11</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>13</td>
</tr>
<tr>
<td>Slovenia</td>
<td>11</td>
</tr>
<tr>
<td>Switzerland</td>
<td>12</td>
</tr>
</tbody>
</table>

* The course with 39 participants could not be evaluated.

Sample

As one course could not be evaluated, the sample of this analysis comprises 97 participants. 74% were women, 26% were men (figure 1). The age of participants was mixed: 24% were younger than 30 years, 38% between 30 and 40 years old, 26% between 40 and 50 years and again 12% older than 50 years (figure 2).

Figure 1: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>73.6%</td>
</tr>
<tr>
<td>Male</td>
<td>26.4%</td>
</tr>
</tbody>
</table>

Figure 2: Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 30</td>
<td>24%</td>
</tr>
<tr>
<td>30 - 40</td>
<td>38%</td>
</tr>
<tr>
<td>40 - 50</td>
<td>26%</td>
</tr>
<tr>
<td>&gt; 50</td>
<td>12%</td>
</tr>
</tbody>
</table>
The participants came from very different work fields (Table 2). 23% of participants work in the field of adult education, 21% in health promotion or addiction prevention, another 20% come from social work. The share of participants who work in initial or advanced training of staff is only 8.4% of sample. 25% of participants came from other work fields as there are leaders and trainers from NGOs & volunteer organisations, trainers from the field of sports and representatives of municipalities.

Table 2: Work field

<table>
<thead>
<tr>
<th>Work field</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult education</td>
<td>22</td>
<td>22.9%</td>
</tr>
<tr>
<td>health promotion / addiction prevention</td>
<td>20</td>
<td>20.8%</td>
</tr>
<tr>
<td>social work</td>
<td>19</td>
<td>19.8%</td>
</tr>
<tr>
<td>advanced training of staff</td>
<td>6</td>
<td>6.3%</td>
</tr>
<tr>
<td>employment / job centre</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>initial training of staff</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>others:</td>
<td>24</td>
<td>25%</td>
</tr>
<tr>
<td>leaders from NGOs &amp; volunteer organisations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trainers in sports in orthopaedic rehabilitation and sports for mentally disabled youngsters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>representatives of municipality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100%</td>
</tr>
</tbody>
</table>

Satisfaction with organisation & frame of training

The participants' satisfaction with the trainers and the atmosphere during course as well as with organisation in general was high (M = 3.8; range from 1: "very unsatisfied" to 4: "very satisfied"; figure 3). The information in advance was assessed little less, but still positive (M = 3.1).

Figure 3: Satisfaction with organisation & frame
Pro-Skills approach & training concept

The participants agreed with different aspects of the Pro-Skills approach and the training concept was high (figure 8). The trainees’ expectations to the course were rather fulfilled (M = 3.3; range from 1: "don’t agree" to 4: “totally agree”). They rather agree with the ideas of the Pro-Skills’ approach in total (M = 3.3) and rather assess the pedagogical approach as rather suitable for the work with socially unprivileged adults (M = 3.4). They rather agree that the concept fills a gap in adult education (M = 3.2). The participants see a chance to implement the Pro-Skills concept in their daily work (M = 3.1).

**Figure 4: Pro-Skills approach & training concept**

In the following, these items are analysed in consideration of participants’ work fields. The analysis of differences according to the participants’ age didn’t show significant results. Differences regarding the countries and respective training courses were discussed in the partners’ individual evaluation reports.

**Expectations fulfilled**

As can be seen in figure 9, respectively 44% of participants state that their expectations were totally or rather fulfilled. Figure 10 shows that participants who work in the initial or advanced training of staff show little higher agreement than staff from social work, health promotion, addiction prevention and job centres. Professionals from specific other work fields show they highest fulfilment of expectations. As the size of groups differs, these results are descriptive, but not statistically significant.

As to be expected, the participants report higher fulfilment of expectations if they have been satisfied by the information in the forefront of training (figure 11).
Figure 5: Expectations fulfilled

![Bar chart showing expectations fulfilled with 44% totally agree, 9% agree, 2% don't agree.]

Figure 6: Expectations fulfilled – differences by work field

<table>
<thead>
<tr>
<th>Work Field</th>
<th>Expectations Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>initial training of staff</td>
<td>3.5</td>
</tr>
<tr>
<td>advanced training of staff</td>
<td>3.5</td>
</tr>
<tr>
<td>adult education</td>
<td>3.3</td>
</tr>
<tr>
<td>social work</td>
<td>3.0</td>
</tr>
<tr>
<td>health promotion / addiction prevention</td>
<td>3.0</td>
</tr>
<tr>
<td>employment / job centre</td>
<td>3.0</td>
</tr>
<tr>
<td>others</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Figure 7: Expectations fulfilled – differences by work field

<table>
<thead>
<tr>
<th>Satisfaction with Information in Advance</th>
<th>Expectations to the Course Were Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>very satisfied</td>
<td>3.58</td>
</tr>
<tr>
<td>rather satisfied</td>
<td>3.28</td>
</tr>
<tr>
<td>rather unsatisfied</td>
<td>2.94</td>
</tr>
<tr>
<td>very unsatisfied</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Pilot trainings Train-the-Trainer
Agreement with concept in total and with pedagogical approach

Figures 12 – 14 show the participants agreement to the Pro-Skills concept in total and to the pedagogical approach. 90% of participants agree with the Pro-Skills concept in general, half of them totally, half rather. In tendency, we find the same differences between the work fields than before: especially professionals working in initial training of staff and staff from specific other work fields show little higher agreement to both concept and pedagogical approach. Personnel of employment and job centres show little higher agreement to the concept in total than to the pedagogical approach.

Figure 8: Agreement with concept in total

![Figure 8](image8.png)

Figure 9: Pedagogical approach

![Figure 9](image9.png)

Figure 10: Agreement with concept in total / pedagogical approach

![Figure 10](image10.png)
**Concept suitable for adult education / fills gap in adult education**

87% of participants access the concept as suitable for adult education and the work with socially unprivileged adults (figure 15). 80% of the answering participants agree that Pro-Skills fills a gap in adult education, but the share of total agreement is little lower than concerning the suitability (figure 16). 18% of professionals don’t agree with this statement.

Distinguishing data for different work fields, again a higher agreement is seen for persons working in staff training and for the specific other work fields (figure 17). Participants working in adult education agree with the suitability of the approach, but they don’t agree that Pro-Skills fills a gap in their work field.

**Figure 11: Suitable for adult education**

**Figure 12: Gap in adult education**

**Figure 13: Approach is suitable / fills a gap in adult education (by work field)**

- initial training of staff: suitable 3.5, fills a gap 3.5
- advanced training of staff: suitable 3.3, fills a gap 3.3
- adult education: suitable 2.9, fills a gap 3.4
- social work: suitable 3.2, fills a gap 3.1
- health promotion / addiction prevention: suitable 3.1, fills a gap 3.1
- employment / job centre: suitable 3.0, fills a gap 3.0
- others: suitable 3.6, fills a gap 3.7
Implementation in daily work

34% of participants see the chance to implement the Pro-Skills concept in their daily work, 45% rather agree with this statement (figure 18). 21% don’t see the chance to implement the concept. Looking at the different work fields the participants come from, the same tendency appears (figure 19): Specific other work fields as well as professionals involved in staff training show this highest agreement to this item. Again staff from adult education shows agreement on middle level.

Figure 14: Implementation in daily work

![Implementation in daily work](image)

Figure 15: Implementation in daily work (by work fields)

<table>
<thead>
<tr>
<th>Work Field</th>
<th>Total Agree</th>
<th>2 Don't Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>initial training of staff</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>advanced training of staff</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>adult education</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>social work</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>health promotion / addiction prevention</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>employment / job centre</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td>3.7</td>
<td></td>
</tr>
</tbody>
</table>
Open comments

In the second part of the evaluation questionnaire, the participants were asked to express in free comments their opinion to the following aspects of training:

- Critics to the approach
- Attitude concerning basic skills for Lifelong Learning
- What was good?
- What didn’t suit you?
- Further comments

In the following, we give an overview on the participants’ feedback and tables in the appendix list the most frequent remarks. As some comments were very specific to the respective training, these listings do not claim completeness.

Critics to the approach

The participants were asked to express their critics to the Pro-Skills’ approach. Most comments focused on the final target group of concept: Some participants criticised that the concept is focused on groups and not for the work with individuals. Two persons criticised the definition and concept of social disadvantage; others doubt that it is possible to reach and teach this target group. Some comments question the training of adults and prefer training basic skills with children and youngsters; one person doubts that it is possible to develop basic skills in adults who already obtain certain attitudes. Some participants fear that members of the target group might not appreciate this kind of approach.

Further comments concern organisational matters. For some participants, the time frame of training seems too short. Two persons state that the approach needs safe environment, long time and good trainers – conditions that are difficult to find in traditional educational settings. Another participant asks how to finance the trainings.

There were lots of interesting single comments. Some participants remarked that they are not yet able to assess the approach because of much new information and impressions. Three persons strengthen the importance of building the basis of being a trainer. Two participants explicitly stated that they would need more training before they would feel able to realise it themselves. Another person remarks that the basic idea is good, but not innovative.

Attitude concerning basic skills for Lifelong Learning

In a next step, participants were asked what they personally think about basic skills for Lifelong learning, especially regarding the target group of socially unprivileged adults.

Many comments strengthen that basic skills are important and essential for learning and for life in general, others assess the concept as useful and effective for the target group unprivileged adults. Two participants state that basic skills often are neglected in adult education.

Further remarks express that it is important to create conditions for self-empowerment, based on self-evaluation and self-confidence, that the access to the final target group is the first important step, that is as important to change the surrounding as to train people and that humans from all social levels would benefit from this kind of training. One participant states that training basic skills in adults is not a little task but a challenge.
What was good? What didn’t suit you?

The participants got the chance to express what they liked and what didn’t suit them regarding the train-the-trainer course.

Positive feedback was especially given to the active character of training and the exercises. Many people liked the mixture of theory and practice, got new ideas and new methods. One person explicitly expressed that the exercises help to understand the intention of approach. Some persons lauded the flexibility of approach and the possibility to adapt the interventions to special contexts and target groups.

Further comments focus on more organizational aspects of the courses. Many participants mentioned the group and training atmosphere as positive. Others lauded the trainers and the fact of having a team of trainers. The organization of the courses in general was mentioned as well as the occasion to network, get new contacts and exchange with other professionals.

Single remarks mentioned personal growth by attending training, reflection and new inspiration. One participant enjoyed the training because of “really being me”.

Beside others, critics concerning the training focused on the amount and kind of theory, but the critics differ: while some participants criticised too much theory and to deep elaboration, others would have preferred more extensive theory as some people were not familiar with terms and approaches. Some participants would have liked a longer course. Two persons criticised the destructive behaviour of other participants.

Two participants state that they even in the end of the training didn’t catch the point of the approach. One person explicitly mentioned that she/he didn’t like the self-expressing exercises, another suggests realizing the exercises with members of the final target group while participants of the train-the-trainer course observe it.

One person states that more time is needed to evaluate if the approach fits the reality of socially disadvantaged persons. One person sees difficulties to integrate the approach in traditional work fields.

Conclusion

All in all, the overall evaluation of the national pilot train-the-trainer courses shows good results. It is based on a sample of 97 participants from eight European countries. Unfortunately one bigger course was not evaluated.

The participants were mixed from different work fields; especially the fields of adult education, health promotion and addiction prevention and social work were represented as well as NGOs, volunteer organisations and sports. These are the fields the core partners come from and at the same time the fields which were aimed on as target groups for the train-the-trainers concept.

The participants’ satisfaction with organisation and frame of the training was high. The satisfaction with information in advance got lower (but still positive) ratings in total and for all single trainings. Although the participants were provided with the basic Pro-Skills manual and the background philosophy in the forefront of training, there seems to be a lack of information or rather a lacking fit in extend of information (maybe too little information in cover letter, too much information in manual and philosophy).
Most of participants’ expectations in the training could be met and only few persons express that their expectations were rather or totally not fulfilled. It could be seen that professionals who are already used to train staff as well as participants from NGOs and sport organisations express a higher fulfilment of expectations than professionals who work in social work, health promotion or job centres. Experienced trainers seem to set the focus more on the train-the-trainer aspects while professionals from the target workfields seem to anticipate more the work with the final target group. This aspect fits some feedback in the open comments that concern the final target group, the work in public agencies and else.

Beyond this argumentation, the analysis simple shows that persons who were satisfied by the information in advance show higher fulfilment of expectations. It seems to be very important to realise a good preparation of the course and adapt content and extend of forefront information to the kind and needs of participants.

In total, a high agreement with the Pro-Skills approach and the train-the-trainer concept could be reached. The majority of participants agreed with the basic ideas of the approach, assessed it as suitable for adult education and the work with socially disadvantaged adults and agree that Pro-Skills fills a lack in adult education. Again professionals working in initial and advanced training of staff show little higher agreement than persons working in target workfields like social work, health promotion and employment market who especially question the feasibility of approach in all-day life. Personnel from adult education agree with the pedagogical approach, but they see less need for a new training concept.

The active character of concept got lots of positive feedback in the open comments. People liked the mixture and alternation of theory and practice, and most participants also liked the exercises as they helped understanding the central aspects of approach. Only few persons state that they felt uncomfortable with the self-expressing activities. One participant even suggests realising the exercises in the train-the-trainer course with members of the final target group so the trainers could observe the activity. Experiencing the exercises and their effects seems to be an important and at the same time a critical aspect that has to be handled carefully.

Additionally a share of participants expresses additional benefit in terms of personal growths, gaining new inspiration and skills and similar aspects. One person enjoyed the training because of “really being me”, which is a nice individual expression of one aspect the concept aims on. It needs the precondition of a good and safe training atmosphere, which was mentioned by several participants as well.

Beside others, critics focused on organisational aspects of the trainings. Several participants would have liked a longer training and more time for discussion. This fits the feedback of some persons that more time is needed to evaluate and assess the approach and check its feasibility in all-day work. Most other critics differed: some persons criticised too much theory, others would have preferred more extensive theory, as they are not familiar with the terms and approaches. Finally it can be said that the group of participants should not be too heterogeneous and should possess a similar amount of background knowledge.

Further critics expressed in the open comments especially focus on the final target group of the basic Pro-Skills courses as well as on organisational matters and aspects of feasibility. This might refer to the fact that Pro-Skills aims on being an open approach which provides ideas and tools to several work fields in contact with socially disadvantaged adults, being flexible and adaptable. Critics and further open comments show that Pro-Skills is an approach that differs from others and from traditional settings of learning and social work. For professionals who first get in contact with the approach, this might raise barriers in the implementation and realisation of concept.
As the open comments show, single persons were very critical, do not agree with the approach or did not catch the central aspects of the concept. Others mentioned critical aspects that need to be checked in their daily workfields. As the project partners agreed in their basic discussions and fixed in their background philosophy, Pro-Skills should only be realised by professionals who agree with the approach and feel convinced by its basic principles. Thus the aim of the train-the-trainer courses is not to persuade all participants but to lead them to a critical scrutinizing of approach as a basis for a decision for or against it. This aim seems to be reached, and in consideration of this, the high agreement of participants is even more a positive result.

Nearly 80% of participants at least rather agree in seeing the chance to implement Pro-Skills in their daily work. Again experienced trainers and staff from NGOs and sports reach a higher agreement than professional from social work, health promotion and job market.

In a first step, the high agreement of participants in the Pro-Skills approach and the positive feedback concerning its implementation in the participants’ daily workfield is a positive result for the national trainings. It shows that the organising project partners succeed in inviting the right persons as participants in the pilot trainings.

At the same time, the positive feedback of professionals from adult education and the target fields working with socially disadvantaged persons confirms the need for an approach like Pro-Skills and the necessity of focusing on the support of socially disadvantaged adults at all.