



## InART2DiverCity Project

Introducing Cultural Diversity of European Cities to Youth  
(Agreement N°: 2018-1-CY02-KA205-001200)

# THE STRUCTURE OF THE “TRAIN THE TRAINERS” GUIDEBOOK

## 1. Desk research findings:

While conducting a desk research regarding the structure and contents of the guidebook we have been focusing on the purpose of the guidebook, which should serve as a toolkit for trainers containing particular guidelines. The contents of the AP served as a base line for the structure development as we tried to include all relative topics in order to obtain the most functional and elaborate structure. We analyzed several manuals and guidebooks to obtain valuable input in terms relevant structure and contents, and have focused on the following:

Quality guide to the non-formal and formal learning processes (Sustainable Environment for the Evaluation of Quality in E-learning, October 2004) - <a href="http://www.menon.org/wp-content/uploads/2012/11/SEQUEL-TQM-Guide-for-informal-learning.pdf">http://www.menon.org/wp-content/uploads/2012/11/SEQUEL-TQM-Guide-for-informal-learning.pdf</a>
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Non-formal Learning Handbook for Volunteers and Volunteering Organisations (Volunteers at the Interface between Formal and Non-formal Education, May 2017) - <a href="http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf">http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf</a>
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Learning Zone Guidebook (Facilitating language learning of adult migrants in the host country, June 2018) - <a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1936/LEARNING%20ZONE%20GUIDEBOOK_EN.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1936/LEARNING%20ZONE%20GUIDEBOOK_EN.pdf</a>
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The contribution of youth work to preventing marginalisation and violent radicalisation (A practical toolbox for youth workers and recommendations for policy makers, 2016-2018) - <a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1742/NC0217992ENN.en.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1742/NC0217992ENN.en.pdf</a>
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Experiential Lab: Child rights programming and nonviolent community development (Erasmus+ Mobility of youth workers: training course) - <a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1637/Booklet_Experiential%20Lab.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1637/Booklet_Experiential%20Lab.pdf</a>
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Manuals and guidebooks that were subject of our analysis have common indicators, moreover their purpose references the same long-term goals as our common project.

Selected guidebooks, toolkits, manuals feature following characteristics:

- all toolkits / guidebooks are illustrative examples of clear structure,
- all toolkits / guidebooks are directly addressing field of youth work,
- all toolkits / guidelines offer examples on how to implement informal learning process and trainings regarding relative topics,
- many toolkits / guidelines contain practical activities and approaches that can be used in informal learning process, but also examples of good practices and case studies,
- almost all toolkits / guidelines contain the following chapters:
  - where the main concept and ideas are reflected after the verified use,
  - where examples of good practices are represented and
  - Benefits of implemented innovative approaches are mentioned.

The above mentioned publications represent a good starting point for creating a new, innovative toolkit involving topics of our project. Our proposed structure reflects all main points that were common to all analyzed resources and we deem relevant, moreover it includes all relevant topics of future intellectual outputs. The structure takes into account the purpose of the toolkit, it aims, intended target groups and non-formal learning methods to achieve set goals.



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### 2. Proposed Structure / Contents:

<b>0</b>	<b>Table of contents</b>
<b>1</b>	<b>Introduction (executive summary about the project)</b>
<b>2</b>	<b>About the toolkit</b>
2.1	Purpose and aim of the guidebook
2.2	The context and structure
2.3	How to use the guidebook
2.4	Target groups
<b>3</b>	<b>“Smart Culture” Learning Process and its outcomes</b>
3.1	“Smart Culture” concept approach
3.1.1	“Smart Culture” in the field of fine arts
3.1.2	“Smart Culture” in digital era in relation to European Cultural identity
3.2	Intercultural communication and cultural diversity
3.3	The need of continuing trainer’s professional development in fine arts
3.4	Learning opportunities and outcomes
<b>4</b>	<b>Quality of non-formal education and gained competences</b>
4.1	Relevance of non-formal education
4.1.1	...for trainers
4.1.2	...for trainees
4.1.3	...for society
4.2	Key competences of trainers and trainees
4.2.1	Importance of transversal key competences
4.2.2	Importance of cultural awareness
4.2.3	Importance of safeguarding cultural diversity
4.3	Increasing democratic resilience
4.4	Increasing critical artistic expression of young people
4.5	Focus on creativity and innovation
<b>5</b>	<b>Learning objectives of experiential learning</b>
5.1	Experiential Learning Theory
5.1.1	Experiential learning guidelines and essentials





# InArt2DiverCity

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5.1.2	Checkpoints and recommendations
5.2	Reducing youth unemployment by improving arts and cultural educations
5.3	Identifying needs of young VET Fine Arts students
5.4	Identifying needs of young Art professionals
5.5	Paying attention to educational and training needs of the specific sector
<b>6</b>	<b>Methods and activities</b>
6.1	Alternative Pedagogical Methodology
6.2	Training practices for trainers
6.3	Selected methods and activities
6.4	Universal guidelines for training of Art in VET
<b>7</b>	<b>Experimenting with Learning Zones</b>
7.1	Developing a cultural map with common points
7.2	Demonstration of the gained knowledge by sharing ideas
7.3	The benefit of experiential learning and concept of “Smart Culture”
<b>8</b>	<b>Examples of Good Practices regarding fine arts in VET education</b>
8.1	Learning by doing – good practice examples
8.1.2	Cyprus
8.1.3	Greece
8.1.4	Italy
8.1.5	Spain
8.1.6	Slovenia
<b>9</b>	<b>Reflections and Conclusion</b>
9.1	Uniqueness of the project
9.2	Impact
9.2.1	...at the targeted level
9.2.2	...at the generic level
9.3	Further references
Appendix 1: Abbreviations and Acronyms	
Appendix 2: Resources and References	



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