COMETS 2018

Understanding and Facilitating Individual and Group Learning Processes

Training course
2nd to 8th May 2018 | Vienna, Austria
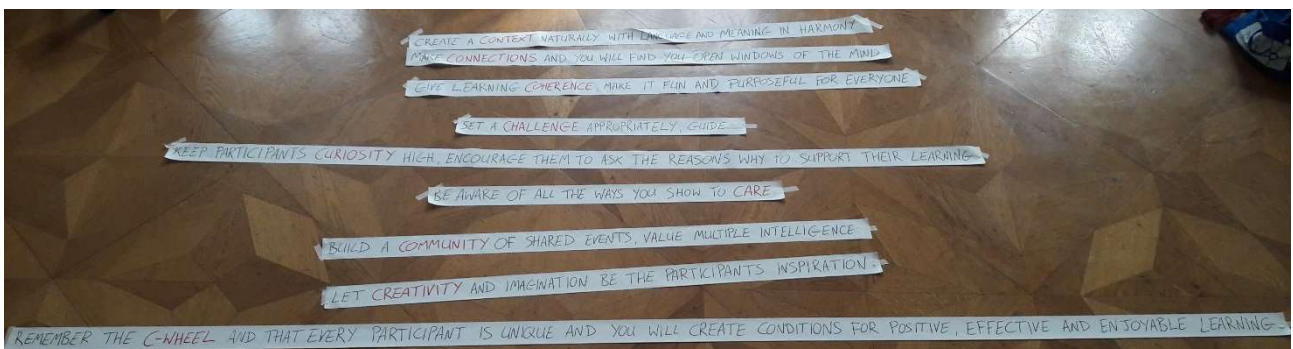
Team report
By Alexandra Beweis and Nik Paddison

ETS and COMETS

In the context of the European Training Strategy (ETS), SALTO Training & Cooperation Resource Centre (SALTO T&C RC) developed the Competence Model for Trainers Working at International Level - www.salto-youth.net/trainercompetences

As a tool to reflect on and work with and on the competence model, the 'COMETS training courses' were developed as a support for trainers in their competence development, each course focusing on one competence area of the above-mentioned model.

More concretely, the COMETS courses follow a training for trainers' format which will, in the forthcoming years, provide trainers, being advanced[1] in the implementation of international trainings for youth workers, with opportunities to come together to reflect upon, discuss and develop further on different competence areas of the ETS competence model.

The general aims of the COMETS training courses are:
- To contribute to quality development of youth work and of training practice in the field;
- To put the ETS competence model into practice;
- To support National Agencies and other youth sector organizations in working with trainers on competence development;
- To contribute to the professional development of trainers in the field.

The Intentions of COMETS

COMETS training courses intend principally to offer trainers a space to reflect, exchange and contrast their practice and understanding with regard to a certain ETS competence area. The main purpose is to enable participants to take further steps in their professional practice.

The COMETS courses respond to a strategy developed by Erasmus+: Youth in Action Programme National Agencies and SALTO T&C RC to provide opportunities for trainers to develop their competences according to their needs and needs of training providers like National Agencies. For more information:
www.salto-youth.net/trainercompetencedevelopment

---

1 In the context of COMETS, 'advanced' means that the trainer-learner has the capacity to direct his/her own learning and in particular, the ability to self-assess his/her own competences.

The Principles of COMETS

No matter the focus on each course, COMETS are all based on a series of principles, which are:
- Awareness: me – the group – the field – the context;
- Readiness to question and to review practice;
- Readiness to stretch boundaries;
- Being explicit about choices as trainers;
- Integrity: Walk the talk!
- Giving space to the whole person: body - mind - soul - heart;
- Awareness: Being here as learner in a community of learners;
- Giving to Caesar what's Caesars': acknowledging [re]sources of practice.

Understanding and Facilitating Individual and Group Learning Processes

Description

Understanding and Facilitating Individual and group Learning Processes encompasses the following competences:
- Selecting, adapting or creating appropriate methods
- Creating a safe, inspiring learning environment
- Support learners in identifying and meeting their learning needs and overcoming any barriers
- Understanding and facilitating group dynamic in a way that is conducive to different ways of learning
- Stimulating active participation, motivating and empowering learners
- Effectively managing one's own emotions in training situations; respecting ethical boundaries visa-a-vis learners
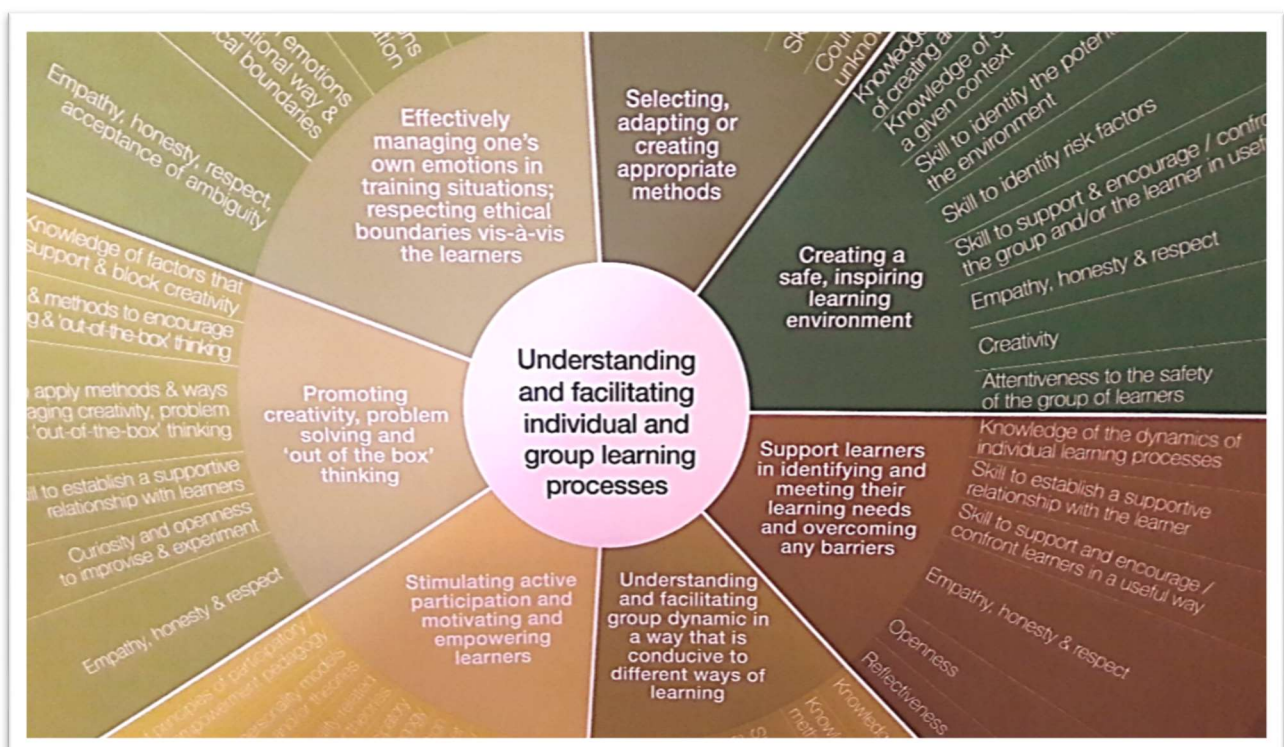
Intentions

Taking the above into account, the intentions of the course are, amongst others:
- To reflect upon dimensions such as empathy, respect, and honesty in a learning context and process;
- To work on the attitudes of trainers and learners with regards to authenticity, openness, and curiosity;
- To reflect on and explore the limits and boundaries of learners;
- To explore ways to stimulate, support, and empower learners, individually and as a group

COMETS training courses intend principally to offer trainers a space to reflect, exchange and contrast their practice and understanding with regard to a certain ETS competence area. The main purpose is to enable participants to take further steps in their professional practice. In that sense, COMETS is more a 'learning experience' than a training course stricto sensu.

This COMETS was hosted by Interkulturelles Zentrum, the Austrian National Agency of Erasmus+: Youth in Action programme, in cooperation with SALTO Training and Cooperation Resource Centre, in the frame of the European Training Strategy.

Day 0

Welcome Evening
Welcome word by the hosting National Agency and SALTO Training & Cooperation were followed by some first getting to know each other activities.

Names
As a start three round of names were done – first only the name, second the name and the country where people live, third the name the country where people live and the organisation they work for/represent.

Woolly Me! (description)
Each participant receives 3 pieces of wool (approx. 1m in length)
Participants tie the 3 pieces to one of their wrists.
Trainer asks a question and participants find a partner, tie one of their string to their partners and both answer the question.
Trainer asks a second question and each participant finds a new partner, then a third question and a third partner.
After the three rounds of questions the trainer asks the group to reform a circle (or almost circle - some participants will be stuck in the middle)

The 1 Million Dollar Question!
"What is your ultimate question about the course or for the course or for the group?"
   - a doubt
   - a fear
   - a need

Participants wrote their question on a Million Dollar note (sign it) and put them in the middle of the room. Once all written, the trainer read the questions aloud – some could be responded to while others needed to be addressed in time. They hung on a washing line for people to answer during the week

Photos for Learning Boards
Through the evening, each participant had been taken their photo and was invited to choose one of the learning boards provided and add their photo there.

After a short reminder on practicalities and house rules, snacks and drinks rounded up the evening.

Day 1

Introductions

We started the day with an official welcome by the organisers and SALTO Training & Cooperation, followed by:

- A short introduction of the Competence Area and the special focus of the Model on attitudes thus COMETS not being a tool box training but working more on reflection and competence development
- A presentation of the programme and how it relates to the Competence Area
- The reflection process consisting of three main elements; the Reflection Diary, the Personal Learning Boards and the Learning Support Groups.

ETS and the Competence Model

SALTO T&C RC (Gisele) presented the European Training Strategy and the Competence Model for Trainers, which included:

- ETS history and background
- Development of the Competence Model for Trainers
- Development of the Competence areas
- Role of ETS and various opportunities arising from it (e.g. linked to the Competence Model for Youth Workers – YOCOMO 1 in Italy)

COMETS Principles

Nik presented the COMETS Principles through a buzz groups technique. Each Principle was read in turn and then members of the group would buzz with their neighbour on what this particular Principle means to them in the context of being a trainer and their learning experience this coming week.
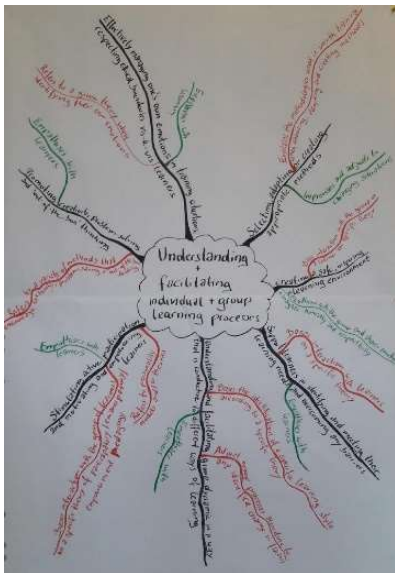

Needs Assessment

Alex presented the summary of the Needs Assessment done by the participants prior to the COMETS Training (the top 3 negative and positive) of the findings from the self-assessment were presented through the giant mind map. Participants were asked to discuss in groups what resonated with them, how they see their own position in relation to the overall summary and what would be three things they take out of this and think is important for our journey of this week.

Storytelling! and Personal Learning Boards

Participants were asked to create a poster with the title 'Me as a Trainer', answering the following questions:

- This makes me laugh/happy about being a trainer
- This keeps me going
- This was my turning point in becoming a trainer (here I started to call myself a trainer)
- This question/challenge is currently in my head
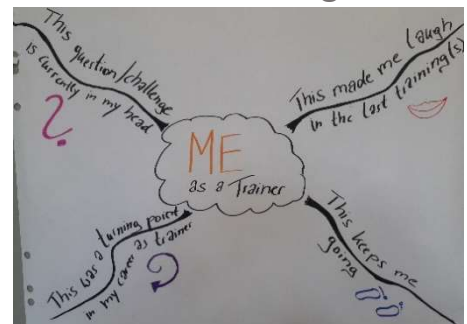
Participants had 90 seconds to present their poster, they then stuck their posters to the 'background' section of their personal learning boards. In addition, participants were then

asked to create their personal motivation for this week from the reflections done so far and add them to their personal learning board.

Trainer Types and Roles

The following trainer types were put on the floor:
- Leader
- Expert
- Entertainer
- Educator
- Coach
- Mentor
- Facilitator
- Other...

The participants were asked to stand by the paper they felt they most connected with according to their style. Activist was added by one of the participants and this featured for several of them. The different types of trainer were discussed. At the next step – the roles of trainers were added to the floor: Time Keeper, Coordinator, Recorder, Leader, Connector, Harmonizer… Participants discussed how they felt about the roles and if they applied to them and how much of their time do they have with one or the other role….

Reflection - Learning Support Groups

The participants were introduced to Learning Support Groups – they were asked to make trios. Each trio went through three stages – each group was free to define their own timing and come back to the trainers to collect the questions for the next stage whenever they felt they were ready for it:

Stage 1 - General Questions;
- How do I use reflection groups in training experiences i run?
- What does reflection mean to me?
- List different methodologies I use?
- What do I honestly think about reflection groups?
- What is the purpose of the reflection group in a training
- course?
- What actual benefit do the participants take from this?
- How do I use reflection groups?
- How effective are the reflection groups that I impose on the participants I work with?
- What are the results of such reflection groups? (what feedback do participants relay back to you)

Stage 2 - Learning Support Group;
This learning support group will meet every day…
- What is the purpose of this group for you this week?
- How do you want to use the group?
- How do you want to use the time allocated?
- What approach do you want to take?
- How will you meet all three partners' needs?
- What methodologies could you use?

Stage 3 - LSG Day 1;
- Now do what your group decided to do in step 2.

Day 2

Reflection Diary and Learning Boards
Participants had time to reflect on the previous day, write, draw, bullet points, and record experiences, feelings, emotions, thoughts from the previous day. They could record these or keep them to their own minds, and had time to fill in the daily parts of the Learning Boards.

## Learning: Why, How, What do we learn? Triggers, Barriers, Support
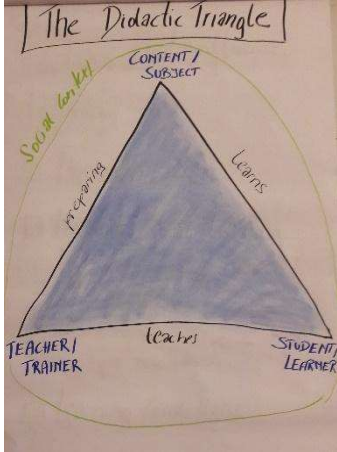
Alex gave a short introduction on the Didactic Triangle and its use in education. Participants then created their own didactic triangle thinking or of a very typical or of a challenging training setting that they work(ed) in. They were told that in the end they do not have to share their triangle in plenary, so it can be very personal. They then shared in pairs their experience with this exercise and later on we opened the floor in plenary for any insights and findings they wished to share.

As a next step Alex introduced a set of Didactic Principles and participants were asked how this relates to their practice – after some clarifications and discussion in the group every participant was asked to choose the Principle they considered most important for their practice. Interestingly 'Holisticness' and 'Self-Directed Autonomy' rated as highest, while 'System and Consequence' received no votes.

Learner Types/Styles:
Alex presented the matrix on motivation (extrinsic – intrinsic, habitual – actual) and linked it to theories on Learning Milieus and a concept on multidimensional learning by Siegbert A. Warwitz.

Small groups then each received a case study/learners profile and had to identify where on the graphic their 'learner' would be and how they would approach facilitating the learning of that particular person.
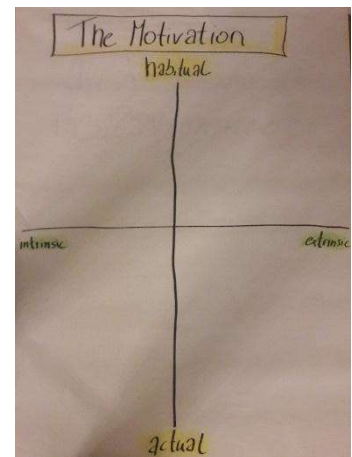
Creating the Conditions for Learning
Nik introduced the concept of the 'C'-Wheel by Carol Read[2]. The 'C'-Wheel consists of 8 words beginning with the letter 'C':
- Create a **context** naturally with language and meaning in harmony
- Make **connections** and you will find you open windows of the mind
- Give learning **coherence**, make it fun and purposeful for everyone
- Set a **challenge** appropriately, guide
- Keep participants **curiosity** high, encourage them to ask the reasons why, support their learning
- Be aware of all the ways you show to **care**
- Build a **community** of shared events, value multiple intelligence
- Let **creativity** and imagination be the participants inspiration

---

[2] C-Wheel - © Carol Read www.carolread.com

The participants were divided into 8 groups, each group received one of the words. Each group then had to explore the meaning of the word for them in the context of their work. Each group received the line of the 'C'-Wheel poem part way through their discussions.

At the next stage, the groups were asked to now explore their word as a character. Meaning if this word was a trainer what would the characteristics of this trainer be? They were asked to imagine the characteristics, the looks, background, upbringing, likes and dislikes, what drives them, etc.

Once this was completed the groups were asked to answer a set of questions as their word character regarding how their character thinks and feels about training, the learning environment, emotional learning space, and the physical space, etc.
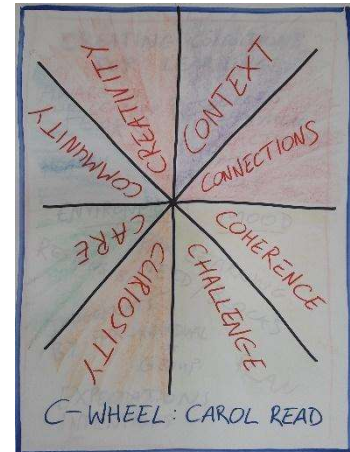
The whole group then came together (trios sitting together), to hold a discussion with the other 'word' characters:
- What do you contribute to the creation of conditions for learning?
- Listening to the other words, do you connect to any of the other words, if yes, how?

Adapting & Improving: Exploring Approaches & Methods

For the final stage, participants were asked to take 8 pieces of paper and write one of the 'C' words on each paper and divide the paper in half – strengths on left and weaknesses on right. They should then sit on the floor with the papers around them.

Questions:
- how do I adapt myself to different situations as a trainer + and -?
- how creative am I to different situations as a trainer + and -?
- how well do I improvise in my work as a trainer + and -?
- what are the + and - of my approach regarding each of these 'C's?
- what methods / approaches am I using to achieve each one of these 'C's?
- how can I improve in these different areas?

Learning Support Group

The learning support groups met to discuss and or reflect on their day.

Day 3

Reflection Diary and Learning Boards
Participants had time to reflect on the previous day, write, draw, bullet points, and record experiences, feelings, emotions, thoughts from the previous day. They could record these or keep them to their own minds, and had time to fill in the daily parts of the Learning Boards.

Inspiring, Stimulating and Motivating the active involvement of participants
This session focussed on 'participation'. A set of questions related to the issue were posed to the group for reflection:
-   what drives a participant (positively / negatively)?
-   how to connect with this?
-   how to engage as many as possible?
-   how to engage the ones who are out – by choice or by nature?
-   what is participation?
-   how do you measure participation (can it be measured)?

The Lack of Inspiration, Stimulation and Motivation to Participate
The participants were divided into groups of 6. They were asked to share stories / experiences regarding participants involvement or lack of and list the different examples that are perceived to reveal a lack of: motivation - active involvement – stimulation.

Participation Issues (Problem Tree)
In pairs, they were asked to choose some of the issues highlighted in the previous group and to analyse each issue using the problem tree concept. The trunk was behaviour, the roots were cause/drivers of the behaviour and the branches were the consequences.
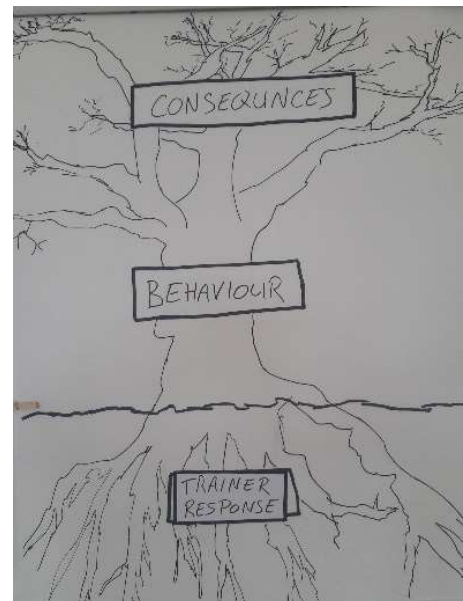
Solution Tree
Participants were then asked as individuals to take one of the 'problem tree's they worked on and now analyse it according to the 'solution tree'. They needed to write down as many solutions as they can think of in 1 or 2 sentences each. Then explore the consequences of such solutions. They then returned to their pair to share the trainer responses and consequences. Then back to the original groups of 6 to share key issues, responses and key points of learning.

Mid-Term Evaluation
Based on a short 'Flashlight' concept the trainers asked the following questions in the plenary for the participants to respond to:
1.   My level of confusion right now?
2.   My level of understanding of connectedness between the sessions and the competence model?
3.   My level of connectedness between COMETS and my own practice?

Learning Support Group
The learning support groups met to discuss and or reflect on their day.

Day 4

Reflection Diary and Learning Boards

Participants had time to reflect on the previous day, write, draw, bullet points, and record experiences, feelings, emotions, thoughts from the previous day. They could record these or keep them to their own minds, and had time to fill in the daily parts of the Learning Boards.

The Group: Mechanisms, dynamics and emotions

As a general introduction into the topic of Group Dynamics six models/aspects related to group work and group dynamics were placed around the room.

- Forming, Storming, Norming, Performing, Adjourning
- Roles
- Rules and Norms
- Relations
- Conflict
- Competence Model with indication which area we are talking about

Participants in groups of 3 or 4 had approximately 5 minutes per model to explore it producing animated discussion in the little groups walking around. After the Gallery Walk there was room in plenary to share impressions, findings and thoughts.

After this first getting into the topic, every participant got three pieces of paper and was asked to fill it with the three main concrete questions/challenges he/she has concerning the dynamics of the group. In three rounds participants then found a partner and asked one of their questions and vice versa – once the partner has given answers and there was a time to discuss, they brought the question and their answers to a big board in the plenary room and pinned it there. While participants worked in their pairs, the trainer team clustered the questions and answers and gave the clusters headings.

At the end, the trainers presented the boards with the clusters they had found and the group had a chance to comment and discuss. The exercise produced an interesting and useful collection of possible interventions and ways to tackle the raised issues. Participants expressed the wish to type all the answers and collect them on the drive – this was done and was available for the participants on the Google drive they set up for the purpose.

Me, Myself and I

Participants were given a 'drivers test' for them to explore their working style and approach. Each participant filled in the form and then calculated the result. Each person then had time to analyse what this means for themselves.

Next they were asked to form groups of 4 bringing together different dominant styles and to reflect back on the previous sessions of the week, exploring the questions;

- What does this say to my understanding and facilitating of learning?
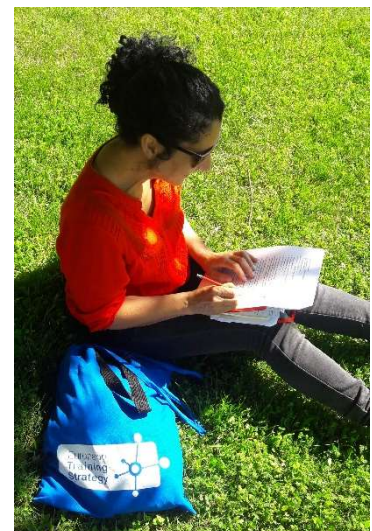
-   How do I connect this concept with my work and people I work with…?

They talked about self and style in relation to...
-   emotions
-   integrity
-   limits
-   annoyances
-   happiness
-   anger
-   sadness
-   needs

Learning Support Group
The learning support groups met to discuss and or reflect on their day.

Day 5

Reflection Diary and Learning Boards
Participants had time to reflect on the previous day, write, draw, bullet points, and record experiences, feelings, emotions, thoughts from the previous day. They could record these or keep them to their own minds, and had time to fill in the daily parts of the Learning Boards.

Trainers Piazza
The participants had been asked to come up with topics and or workshops for the trainers' piazza.

Round 1
- Sexual safety - how to work with delicate and sensitive subjects with young people
- Qualities of a Trainer - Core Quadrant theory
- Creativity Tools - out of the box thinking
- Competence Frameworks Reflection and Action Tools

Round 2
- Non-Verbal Sign Language - discussing and designing non-verbal signs for use in facilitating discussions
- Experimentation - how much can we experiment with groups (tools, methods, approaches) in order to develop the quality of our work?
- Music - discussing the different kinds of music trainers use in their courses, sharing of music
- Communication and Cooperation - a model for learning how to express your bad / negative experiences (emotions and feelings) with your partner

Round 3
- Empathy - open discussion, what is it and how do we improve it
- Dice Game - A method for exploring different learning goals
- Body geography

Harvesting from the Week
Motto Goals[3]. Thirty images of paths and pathways were displayed on the floor of the plenary room, the trainer introduced the theme; 'My future path in understanding and facilitating learning". Based in this participants were asked to move around the room and choose an image that 'spoke' to them. They all quickly chose their image and were the divided into teams of three. Participants now were asked to share associations in their trio - One person held up their image, one person said everything that he/she associated with the person, the image and the question in mind - the third person wrote it all down.

---

[3] by Maja Storch: http://majastorch.de

They did this in three rounds so everybody at the end gets a paper with the collected associations. Participants all got their piece of paper with the associations from their colleague and had a few minutes to underline everything that is positive. Taking these positive comments and their own associations, they were asked to create their personal Motto Goal in one sentence – the 'goal' should reflect the image and be appealing to "their body more than their mind". Something on the line of "I will elegantly jump from stone to stone along my path" or "I will follow the light and reach the light tower"

The Motto-Goals were then shared in plenary and applied as final touch to the Personal Learning Boards...

Reflection on the Learning Journey
The Learning Boards were placed in a long corridor adjoining the plenary room and the participants were asked to move around the space reviewing their own learning board but also exploring each other's. They were invited to take their own board home with them if they wished, which many of them did.

Evaluation and Closing
A number of flip charts were placed around the room, each one asking a different question:
- What has been missing for you?
- What were the highlights of the week?
- What were the lowlights of the week?
- How was the group?
- A wheel with different practical/logistical aspects...
- What will you take home with you?

The idea of this was not as a full evaluation and not so much pedagogical but a chance for the group to express some thoughts and feelings about the week. An online evaluation was sent to the participants a week later.

Youthpass
At the very end the participants were given the Youthpass of another person randomly and asked to say a few words about that person before revealing the name.

Reflection Diary

The concept was for participants to spend up to 30 minutes at the start of the day reflecting on their learning and experience of the previous day. This is an individual activity and participants are asked to respect that so that even if one participant does not want to engage they should remain alone and in silence to give others the opportunity to engage if they want to.

The Reflection Diary time is introduced each day with a review of the previous days' journey. Participants are then reminded that they can write, draw, meditate, go for a walk, created images / mindmaps, doodle, etc. whatever is most comfortable for them. They are asked to think, reflect on and relive their experience of the previous day, recalling thoughts, feelings, identifying learning, difficulties, and aha moments, etc. The Reflection Diary is personal and private, participants are not asked to share it or reveal any part of it. The time was also used for returning to the Learning Boards and adding their reflections and or learning to the appropriate space on their board.

Learning Boards

The Learning Boards concept came from a photo and description of a previous learning activity from Saudi Arabia (no reference available). The Learning Board consists of a pre-formatted paper approximately 2m long and 50cm wide (actual dimensions can vary). The paper was formatted with a series of boxes:

- Name
- Image
- Background
- Motivation
- Lessons Learned and Reflections (2 boxes per day representing morning and afternoon
- Motto Goal

The first 4 elements of the Learning Board were introduced on the first day. 'Lessons Learned and Reflections' were completed daily. The 'Motto Goal' was linked to evaluation / harvesting as one of the final activities of a learning experience.

Learning Support Groups

The concept for this daily activity was to move away from the classical 'reflection groups' that have become an automatic expectation in most training courses. The introduction to the concept was through a free and open three stage approach. The first stage is designed to challenge the thoughts and feelings of the participants regarding 'reflection groups' and how they use them in their work. The second stage is for each trio to decide how they wanted to use the time allocated each day – which was between 30 and 60min each day. The third stage was to engage their first group session.

Self-Assessment

Amongst the two versions of the self-assessment were offered to the team, the simpler one was chosen. This provided a good level of information from the participants which was quite easy to analyse, even though the limited multiple choice of 5 options still somehow limits that level of information. The other version of the self-assessment would give more information but would be much harder to work with.

Team Evaluation

COMETS Concept

There has to be a greater emphasis on the concept of COMETS as a 'Learning Experience' and that it is not a traditional training course – if this is the intended future direction. There also needs to be a greater emphasis and explanation about the concept of reflection as a central tenet of a COMETS and the focus on the 'attitude' part of competence development. This could be expanded to include how it is used within such a learning experience, and how the learning is much more self-reliant than on a classical training course. Or, it needs to be analysed if the level of reflection is suiting the target group that we reach within youth (work) training in Europe. In either case more emphasis on the matching of expectations of participants (on this meta level) and the concept applied seems important for future editions of COMETS.

Approach, Methods and Methodology

The two trainers had slightly different approaches to the work of facilitating this learning experience. One preferred to keep things moving while the other liked to stretch things out. Both understood the need of the other and were able to communicate satisfactorily about it on a number of occasions; e.g. Nik encouraging Alex to let something roll or Alex reminding Nik about the timing.

Most of the activities / sessions were developed and created by the trainer team or based on existing materials, adapted to meet the needs of the participants and of COMETS (as a concept). It is unusual to be able to create a programme purely based on the given subject and the stated needs of the participants (at the preparation meeting we had the applications of the participants).

The Team

Despite some specific comments in the end of week evaluation that there was "no team work", the members of the team themselves were comfortable with their cooperation and their approach to working together. There was a high level of respect and good level of communication between the two from the preparation meeting to the current moment. It was not continuous communication and there could have been more, both work on the basis that if one take responsibility for something the other trusts the first to get on and do the job. There were ongoing discussions during the 2nd, 3rd and 4th day regarding overlap of the subjects and sessions which meant we were able to avoid specific overlap between subjects.

There was good communication and support from the Austrian National Agency in the person of Stephanie Auzinger who provided support in the form of logistics and practical elements and even managed to produce an A0 size poster of the Competence area. From SALTO Training and Cooperation, Gisele Evrard Markovic supported from a more pedagogical perspective in terms of advice and information pertaining to the Competence area, our approach as trainers and guidance in general.

Logistics and Extra Features

Europa House is an excellent resource. The bedrooms were comfortable and the working space was unique and very photogenic. Possible organisational and logistical improvements have been communicated to the host National Agency.

Lessons Learned

May day

The COMETS 2018 clashed with the May day holiday for the trainer team. This meant that communication between the NA and the team was hindered by holidays during the last crucial days before the event. It would be good to try and avoid such holiday periods when there will be so official support available.

COMETS 2018 intentions

While it was not disastrous, the team did not engage with the specific 'Intentions' that were produced for COMETS 2018. However, having these more prominent could have supported some of the reflective practice and further helped the participants to understand the approach being taken.

Recording information

Many of the sessions produced interesting and useful feedback from the participants. One of the shortfalls that could be identified was that one or two more sessions could have had the results or outcomes recorded better.

Self-assessment

The self-assessment task was clear and simple and the majority of the participants fulfilled it – even if not according to the deadline! There was a second task accompanying the self-assessment, the wording of what was required of the participants for this was not explicit enough, the actual task was clear but it was not clear that we expected them to send it to us, if this is deemed as important, then this should be better stressed next year.

Participants Responses and Reactions

One of the participants, Nurana Mamedova, created this as a reflection on her learning journey:
https://docs.google.com/presentation/d/1xQ0ta3mctxaMoEgImBEl9A7XkgdFltHq22-h28r8lZ8/edit#slide=id.p

Gabi Steinprinz wrote this:
In our training of Mindset of youth workers in supporting learning in youth mobilities we implemented the morning reflection we used in Comets. It works really well. We added 'setting learning tasks for yourself for today' through menti.com. Very interesting process. Thanks Nik and Alex for this reflection method.

Theo Mavrosavva wrote this:
https://www.otinternational.org/index.php/youth/projects/past/122-comets-au-2018

Participants Evaluation

Mid Term Evaluation Key Points

Level of confusion?
Some relished the state of confusion, some were taking what they needed from the experience and some remained confused.

Level of connectedness?
For some the approach remained alien to their ways and needs, while others felt very connected, liking the indirect approach. For some the abstract was something that would resolve itself in time and others were realising a development if their facilitation skills.

How connected do you feel to your practice?
Some wanted to hear more from the other participants practice. For some all was related to their practice. Others wanted more time to explore and go deeper.

Closing Evaluation

What to take home with you – Suitcase
The most talked about element was the level of 'reflection' the participants experienced, from the visualisation of the learning boards to the calmness of starting the day with personal reflection time. There was also comment on specific activities, the most popular being; Motto Goal, the C-Wheel, and the discussion on 'Empathy' during the trainers piazza.

Missing
More group building and attention from the trainers to the ongoing group dynamic. More time as a whole group to explore their learning process. A deeper exploration of the concrete Competence Area. More movement, dynamic moments, active methods, innovation, self-directed learning, use of the outside and rest of the castle, energisers, and entertainment in the official programme. The trainer team needed more cooperation.

Lowlights
Lunch break – lack of time and length of time serving. 'Reflection': too much and or too 'forced'; could have been more and deeper reflection. Step by step instructions broke or interrupted learning flow for some. Time was sometimes too short, need for more time with their peers. Sometimes tasks were unclear.

Highlights
- Motto Goals – visual, poetic, imaginative and motivating, a very personal goal setting exercise, a very intimate experience.
- C-Wheel – creation of characters and personality was inspiring, the role play discussion inspiring, this was creating the conditions for learning.
- Trainers Piazza – fulfilled remaining learning needs, empathy discussion and dice game were excellent.

Attention given to groups experience and needs and space given for quality dialogue with peers was appreciated. The Learning Support Group, calm morning reflection, and length of time to reflect in some of the activities was useful for really examining on a personal level.

Feelings about the Group

The average level of response was medium to high, comments included lack of team building and some criticism of the group not being as close as it could have been

Online Final Evaluation

The summary that follows is the results of a compilation of evaluation from about half of the group of participants.

What do you think of the concept of COMETS (as a support for trainers to work with the Competence Model)?

All responding participants agree that COMETS is a good concept for supporting trainers in their development as they also see the ETS Competence Model in this way. Only one person commented that the whole model can be complicated and confusing and that he/she found COMETS useful but could not see the clear connection to the Competence Model.

How did you like the structure, the overall and the daily flow of this COMETS?

Answers range from coherent, interesting and supportive to my learning, to too blurry, tiring and not enough variety in methods especially a lack of more movement. Some found the amount of time for reflection too extensive and others that more group building exercises would have helped. Two people felt that they could sense that the trainers were not synchronised or cooperative.

Thoughts and feelings about "Facilitating individual and group learning processes" competence area

Many commented that they would have liked to go deeper into certain aspects for example; taking a closer look at the Competence Area itself. They wanted more concrete methods, tools and more of an exchange of approaches than the strong focus on reflection. Some wanted the trainers to give more orientation on the connection of presented activities to the Competence Area.

How would you assess your personal learning during this COMETS?

One person chose the highest level of learning, the vast majority chose high and two persons ranked themselves at three. Some commented that they had insights during the reflection parts and could take some tools, exercises, methods from the programme. Others felt that the most enriching time was from the group itself and the sharing of experiences and approaches which took part in the official programme and in the informal moments.

Logistics and information

The ranking was equally distributed between 4 (six times) and 5 (six times). The comments stated that the concise and understandable information prior to the event was very much appreciated and the venue as such was seen as very positive. The only critical comments were made on the food, the service in the restaurant and the fact that no alcohol was served even though this was an event for adults.

Programme

Wed 2.5.2018	Thu 3.5.2018	Fri 4.5.2018	Sat 5.5.2018	Sun 6.5.2018	Mon 7.5.2018	Tue 8.5.2018
	Welcome & Getting into COMETS Our frame: ETS and the competence model Intentions, Needs and Principles	Learning: Why, How, What do we learn? Triggers, Barriers, Support	Inspiring, Stimulating and Motivating the active involvement of participants Mid-Term Evaluation	The Group: Mechanisms, dynamics and emotions	Trainers Piazza	Departure of Participants
Arrival of Participants	What brought me here? Trainer Types & Roles The Art of Reflection	Creating the Conditions for Learning Adapting & Improving: Exploring Approaches & Methods	FREE TIME	Me, Myself and I	Insights, Reactions, Thoughts from the Morning Harvesting from the Week Evaluation & Closing	
Welcome Evening			Dinner Out in Town			

List of Participants

First name	Last name	Country
Genc	Muca	Albania
Nurana	Mammadova	Azerbaijan
Oscar	Coppieters	Belgium
Kristina	Nikova	Bulgaria
Ana	Poštek	Croatia
Theo	Mavrosavva	Cyprus
Dorota	Madziova	Czech Republic
Minni	Aia-Utsal	Estonia
Elina	Siilbek	Estonia
Olga	Kiriakidou	Greece
Árpád	Bárnai	Hungary
Csilla	Hódi	Hungary
Gabi	Steinprinz	Netherlands
Andreia	Bessa	Netherlands
Weronika	Jóźwiak	Poland
Rita	Sales	Portugal
Matia	Losego	Portugal
Elena Dafina	Milea	Romania
Lucia	Johanesova	Slovak Republic
Lenka	Putalová	Slovak Republic
Staša	Dabič Perica	Slovenia
Aljaž	Zupan	Slovenia
Jana	Paijc	Spain