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TRAINING FOR TRAINERS IN OPEN YOUTH WORK

Report of the study session held by
The European Confederation of Youth Clubs (ECYC)
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
26 February – 5 March, 2006

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This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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1) EXECUTIVE SUMMARY

The ECYC, European Confederation of Youth Clubs “Training for Trainers in Open Youth Work” was organised in the European Youth Centre in Strasbourg, France, from 26th of February to 5th of March, 2006. The aim of the training was to support young people involved as leaders in ECYC’s member organisations or other European youth organisations to develop their skills as trainers through exploring a variety of issues around training planning and training delivery.

This report with its appendices is aimed to youth organisations and young people interested in running a training for trainers. Therefore it is developed into a “module-format” that concentrates on describing the activities and giving thorough information of the study session’s programme. That is also why the appendices’ section is so extensive.

It should be possible to use this report as a resource or at least as an inspiration in organising a training for trainers. It is also aimed for the participants of this very study session to remember the things that were done and issues that were discussed during the week. Naturally, the report is also aimed to the Council of Europe readers to get a better understanding of the activities that ECYC is running.

The study session gathered together 34 participants (including the Educational team) from 18 different European countries, both from ECYC’s member organisations and from other European youth organisations. The young people, aged 18-33, were all either youth leaders, youth workers or trainers in their organisations. Some of the participants had quite an extensive background in training; some of them were only starting their “career” as trainers. Therefore the participants’ background was rather varied and it made the delivery of the training for trainers very challenging.

The topic, training for trainers, was explored through a variety of methods and tools. The week started off by focusing on building the group into a team through several ice-breaker games and trust games. A whole afternoon session was dedicated to teambuilding, which was conducted outdoors. The participants were also introduced to ECYC and the Council of Europe.

The week continued by exploring leadership and communication by different simulation games and creative activities. The teambuilding was also developed further by going to the City of Strasbourg for a “City Hunt” in small groups.

In the halfway of the study session the participants got an insight into the theory behind training. The theoretical part was not only explored through lectures but also through small group work and brainstorming all together. The theoretical part focused on learning styles, using games in training and discussing their purpose. The participants were also pondering upon training methods and training tools and the ways to assess them into different learning styles.

Before the participants were given their well-deserved free time in the city of Strasbourg, they went further into the idea behind training delivery and processes of planning training. They also explored using creative methods, such as art, in training.

The last two working days were concentrated entirely on the participants developing training sessions first in small working groups and then individually. The small groups focused on planning training sessions about Human Rights Education, Intercultural Learning, Youth Participation and Youth Policy. These four themes were explored by four workshops led by the team of trainers before the participants started working on the themes themselves.

The participants were given scenarios to work with in their small groups and they were also given some problematic situations that may occur during training situations. The small groups developed detailed training programmes that could even be used in real-life situations.

The last day gave the participants an opportunity to teach their fellow participants a skill they knew. The purpose was to learn how to work as a trainer not only in a team but also individually. The participants came up with creative and very challenging skills to teach to the others, and were conducting their own little trainings in small facilitation groups. After delivering the little session, the other facilitation group members gave feedback and the session was discussed.

The intensive working week ended with a very thorough evaluation which also included a session about gathering ideas for ECYC for a follow-up. The participants were asking for a continuation to the training for trainers as well as information about other future ECYC events and possibilities.

Other conclusions that were brought up in the training for trainers were ECYC's possibilities in organising training in the future as well. There's potential to further develop training tools, especially with the positive results we've had in the past with developing training modules under a LSP training project. Similar things could be done in order to having ECYC's own group of trainers. The importance of discussing things from a trainer's point of view was something that led us to this conclusion.

The group could be developing training material and planning and running activities in regional, national and international level.

2) INTRODUCTION

The aim of the Training for Trainers in Open Youth Work is to support young people involved as leaders in youth organisations to develop their skills as trainers, and to explore related issues such as project planning and design.

A) Objectives:

- Identify the key characteristics and qualities of an effective trainer
- Understand and explain the role of the trainer
- Articulate and utilise a wide range of training tools and techniques
- Identify the range of issues involved in preparing a training programme
- Explain a number of ways of handling difficult situations which might arise during training
- Understand and explain the basic principles of the theory of different learning styles
- Plan, prepare and present individual and group presentations
- Identify the purpose of evaluating training, and some ways of doing this
- Identify a range of sources of high quality resources and materials relevant to training youth leaders
- Consider how they might use these skills in their local communities and organizations

B) The Profile of Participants:

- The participants have a strong involvement in an ECYC member organisation or other youth organisations in Europe, with an active interest in sharing the learning gained during the seminar.
- Aged between 18-33
- As this was a Training for Trainers, a priority was given to people who have partaken in a ECYC seminar before. There were four people in the participants who had been to a ECYC seminar before and naturally the Educational Team had been to several ECYC seminars before.

- The average of participants per country was two, but some countries were represented by only a participants or also slightly bigger delegations, up to four people from a country.
- The participants were able to communicate well in English, as this will be the working language of the seminar.

C) The Programme and the main topics in the programme in brief:

Sunday, 26th of February

- Arrival of participants
- Ice Breaker Games and Welcoming
- Getting to know each other

Monday, 27th of February

- Opening of the Event – Intro to Programme and ECYC
- Hopes and Fears Workshop
- Creating individual Learning Plans
- Introduction to Council of Europe and The European Youth Centre
- Team Building Exercises
- Introduction to Reflection Groups
- Intercultural Evening

Tuesday, 28th of February

- Leadership and Communication in training
- Visit to Council of Europe
- Strasbourg City Hunt

Wednesday, 1st of March

- Theory behind Training delivery
- Skills and Role of the Trainer
- Cultural Differences in Training
- Training Methods
- Learning Styles

Thursday, 2nd of March

- Processes of Training
- Framework for planning Training
- Creative Methods in Training
- Free time in Strasbourg
- Dinner in Town

Friday, 3rd of March

- Introduction to Training Resources and creating bibliography
- Workshops: Human Rights Education, Intercultural Learning, Youth Policy and Youth Participation
- Planning Training Programmes and presentations of the planned Programmes

Saturday, 4th of March

- Individual Training Planning
- Multiplier Effect – what to do after the Training?
- Evaluation of the Training for Trainers
- Farewell Party

Sunday, 5th of March

- Departure of Participants

3) PROGRAMME – INPUTS AND DISCUSSIONS

Sunday, 26th of February

The first day of the Study Session was dedicated to arrival of participants. The Team had a Welcome Desk to make sure all participants have arrived. The participants were asked to arrive by dinner time, and most of them did.

After dinner the Team and the participants gathered in the Austrian Room for getting to know each other. We had some icebreaker games such as “**Name and action**”, “**Step forward if**” and “**Line up according to your...**” (See Appendix 5 for game descriptions). After the games the participants were given the chance to talk to each other and to mingle freely.

Monday, 27th of February

The entire day was characterized by its introductory character, aiming to both introducing the participants to the topic of the Training for Trainers in open Youth Work and to building up the group atmosphere for the learning activities in the coming week.

Aims and objectives of the day:

- In order to be able to fully comply with participants’ expectations for the training session in Strasbourg, and adapt the training content accordingly throughout the week participants voiced their expectations.
- The Team of Trainers to provide the participants with information about the European Confederation of Youth Clubs (ECYC), the European Youth Centre (EYC) and the Council of Europe (CoE).
- To allow participants to know each other and build trust
- To allow participants to know the working space and working environment throughout the training
- To foster teambuilding and to offer participants early examples of teambuilding activities for them to use as trainers
- To allow participants to share the multicultural environment

Day programme

1. Introduction to the event/getting to know each other/participants’

The participants had the opportunity to get to know each other. Several games were used to attain this objective: The morning started with short presentations of everyone in the plenary; then followed by “**The Viking Game**”. The last game of the morning was “**Drop the curtain**”. (See Appendix 5 for games)

2. Expectations/and working agreement

- Using the brainstorming method in plenary
- Also a working agreement was established with the participants – written on the flipchart paper and hung on the wall to be visible during the training session.

3. Input on ECYC/EYC/CoE

- Using power point presentations and opening the floor for a number of questions the participants were able to find out about the ECYC, EYC and Council of Europe.
- ECYC presentation focused on the ECYC structure, membership, activities and previous work developed
- EYC presentation intended to offer further information about the organisation of the European Youth Centre Strasbourg and about the actual venue where the training was taking place.
- Council of Europe presentation focused on the structure of the institution and the Directorate of Youth and Sport with its priorities, and was intended to explain the

participants why they are at the EYC and why the CoE supports activities like this study session

4. EYC treasure hunt

Participants were split into teams, and given the task to find clues inside the EYC building. The game took form of a competition, aiming firstly to give participants further possibilities to know each other, secondly to explore the location of the training and thirdly to foster teamwork and teambuilding.

- Debriefing about the roles that participants assumed during the treasure hunt, their team management and their working style inside the group.

5. Teamwork team building activities

Team building through games and outdoor activities

Games used:

Parachute games

Super team game

Mine field

Electric fence

“Washing Machine”

6. Introduction to the reflection groups

- The participants were split in five groups that were to be maintained during the week. The reflection groups were aimed to act as a safe space where participants in small groups were able to give constant feedback to the team of trainers and also about the general feelings about the study session. Each reflection group was coordinated by one of the trainers.
- The Reflection groups served as well as a constant evaluation technique of the training activities; also the participants were able to experience and further use such technique in their trainings.

7. Intercultural evening

Participants were asked to bring something specific from their country, something that would be representative for their culture and have a small presentation. The Social Committee established by the participants put up the frame for the intercultural evening. All in all we had 18 countries across Europe present.

Educational methods used

Brainstorming, presentations, power-point presentation, energisers and ice-breaker games, name games, teambuilding games, and reflection groups (See Appendix 5 for Games)

Evaluation, follow-up and conclusions

The participants were introduced to the idea of Reflection Groups in which the working day was discussed through.

Resources used

See ECYC LSP modules (www.youth-work-training.org) and List of References (Appendix 3)

Tuesday 28th February

The morning session focused entirely on **Communication and Leadership**.

Aims and objectives of session

To increase participants' understanding of issues around communication and leadership in training by using a variety of exercises to explore the topic.

Day Programme

Participants were invited to facilitate an ice-breaker for the group. One participant facilitated “**The Lazy Sheriff**”.

1. Simulation Game “The Derdians” – see references (Appendix 3).

The usual debrief of the game was followed by a ‘trainers debrief’ of this activity as a method in training. Discussion covered the purpose of the activity (intercultural learning, group dynamics, and teamwork), the importance of debriefing this and similar activities. The participants were invited to give feedback on the exercise and also to evaluate the way of using this exercise as trainers themselves. They were asked to ponder upon possible training situations in which this exercise could be used.

2. Presentation “Perceptions”

The participants were shown a number of different slides showing Optical Illusions. The slides were used to highlight that people have different perceptions and that things will not always be as they first appear. This exercise was used as a fruit of thought for the activity following. *See References (Appendix 3) for slides used.*

3. Creative Activity – Cartoons

Participants were split into groups and given a copy of a cartoon without the final part of the story. They were given 20 minutes to come up with an ending for the story and to present this in a role-play. After 20 minutes the groups were brought together to present their role plays. After presenting each group was given the ‘true’ ending to their story. This activity was also debriefed in the same way as the previous exercise used, for making the participants understand the reason behind using such an activity. Again, they were asked to evaluate the exercise and think about possible training situations in which it could be used.

4. Visit to the Council of Europe

The participants and the team of trainers visited the Palais of the Council of Europe for learning more about the building and about the meaning of this European institution. After a short guided tour, the participants were able to ask questions from the guide.

5. The Strasbourg City Hunt and presentations

Participants were split into teams and given a number of different tasks to be performed in the city. They were asked to return to the youth centre by 6pm and to present the story of their experiences after dinner. Presentations were followed with a trainers debrief looking at why you would use such an activity (reasons identified included team building, to get out of the centre and avoid “cabin fever”, intercultural learning) and relating this to the morning exercises. *See appendix 6 for details of the City Hunt instructions.*

Educational methods used

Simulation game, role-play exercise, presentation, group work, educational visit.

Evaluations, conclusions and follow up

The trainers debrief for the perceptions presentation did not happen until after the cartoon activity. This meant that some participants lost the purpose of the exercise.

To get most value as part of a ‘training for trainers’ from the exercises it is important that all the exercises are followed by some discussion on how and why they would be used in training.

The day was also evaluated in the Reflection Groups.

Resources used

See T-Kit 4 Intercultural Learning, pg 62 for details of “the Dardians” activity
Cartoons → RAXI campaign 1995 material about Human Rights
Appendix 3: References for Optical Illusions a.k.a. Perceptions slide show
Appendix 6: Strasbourg City Hunt instructions

Wednesday, 1st of March

This working day focused on the theory of training delivery and in the skills and the on role of a trainer.

The aims and objectives of session were to explore the importance of planning the training and the responsibilities of a trainer delivering training.

Day programme

Participants were invited to facilitate an ice-breaker for the group. One participant facilitated an energiser called “Help” (see Appendix 5 for Games)

1. Good and bad qualities of a trainer – group work

The topic of the day was introduced to the participants by dividing them into small groups for discussing the good and bad qualities of a trainer. They had to list qualities that they thought to be good for a trainer and also list things that should not be something that a trainer would represent. This could have been e.g. thinking of the best teacher one had ever had and also thinking about the characteristics the worst teacher they ever had, had. After working in the groups they came back to the plenary to present their thoughts and to discuss the topic further.

Some of the characteristics that they found were the following:

Good things

Credibility; knows what is doing
Friendly
Good listener
Organised
Educated
Experienced in the topic

Bad things:

Egocentric
Misusing of power/authority
puts him/herself “on a pedestal”
Not listening/paying attention
Poorly organised
too formal

After listing these things it was discussed why the good characteristics are good and why are the bad ones bad.

These characteristics were then reflected on the things that a youth worker needs in their every day work in their organisations. Things like sense of organisation, leadership skills, support, flexibility, realistic aim setting, co-ordination, initiating things, involvement, caring, sharing responsibility, working well in a team, self-confidence, motivating skills, energy and being open-minded were mentioned and then reflected that they are indeed the same skills and characteristics needed as in training delivery.

All in all, it was concluded that a good trainer should always let people know what is happening and to create a friendly atmosphere. It is also important for the participants and the trainer to know each other.

2. Exploring the importance of using games – game activities and plenary discussion

This session started off by trying out three different games:” **the Elephant Game**”, “**Choose your side**” and “**Fact-opinion-fantasy**”. This activity was carried out to make the participants

understand the reason of using different types of games throughout the training. Therefore the exercise was thoroughly briefed afterwards.

After the games the participants were asked to distinguish different types of games and they came up with the following:

- Energisers
- Simulation Games
- Ice-breaker games
- Trust Games
- Strategy Games

They also evaluated what the games we played have in common and what are the differences. The conclusion was that they all gave the participants an equal opportunity to participate and that they were fun for everyone. The differences were e.g. the level of moving, the level of speaking, sharing something about yourself vs. not talking at all and some of the games had competitive elements and some didn't.

The participants were also asked to think of when to use games in training. It was said that games, especially energizers are good in the morning to get people moving, and for the same reason whenever starting a new session to get the participants "energized". Games are good in breaking communicational barriers and for getting to know the group and making people feel comfortable with each other.

Choosing a game for different situations was also discussed. Things that might influence choosing a game were such as time available, the physical ability of the participants, being aware of the aim of using a particular game, how much room there's available, the size of the group, the resources available, the language skills of the group, group needs, the age of the group and the situation and time in the training programme.

3. Training Methods – brainstorming and discussions

The intensive day continued by exploring different methods of training. The participants were asked to come up with as many training methods as possible. They were the following:

- Open space
- Brainstorming
- Q&A
- Case studies- workshops
- Learning by doing
- Interactive games
- Group work
- Performance
- Art
- Visual presentations
- forum theatre
- movies
- Theme wall
- study visits
- Repetitive methods
- Individual Work
- Adventure
- Structured exercises
- formal
- experimental learning
- puppet theatre
- mind maps
- outdoor activities
- simulation games
- Peer education
- Reflection Groups
- E-learning
- informal
- seminars
- role plays
- lectures
- debates
- discussions
- drama
- City Hunt
- Trust games

The brainstorming was followed by discussing the importance of choosing the appropriate methods in different training settings. This was explored by coming up with a few examples.

4. Simulation Game: "Finishing School" for Males and Females

The "**Finishing School**" for Males and Females-simulation was played (See Appendix 5).

After the actual game was over, the participants were asked to stay in their role and come up with a list of characteristics that were descriptive for the genders.

5. Learning Styles – plenary, small group work and presentations

The last topic of the day was going through different learning styles and how to deal with them in training situations. The participants were asked to do a test of one's own learning style for getting

to know the subject (see Appendix for test). After going through the characteristics of **tactile**, **auditory** and **visual** learning styles, the participants were divided into small groups to come up with presentations using a particular learning style. There were five groups in total, and two of them used visual learning, two auditory learning and a group tactile learning as their “learning style”. The groups were assigned to plan a session in which the “message” was to be communicated by assuring that particular learning style was considered.

6. Tools and Techniques for Training

The session started off by brainstorming in the whole group with listing as many different tools, techniques, equipment etc that can be used in training and/or in a learning environment. People were encouraged to think creatively and to include as many ideas as possible, no matter how unusual or obscure (provided they could be used in training and learning).

After the brainstorming, people were divided in different small groups. The groups were asked to look at the list developed in the previous brainstorm, and to categorise each item according to how it could be used, when and for whom it is most appropriate. Also, they had to look back to the previous exercise regarding different learning styles and to ponder which learning style does each tool, technique etc best associate with?

This was followed by presentations by each of the groups and followed by feedback. This activity was also thoroughly debriefed for assuring that everyone understood what the main reasons were for paying attention to the three types of learning styles when planning and delivering training.

Educational methods used

Plenary discussions, brainstorming, role play, presentations, small group work.

Evaluations, conclusions and follow up

The day was evaluated in the Reflection Groups.

Also, see the programme of Thursday for “evaluating Wednesday” as the day was thoroughly evaluated on the following morning.

Resources used

Appendix 10: *Training the Trainer Programme* from Anne Rathbone Associates Training & Consultancy Services

Appendix 5: Games

Appendix 8: Learning style test

Appendix 5: Game 16 “Finishing School for Males and Females”

Thursday, 2nd of March

This day was only half a working day since the whole afternoon was dedicated to participants’ free time and visiting the lovely city of Strasbourg. The morning was full of work though so the free time was surely well deserved for both the team and the participants...

Day programme

1. Evaluation of Wednesday

Thursday morning started by going through Wednesday’s programme as in a thorough evaluation of a very intensive working day. The participants were asked to give comments first in small groups and then present the results of the discussions.

The participants felt that **the positive things** about Wednesday was gaining to new information, the good balance of lectures and games and learning about learning styles new for most of the participants. As a follow-up to this it was good to have a link between the learning styles and which methods to use in training.

They also felt that it was good to go behind the reason of using energizers and other games and hence they said that there was a good mix of information and practical work. On the other hand the theoretical part was also highly appreciated.

Looking at character of trainers was also something that brought a lot of discussion among the participants. All in all, it was said that due to a broad programme, you could take away the information you really wanted.

The negative things about Wednesday were too long lectures; more practical things were needed according to some participants. In the theory part some did not understand the difference between a training *method* and a training *technique*. Some also felt that the day was packed: Too much information in a short time. The themes would have needed more time than just one day. There was also too much small group work according to some.

Finally, the participants were asked to give some recommendation to improve such intensive training days in the future. Their recommendations were:

- More structure
- Concentrate on a few specific methods, include theory of how to use / point etc
- Summary or PPP about methods
- Leave more time for discussion after each activity
- More workshops not lectures e.g., something more tactile
- Spread content more equally across the week
- Use different methods e.g. Open Space
- Not enough to have methods written – needed discussion / explanation
- More details on dealing with conflict between groups
- Need to ask about level of knowledge before / at the start of the training
- Techniques / methods need discussing – how to do it in practice
- Role play of positive / negative trainer to explore the topic even better
- Learning styles exercise more practical e.g. movie, tape, objects to test for learning styles
- Gender game: make girls male and boys female

2. Processes of planning training, framework of planning training

See Appendix 3 for References, on T-Kit on “Training Essentials”, pg. 63-65.

3. Creative methods in training

The last session before lunch concentrated fully on using creative methods in training. The activity is described in the ECYC LSP Training Module “Methods of Open Youth Work” under “Art-based youth work”, pg 12-13. (See Appendix 3 for References)

4. Free afternoon in Strasbourg

Educational methods used

Plenary discussions, small group work, art, presentations

Evaluations, conclusions and follow up

Due to the free time in the afternoon, the day was evaluated in the Reflection Groups on the following day (Friday).

Resources used

- T-Kit on Training Essentials, pg. 63-65
- *Training the Trainer Programme* from Anne Rathbone Associates Training & Consultancy Services
- ECYC LSP Training Modules, www.youth-work-training.org, “Methods of Youth Work” -> *Art-based youth work*, pg. 12-13

Friday 3rd of March

Workshops Day

The day was structured in two parts:

First: providing the participants the necessary information about how and with what tools to develop and implement training.

Second: allowing the participants to design their own training in small groups with a specific topic given by the Team.

Morning

1. Intro to training resources/intro to workshops

Participants were offered a short introduction on the existent resources for designing and delivering trainings. Among these resources were mentioned: Human rights Compass and the T-kits realised by the Council of Europe and the EU, the modules and resources developed by ECYC during the Youth Work Training (Large Scale) Project (www.youth-work-training.org) and the SALTO tools for trainers. A list of all these resources was created and given to the participants to be used during the second part of the day and to be further completed according to their knowledge.

2. Aims and objectives of session

To help the participants acquire the necessary knowledge and skills for designing and delivering a training.

To give the participants proper information and guiding in order for them to be able to design a training program

To give the participants the opportunity to experience for designing and delivering trainings and receive feed-back.

3. Programme

Participants were given the possibility to choose among 4 different topics for designing trainings. Four groups were created on the following issues – youth participation, intercultural learning, human rights education, youth policy. Each group was provided with further information on the topic by one of the trainers (see appendix 4 for workshop descriptions).

4. Educational methods used

Presentations, quizzes, role play, debate, group discussions

Afternoon

Participants from each of the four groups were split in two and asked to design a training program on in a given scenario and tasks. (see the scenarios in Appendix 10, part A “Scenarios”).

Participants were given time to prepare their training programs and than present them in front of three other groups designing trainings on three other topics.

During preparation time, the 8 groups designing trainings were put to experience different challenge that can occur during training. Each group had to draw two challenges while they were preparing their training program. (See Appendix 10, part B for “the list of problems”)

Evaluations, conclusions and follow up

Thorough debriefing and feed back was given to each group after their presentation from the trainers and from the participants present. Further challenges that can occur during training were discussed and solutions were looked for.

As every day, the working day was evaluated in the Reflection Groups. Thursday's programme was also discussed through since there was no time for the Reflection Groups to meet on Thursday evening.

Resources used

Human Rights Education: T-Kits – Training Essentials and Human Right Compass.

Intercultural Learning: T-Kit Intercultural learning, pg. (back-up for discussion), The All Different, All Equal "Education Pack", pg. 78 for the *Euro-Rail "à la Carte"* activity and SALTO website, www.salto-youth.org, Training tools for "*Applause for identities*".

Appendix 10 for A) Scenarios and B) Problems in Planning Training

Saturday, 4th of March

The last working day of the study session focused entirely on two things: planning and delivering training individually and evaluating the whole study session.

Day programme

1. Planning Individual Training

Quoted from Anne Rathbone Associates *Train the Trainer programme*, pg 11 (Appendix 3 for List of References):

Each person is asked to think of a particular skill which they can teach to the rest of the group. They will have a maximum of 5 minutes to present their particular skill and teach it to the others. Everyone will have 35 minutes to prepare their presentation. During this time, they should:

Consider any props or materials they might need, and organise these

Keep in mind the various aspects and principles of good training we have discussed over the last two days, and incorporate as many of these as possible

Think about the most appropriate way to teach their chosen skill, and how they can measure their effectiveness (and whether or not people have learned it).

Encourage people to do something that they themselves know well. Examples might include a paper aeroplane, to count to ten in another language, a song, a series of dance steps, a game or activity.

2. Delivering Individual Training Sessions

Quoted from Anne Rathbone Associates *Train the Trainer programme*, pg 11 (Appendix 3 for List of References):

Each person has a maximum of five minutes to present their skill, followed by two to three minutes of feedback from the group. As well as participating in learning, the participants should be encouraged to be critically evaluating each presentation, and give both positive and negative feedback (constructive, of course).

3. Discussion

Discuss people's reactions to both being presenters and being participants / observers in this activity.

4. Multiplier Effect and Evaluation

See Chapter 5 for "Follow-up activities" and Chapter 7 for "Analysis of the session – participants' evaluation."

Resources used:

- *Participants' own material*

4) MAIN OUTCOMES OF THE STUDY SESSION

As it was indicated in the objectives of the Training for Trainers, we hoped to support young people involved as leaders in youth organisation to develop their skills as trainers, and to explore related issues such as project planning and design. This was surely achieved, as can be seen in the participants' evaluation (*Chapter 7*). The majority of the participants felt that the programme of the study session was well-built and therefore made the week whole and a real learning experience for them.

It was though mentioned that some of the participants felt that the group was too varied and therefore the level of experiences and competences was too wide-spread. It was recommended that the participants' selection should be done more carefully to avoid some participants getting bored and some not being able to follow. It was also admitted that this is also an individual participant's own responsibility to recognise their own competences and to see carefully if they fit the criteria of the profile of the participants.

As one of the main outcomes it can be said that a strong multiplier effect occurred and the majority of participants wanted a follow-up from ECYC's side and were interested in working as trainers both in their own organisations and in ECYC's activities. It was also suggested that ECYC could organise a "part two" or a long-term training course for the participants of the Training for Trainers.

On the individual level, a lot of participants mentioned that they were able to recognise their own skills as trainers a lot better now than they could before attending the Training for Trainers. This naturally supports the idea of being a multiplier, since ECYC strongly emphasizes one's own motivation to act as a multiplier through learning by doing. This was achieved by compiling a programme in which the activities all supported each other and made up an entity.

5) FOLLOW-UP ACTIVITIES

ECYC has already been starting its own "Pool of trainers", that stands for a group of young people who are active in planning and running ECYC activities. These young people have gotten involved in ECYC decision-making and activity-running by participating in ECYC's or its Member Organisations' activities first as participants and later on as the members of the preparatory teams. A lot of those young people are also representing ECYC in various external bodies such as the European Youth Forum and its statutory commissions (CoEACOM and EUACOM).

The main idea behind running Training for Trainers was to gather trainers from ECYC's member organisations and other youth organisations in Europe together to exchange ideas and learn new things related to training. The aim was also to gather people who would act as multipliers and trainers either in their own countries or in ECYC's activities on an international level after the Training for Trainers.

Since the Training for Trainers was such a success with a very enthusiastic and talented group of trainers, ECYC is even more eagerly trying to provide the trainers with new training opportunities in the future, both as participants and trainers in seminars. This was highly requested by the participants. The group also asked for information to be sent to them directly about occurring training possibilities and other interesting ECYC matters. Using the ECYC website as a source of information was also something that they requested. This is something that is going to happen in the near future since ECYC is taking a new intranet system into use and this will surely be of great help in sharing information with other seminar participants as well.

A “part 2” for the Training for Trainers is also something that both the participants and ECYC would benefit from, in terms of finding a good continuity to work that has been started with such great success.

It is also to a great interest of ECYC to continue developing training material such as the LSP modules (www.youth-work-training.org). With such great experiences that we have gained within the *Training For Trainers*, as well as in other activities, we have a lot of potential in building up resources for future purposes.

6) FINAL CONCLUSIONS AND RECOMMENDATIONS

As a conclusion to the study session, it is pretty clear that ECYC should focus more on developing its training services by having projects which develop training tools (such as the LSP project a few years ago) and by training young people who could act as multipliers both on regional, national and international level. This is already a top priority in ECYC but it could be done in a more “organised” manner by having a clear continuity (e.g. by organising a “part two” for study sessions etc.) to the activities. This would also support the growth and the quality assurance of the organisation.

Also, the selection of participants should be done more carefully, by consulting the sending organisations’ international officers more for example. This would help in recognising the participants’ level of competences and experiences. This should be done with careful consideration though because of ECYC’s ethos as an organisation that promotes Open Youth Work and is all-inclusive. These kinds of selection procedures should not result to some people being denied access to ECYC’s training services.

The participants were also happy with the cultural diversity that was represented in the group of participants and thus it emphasized the importance of a very intercultural approach to activities. The cultural diversity with all the differences that may occur should be remembered for making sure that all participants are comfortable in the training situation.

7) ANALYSIS OF THE SESSION

a) Participants’ evaluation

The evaluation was conducted in three different ways for ensuring the most thorough feedback possible and also for exploring different ways of conducting evaluation. The evaluation methods were the following:

- 1) The Human Dartboard Evaluation
- 2) The Reflection Groups Evaluation
- 3) The Written Evaluation

We really wanted to focus on evaluating the study session as thoroughly as possible and also to give evaluation tools to the participants. All the three methods we used gave similar responses in general but there were also some difference in the answers which made a big difference in the overall evaluation.

1) Human Dartboard Evaluation

Method: The facilitator of the exercise stands in the middle and the participants in a circle around her/him. When reading through the statements, the more you agree with the statements, the closer to the facilitator you go. After each statement the participants were also given a possibility to comment on the statement.

This exercise gave us the following responses:

(Scale: A-E; A = very close to centre, E = far from centre)

1. FACILITIES (B)

Comments:

Positive: sauna, single rooms

Negative: The plenary room is too formal since the furniture is not movable.

2. FOOD (C)

Positive: With experience from before a 300% improvement

Negative: Same all the time, meat not cooked right

3. TARTE FLAMBEÉ (B + E)

4. ENERGISERS (B)

5. ICEBREAKING GAMES (B + C)

6. TEAMBUILDING GAMES (B + D)

7. COUNCIL OF EUROPE VISIT (mixed)

Comments:

'A little disappointing'

'I think there's something more to the building than one room'

'No chance to buy souvenirs'

'The guide was good'

8. REFLECTION GROUPS (A + one E)

'Great possibility to voice my own opinions of the day'

'Best part of the day, could get out of it what we wanted'

'Really new to me, really useful'

9. INTERCULTURAL EVENING (A)

'Fun but maybe should be split into two days'

'Too much information in a short time'

'We never presented our organisations'

10. COMMUNICATION AND LEADERSHIP (C)

'We were too many for the Derdians game'

'Slow to develop'

'The Comic activity was really good'

11. CITY HUNT (B)

'Cold weather'

"Would you do it?" = YES

12. ANDREW'S SESSIONS (B + D)

'He's an expert'

'Too much information in a short time'

'Could not always follow what he was saying'

'Would be better spread out'

'Every time it got interesting for me we stopped and moved to a new topic'

13. DINNER IN TOWN (A + two E)

'Too cramped'

14. WORKSHOPS ON FRIDAY (A)

'Better if participants could prepare and run workshops'

'A conclusion – we were able to use all the information we got through the week'

'Glad to talk about youth policy'

15. INDIVIDUAL TRAINING SESSION (C)

'Just personal, not a challenge'

'My preparation and explanation was not good'

'Question – should it be a topic you don't know so well yourself'

16. PROGRAMME (A + C)

'Looked boring'

'Seemed more challenging on paper'

'Not so satisfied, don't know if reflection groups changed the programme'

'Needed something on how to do facilitation properly'

17. HOW SEMINAR MET YOUR EXPECTATIONS (B)

'I expected to come here and learn to organise a seminar and projects and I learnt it'

'But it depends of the people, I thought it was much more than I expected'

'I believed I would get more experience from others – I got this, I was sometimes thinking there should be something more'

'Getting more feedback for me as a trainer'

18. GROUP ATMOSPHERE (A + few C)

'We had an agreement about being open-minded but some people were talking behind others backs'

2) The Reflection Group Evaluation

Method: The participants were asked to go back to the groups in which they had been evaluating each working day with an assigned trainer but this time without the trainer present in the group. Their task was to give feedback and recommendations to the team.

When we asked about what were the things the participants learned, the Reflection Groups commented on, among other things, these matters:

“We learned loads of new things; how to plan and run a seminar, games, tools and methods. We learned the importance of the balance between theory and games. We also learned about teamwork with the prep team giving us a good example of how to work well as a team”

“We got some taste of how to work with different people from different countries. That was fantastic. We also learned to express ourselves better.”

We also asked them what the things they will bring home with them. These were some of the things mentioned:

“Good memories, experiences, new ideas, things to do to learn deeper at home, share experiences and knowledge back home.”

“Good new contacts and great friends with whom we will stay in touch with.”

We also wanted to know if there were some things that the Reflection Groups felt that were missing. These were the things that were mentioned:

“We would have liked to see presentations of the participants’ organisations a bit more and about youth work in different countries”

“Some more free time would have been appreciated and a gym or outdoor activities would have made the energy levels stay a bit higher. “

“Some kind of a handout or a brochure of general back-up to the training would have been nice so we could have had it all in one place”

Finally, the last two questions dealt with what were the things one was able to share with the colleagues back home and what kind of follow-up were they expecting from ECYC. These were the main points that were raised by the Reflection Groups:

“ECYC should allow us to take part in other seminars as a participant / prep team observers in order to gain the necessary experience to finally become good trainers ourselves.”

“ECYC should keep the participants informed about what is going on in ECYC on a personal level so that information is received apart from the umbrella organisation in the respective countries.”

“Recommend and help us with doing projects, like moderating and leading us how to do it, organise long-term training courses; provide human resources (trainers), consultations”

3) The Written Evaluation (See Appendix 7 for Evaluation Form)

The Written Evaluation showed us similar results to the Human Dartboard evaluation and the Reflection Groups Evaluation but it was still “statistically” interesting to see how they rated different activities during the week and what kind of written comments did they have. It is important to let participants write about their feelings during the seminar so even the ones who might not speak up their mind out loud can have their voices heard. This method of evaluation was discussed with the participants and they felt that it is important to use a variety of evaluation methods. They also indicated that it is good to have the possibility to choose whether or not you’d like to write down your name in the evaluation form, since some people might feel uncomfortable having to write it down and whereas some might not have a problem at all.

Here are the statistical averages of different activities (scale 1-6; 1=poor, 6=excellent):

1) Welcome evening (Sun)	4, 2
2) Official opening (Mon)	4, 5
3) Presentation about ECYC (Mon)	4, 0
4) Presentation about the CoE (Mon)	3, 8
5) Creating the group agreement and individual learning plans (Mon)	4, 3
6) Treasure Hunt in the European Youth Centre Strasbourg	5, 1
7) Teambuilding games outdoors	4, 8
8) Intercultural evening	5, 2
9) Communication (The Derdians Game)	3, 8
10) The Cartoon Game (Tue)	3, 8
11) Visit to the Council of Europe (Tue)	3, 7
12) Strasbourg City Hunt and Group presentations (Tue)	5, 2
13) Identifying positive and negative characteristics of a trainer	4, 5
14) “Theory” behind using games in training (Wed)	4, 5
15) Exploring methods session (Wed)	3, 8
16) The Male/Female Game (Wed)	3, 7
17) Exploring training tools (Wed)	3, 7

18) Learning styles session (Wed)	4, 7
19) Review and evaluation of Wednesday (Thu)	4, 2
20) Framework of planning training (Thu)	4, 4
21) Creative methods in Training (Thu)	5, 2
22) Free afternoon in Strasbourg (Thu)	5, 5
23) Introduction to existing training resources	4, 9
24) Workshops (Fri)	5, 4
25) Planning training programmes in small groups (Fri)	5, 3
26) Training programmes presentations (Fri)	4, 9
27) Individual training planning and presentations (Sat)	4, 7
28) Multiplier effect and evaluation (Sat)	5
29) Reflection Groups	5, 3
30) Energisers	4, 9
31) Evening activities	4, 8

Practical elements:

1) Travel arrangements	4, 7
2) Accommodation	5, 6
3) Food	4, 4
4) The study session facilities	5, 2

Some comments from the participants:

“The atmosphere in the group was like in a real team, especially when we worked in small groups.”

“The training was better than I could have ever expected.”

“It would have been good to have more sub-committees in the training, not only a social committee”.

“There should have been a better balance with the participants, since the level of knowledge and experience was so different at times”

“Thank you for being so inspiring and nice. I want to become a trainer like you are.”

b) The Team Evaluation

As it can be seen in the participants’ evaluation, the group felt that sometimes the balance between theory and practical things was not as good as it could have been. The team really made an effort to change this and to make the whole study session to come together as a continuing process. In that I feel that we succeeded well. This was a result of the team constantly evaluating the situation in which we were at during the week and also paying a lot of attention to what had already been done and what was still to come. Debriefing all the activities thoroughly and comparing new activities to the ones that had been done already with the participants helped tremendously in making the whole week a full puzzle with all the missing pieces there.

The team of trainers was generally pretty happy about the Training for Trainers. There was a lot of work to be carried out during the week, especially having to be ready to explain even the smallest details to the very experienced and critical participants. All in all the work we did as a team was definitely worth the while since the participants also showed us their respect in facilitating the study session.

There were some problems in the team communication that were mainly due to the fact that not all team members were aware of what the others were doing. No major problems appeared anyway and the ones that did were solved also with the help of the Educational Advisor, whose role in the prep team was very important. The cultural diversity in the team made the work very challenging yet very rewarding and also a great learning experience to the members of the team.

**ECYC Training For Trainers in
Open Youth Work
EYCS, Strasbourg, France
26 February – 5 March, 2006**

APPENDICES

Appendix 1	Final programme, as executed
Appendix 2	List of participants
Appendix 3	List of references
Appendix 4	Workshop descriptions
Appendix 5	List of Games
Appendix 6	Strasbourg City Hunt Instructions
Appendix 7	Evaluation Form
Appendix 8	Learning Style Test
Appendix 9	Framework for planning activity in groups
Appendix 10	<i>Training the Trainer Programme</i> from Anne Rathbone Associates Training & Consultancy Services

APPENDIX 1

Programme for:

ECYC – Training for Trainers in Open Youth Work

**European Youth Centre, Strasbourg, France:
The European Confederation of Youth Clubs**

26th of February to 5th of March, 2006

Team: Annina Hirvonen, Alice Nash, Elena Lotrean, Horatiu Rusu

Sunday, Feb 26th.

08:00 – 09:00	Breakfast
09:00 – 13:00	Final preparations Early participants' arrivals Registration desk ready!
13:00 – 18:00	Registration starts Lunch on the run... Food for early arrivers Accommodation, other practicalities POLAROID PICS OF PARTICIPANTS + TEAM -> to the Map of Europe
18:00 – 20:00	Introduction Ice-breaker games A short opening session (ALL)
20:00 – 22:00	Free time for mingling in the Austrian Room Prep team meeting
22:00 – Onwards	<i>BEDTIME! We have a lot of stuff to do during the week...</i>

Monday, Feb 27th. (HORATIU to chair)

08:00 – 09:00	Breakfast
09:00 – 11:00	<ul style="list-style-type: none"> - Ice Breakers (all), Name games etc - Opening Of Event (prep team?) & Intro to Program and Practicalities (prep team) - Session about participants' hopes and fears - Creating individual learning plans + letter to yourself - Making a link between existing skills + skills needed for training (ALICE)
11:00 – 11:30	Coffee Break
11:00 – 12:00	<ul style="list-style-type: none"> - Introduction to ECYC (ANNINA) - Introduction to EYCS (IRIS) - Introduction to Council of Europe (IRIS) - Idea to Social Committee and Seminar Newsletter (HORATIU) - Introduction to the Secret Friend Game (ANNINA) - EYC Treasure Hunt (IRIS & ELENA)
12.30 – 13:30	Lunch (Team to meet for dividing participants to Reflection Groups)
14:00 – 17.30	TEAMWORK: - teambuilding exercises, trust games Activities outdoors (ANNINA & ELENA)
17.30 – 18:30	Debriefing of the Teamwork session (ANNINA & ELENA) Introduction to the Reflection Groups + splitting into pre-determined groups (ANNINA)
18:30 – 19:00	Reflection Groups (Tell group that this is a confidential space for them to discuss the day and to tell us of any problems).
19:00 – 20:00	Dinner
20:00 – 21:00	Intercultural Evening preparations / PREP TEAM MEETS
21:00- onwards	Intercultural Evening

Tuesday, Feb 28th (ALICE to chair)

08:00 – 09:00	Breakfast
09:00 – 09:15	PLENARY & Energisers (A)
9.15-10.30	Leadership and communication: <ul style="list-style-type: none"> - Simulation activity: The Dardians - Debriefing the simulation activity
10.30-11.00	Coffee break
11:00 – 12:30	Leadership and Communication continues (ELENA) <ul style="list-style-type: none"> - Creative activity: The Cartoon Game + presentations - Debriefing the Cartoon Game
12:30 – 13:30	LUNCH
14:00 – 15:30	Visit to the Council of Europe (IRIS)
15:30 – 18:00	Energisers Introduction to the STRASBOURG CITY HUNT + splitting into groups (HORATIUS & ANNINA) Preparations of the City Hunt Presentations
18:30 – 19.00	Reflection Groups
19.00-20.00	Dinner
21.00 - onwards	PRESENTATIONS OF THE CITY HUNT GROUPS + evening activities planned by the Social Committee Prep team to evaluate the day and prepare the following day

Wednesday, March 1st. (ANNINA to chair)

08:00 – 09:00	Breakfast
09:00 – 09:15	PLENARY & Energisers (A)
09:15 – 10:30	<ul style="list-style-type: none">- Identifying positive and negative characteristics of a trainer (Andrew Cummings)- Training methods (A. Cummings)
10:30 – 11:00	Coffee Break
11:00 – 12:30	<ul style="list-style-type: none">- Theory behind using games in training (A. Cummings)- Group discussions
12:30 – 13:30	Lunch
14:00 – 16:00	<ul style="list-style-type: none">- Exploring training tools (A. Cummings)- The Male/Female Game (A. Cummings)
16:00 – 16:30	Coffee break
16:30 – 18.30	<ul style="list-style-type: none">- Learning Styles - theory (A. Cummings)- Learning Styles – group activity (A. Cummings)- Training Tools and techniques (A. Cummings)
18:30-19.00	Reflection Groups
19.00-20.00	Dinner
20:00- onwards	Evening activities

Thursday, March 2nd. (ELENA to chair)

08:00 – 09:00	Breakfast
09:00 – 09:15	PLENARY & Energisers (A)
09:15 – 10:30	<ul style="list-style-type: none">- Evaluation of Wednesday- Processes of training (Andrew)- Framework of planning training (Andrew)
10:30 – 11:00	Coffee Break
11:00 – 12:30	<ul style="list-style-type: none">- Input and group work: Creative methods in Training (ANNINA)
12:30 – 13:30	LUNCH
14:00 – 20:00	Free Time in Strasbourg
20:00 – 21:30	Dinner In Town
21:30 – onwards	Evening activities

Friday, March 3rd. (HORATIU to chair)

08:00 – 09:00	Breakfast
09:00 – 09:15	PLENARY & Energisers (A)
09:15 – 10:15	<ul style="list-style-type: none"> - Intro to existing training resources, e.g. Compass, T-Kits, LSP... - Info on resources and creating bibliography (IRIS & ELENA) - Intro to workshops and participants divided in 4 different groups for the next session (HORATIU)
10:15 – 10:30	Coffee Break
10:30 – 11:30	<p>WORKSHOPS:</p> <ol style="list-style-type: none"> 1) Youth Participation (ALICE) 2) Intercultural Learning (ANNINA) 3) Human Rights Education (HORATIU) 4) Youth Policy (ELENA)
11:30 – 12:30	Divide the group into two = 2 teams / theme Scenarios + difficult situations in small groups (Prep team members available for help if needed)
12:30 – 13:30	Lunch
14:00 – 16:00	Training Session planning in small groups (8 groups, 2 per theme)
16:00 – 16:30	Coffee Break
16:30 – 18:00	Groups present their Training Programmes to other participants (In 2 groups: 1 x YP, 1x YP, 1x HRE, 1x ICL per group) (2 prep team members / group)
18:00 – 19:00	Reflection groups (ALSO THURSDAY TO BE DISCUSSED!!)
19:00 – 20:00	Dinner
20:30 – Onwards	Evening activities

Saturday, March 4th. (ELENA to chair)

08:00 – 09:00	Breakfast
09:00 – 09.15	Plenary & energisers
09.15-10.15	Introduction to Individual Training Session Planning Planning time + prep team to help if needed
10.15-10.30	Coffee break
10.30-12.30	Splitting into 4 facilitation groups for delivering Individual Training Session Delivery 10min / person, evaluation 5 min/person (= total 4 / hour)
12.30-13.30	Lunch
14.00-15.30	MULTIPLIER EFFECT (ALICE & HORATIU)
15.30-16.00	Coffee break
16.00-18.30	EVALUATION (ALICE & HORATIU)
18.30-19.00	Free time for packing etc.
19.00-20.00	Dinner
20.00-21.00	Free time (for participants) Prep team evaluation (prep team + Educational Advisor)
21.00 - onwards	Farewell Party WARM FUZZIES - game

Sunday, March 5th

08:00-09:00	Breakfast
09:00- onwards	DEPARTURE OF PARTICIPANTS

Appendix 2

List of participants:

Name	Age	Organisation	Country
1. Stijn Belmans (M)	23	VFJ	Belgium
2. Tim Geboers (M)	24	VFJ	Belgium
3. Minna-Mari Tanskanen (F)	28	SETNL	Finland
4. Andreas Sophocleous (M)	25	PCCYC	Cyprus
5. Panayiotis Papageorgiou (M)	28	PCCYC	Cyprus
6. George Agrotis (M)	30	PCCYC	Cyprus
7. Christos Paphitis (M)	29	PCCYC	Cyprus
8. Shalva Gelashvili (M)	24	PMMG	Georgia
9. Chelsea Renehan (F)	18	UK Youth	UK
10. Delia Ioana Vintan (F)	27	RYNGOF	Romania
11. Valentina Brasoveanu (F)	27	RYNGOF	Romania
12. Bjarni Þórðarson (M)	28	SAMFES	Iceland
13. Aðalheiður Sigfúsdóttir (F)	22	SAMFES	Iceland
14. Ilona Kochoi (F)	22	PMMG	Georgia
15. Lucy Nalchajyan (F)	25	FYCA	Armenia
16. Tatiana Egorova (F)	20	RUY	Russia
17. Artur Adamczyk (M)	19	Come. In	Poland
18. Vasile Guzun (M)	22	New Moldova	Moldova
19. Rares Helici (M)	23	RYNGOF	Romania
20. Yassen Bossev (M)	26	Centre for sustainable Civil society	Bulgaria
21. Petr Vavrich (M)	24	LOS	Czech Republic
22. Ondrej Lochman (M)	25	LOS	Czech Republic
23. Charles Zerafa (M)	33	Eurolinks Foundation	Malta
24. Tatjana Antic (F)	23	Serbia Green Youth (F)	Serb and Mont.
25. Ege Kirik (F)	23	Tallinn Youth Work Centre	Estonia
26. Mustafa Uluk (M)	21	Youth Development Organisation	Turkey
27. Katarina Putnik, (F)	26	Human Rights Initiative	Serb and Mont.
28. Alicja Leginowich (F)	22	Polish association of Disabled people	Poland
29. Katarzyna Anna Zgierska (F)	24	OMIX	Spain

Educational team:

Annina Hirvonen (Course Director)	ECYC	Finland
Alice Nash	ECYC	UK
Elena Lotrean	ECYC	Romania
Horatiu Rusu	ECYC	Romania
Andrew Cummings (Expert)	ECYC	UK
Iris Bawidamann	CoE	France

ECYC Training For Trainers in Open Youth Work
List of References

- T-Kit 4 Intercultural Learning, pg 62 -> “Derdians”
- Cartoon activity -> RAXI campaign 1995 material, a cartoon about Human Rights
- Appendix 6: Strasbourg City Hunt instructions
- Appendix 5: Games
- ECYC LSP Training Modules, www.youth-work-training.org, “Human Rights and Tolerance in Open Youth Work”, pg. 15. -> “Finishing School” for Males and Females”
- ECYC LSP Training Modules, www.youth-work-training.org, “Methods in Open Youth Work” -> Creative methods in Open Youth Work
- T-Kit – Training Essentials, pg. 63-65
- Human Rights Compass
- T-Kit Intercultural learning
- The All Different, All Equal “Education Pack”, pg. 78, also to be found at <http://eycb.coe.int/compass/>
- SALTO website www.salto-youth.org -> Training Tools for “*Applause for identities*”
- *Training the Trainer Programme* from Anne Rathbone Associates Training & Consultancy Services
- Degrees of Participation model, pg 7
David Cutler, 'Standard! Organisational Standards and Young People's Participation in Public Decision Making' published by Carnegie Young People's Initiative - 2003. ISBN 0 900259 51 5

Available online at www.carnegie-youth.org.uk

Workshop descriptions

1. INTERCULTURAL LEARNING

SESSION	Introduction to Intercultural learning
Aims and objectives	<ul style="list-style-type: none"> • To explore the importance of intercultural learning • To explore and evaluate some training tools for ICL • To discuss the main principles of intercultural learning.
Time and date	10-30 – 12.00 Friday 3 rd of March
Duration	1 hour 30 minutes
Room	
Person(s) responsible	Annina
Materials needed	<ul style="list-style-type: none"> - A4 blank/white paper - pens - Flipchart
Equipment needed	
Description (with methodology)	<p>1. Applause for identities (15 minutes) (<i>quote from www.salto-youth.org Training Tools</i>)</p> <p>Everybody will get 3 blank papers. Write down 3 of your identities (one identity, one paper). It can be whatever (psychologist, Japanese, mother, person who likes going to the sea etc). When you finished give all papers to me.</p> <p>Now, I'll read one by one each identity. If you recognize yourself in it, please stand. You will stand following your feeling not "reality" – so if you are English by your reality, but you don't feel it as an important part of your identity don't stand up. On the other hand, if you are woman you also can stand when I say 'man' if you feel like it.</p> <p>All the persons who remain sitting have a task to give strong applause. Clap very loudly on each one.</p> <p>2. Euro-Rail "à la Carte" (to be found from http://eycb.coe.int/compass/) <i>The activity was done as a short version (40 minutes)</i></p> <p>Questions for discussion and debriefing:</p> <ul style="list-style-type: none"> • What were the major factors that determined your individual decisions? • If the groups did not manage to reach common conclusions, why was this? • What was most difficult? • What factors prevented you coming to a consensus? • Which stereotypes does the list of passengers evoke? • Are the stereotypes in the descriptions given or in our minds and imagination? • Where do we get these images from? <hr/> <p>THE SCENARIO</p> <p>You are boarding the "Deer Valley Express" train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share?</p>

	<ol style="list-style-type: none"> 1. A Serbian soldier from Bosnia. 2. An overweight Swiss financial broker. 3. An Italian disc-jockey who seems to have plenty of dollars. 4. An African woman selling leather products. 5. A young artist who is HIV positive. 6. A Roma man (Gypsy or traveller) from Hungary just released from jail. 7. A Basque nationalist who travels regularly to Russia. 8. A German rapper living a very alternative life-style. 9. A blind accordion player from Austria. 10. A Ukrainian student who doesn't want to go home. 11. A middle-aged Romanian woman who has no visa and a 1-year old child in her arms. 12. A Dutch hard-line and aggressive feminist. 13. A skinhead from Sweden ostensibly under the influence of alcohol. 14. A wrestler from Belfast apparently going to a football match. 15. A Polish prostitute from Berlin. 16. A French farmer who speaks only French and has a basket full of strong cheese. 17. A Kurdish refugee living in Germany who is on his way back from Libya. <p>Instructions</p> <ol style="list-style-type: none"> 1. Individually select your three first choices of the people you would most like to travel with and the three you would least like to travel with. You have 15 minutes to do this. 2. In groups, share your choices of the 3 best and the 3 worst companions, and discuss the reasons which led to your decisions. <p>Then try to come to a consensus on a common list of the three most favoured and the three least favoured companions. You have 45 minutes for this part of the activity.</p> <ol style="list-style-type: none"> 3. In plenary, each group presents its conclusions followed by a debriefing and evaluation of the exercise.
	<p>4. Discussion, debriefing the workshop and evaluation</p>
<p>Outputs</p>	
<p>Evaluation</p>	
<p>Comments</p>	<p>Activities no. 1 and 3 adapted from Salto Training Tools and The All Different All Equal Education Pack. Activity 2 from T-Kit Intercultural Learning</p>
<p>Background documents</p>	<p>-</p>

2. HUMAN RIGHTS EDUCATION

SESSION	Introduction to human rights education
Aims and objectives	<ul style="list-style-type: none"> • To raise awareness about human rights and develop understanding that human rights are relevant for everyone everywhere; • To develop "visual literacy" skills, listening and communication skills; • To encourage respect for other people and their opinions; • To discuss the main principles of human rights education.
Time and date	10-30 – 12.00 Friday 3 rd of March
Duration	1 hour 30 minutes
Room	
Person(s) responsible	Horatiu
Materials needed	<ul style="list-style-type: none"> - handout for Rights Bingo! (one per participant) - handout for What do you see? (one per participant) - coloured post-its (three colours) - flipcharts - markers - pens - blu tack
Equipment needed	- flipchart stand
Description (with methodology)	<p>1. Rights Bingo! (30 minutes)</p> <p>a) Each participant gets a handout and a pen. b) Participants' task is to find a partner and ask them one of the questions on the sheet. They should note the key words of the answer in the relevant box. c) The pairs then split and find others to pair up with. Participants have to find a different person for each question. d) Whoever completes all the boxes first shouts Bingo! and he/she is the winner. e) Participants share their answers, which are written on the flipchart. At this stage, participants can comment the answers only briefly. f) When the chart is complete, we go back and discuss the answers in each box more fully.</p> <p><u>Questions for the discussion:</u></p> <p>a) Were all the questions related to human rights? Which rights? b) Which questions were the hardest to answer? Why? c) Which questions were the most controversial? Why are rights controversial? d) How did you know about human rights and human rights violations?</p> <p>2. Talking about human rights education (30 minutes)</p> <p>a) We continue with the previous discussion, with the question: What is the objective of learning about and for human rights? The answers are noted on a flipchart. (5 mins)</p> <p>b) Participants are split into 2 groups. They are then given the following task: If you were to design a human rights education</p>

	<p>program for your student/youth organisation, what skills, knowledge and attitudes would you like to impart on the students. They are given a flipchart with a triangle and have to write their suggestions on post-its and stick them along the triangle. Outside the triangle, they have to write what methods they would use. Before they start working, they are given some examples. (15 mins)</p> <p>c) After everyone is done, the groups present their work and we have a short discussion comparing the results. We summarise the main principles of human rights education and what it means to learn <u>about</u> human rights, learn <u>for</u> human rights and learn <u>through</u> human rights. (10 mins)</p> <p>3. What do you see? (20 minutes)</p> <p>a) Participants go back into their groups. b) Each group gets a set of pictures (Pancho's illustrations copied from Compass). In groups, participants look at all the pictures and then, individually, choose the one that appeals to them most, for whatever reasons. c) When everyone has chosen, then each person in turn should share their choice saying how this picture relates to human rights and which right(s) do they think it relates to. d) In plenary, some participants share their favourite pictures and give reasons why they chose them.</p> <p><u>Questions for discussion:</u> a) Did anyone disagree with anyone else's interpretation of a particular picture? b) Were there any pictures that weren't chosen? Could they nonetheless be interpreted to represent a human right? Which right(s)? c) Did you know that you had all the rights that were talked about in the course of the activity? If not, which ones did they not know about?</p>
Outputs	
Evaluation	
Comments	Activities no. 1 and 3 adapted from Compass.
Background documents	Handout for <i>Rights Bingo!</i> Handout for <i>What do you see?</i>

3. YOUTH POLICY

- The description of the workshop is available upon request, at elenalotrean@yahoo.com.

4. YOUTH PARTICIPATION

SESSION	Introduction to Youth Participation
Aims and objectives	<ul style="list-style-type: none"> • To discuss how participation is understood across Europe • To share experience of participants of participation with young people
Time and date	10-30 – 12.00 Friday 3 rd of March
Duration	1 hour
Room	
Person(s) responsible	Alice
Materials needed	<ul style="list-style-type: none"> - Participation description cards - Participation wheel handout
Equipment needed	
Description (with methodology)	<p>1. Definition of Participation (30 min) In groups of four people. Each group is given a set of participation description cards. As a group they must decide which descriptions match their personal / organizational idea of what participation is.</p> <p>Everyone come back together and compare, try to agree on a definition of participation that is relevant across Europe.</p> <p>2. Participation in practice (30 minutes) Discuss as a whole group. How does participation work in your country / organization / youth club? What ages do you work with? Does your work include trying to influence politicians? What has been your experience?</p>
Outputs	<p>From discussion participants worked with a range of different ages, in a range of different settings. But there were some common elements to their experience. Young people are often involved in youth clubs through activity committees or similar where young people take on responsibility for organizing and running the activities that happen at the youth club. Politicians can be hard to work with, often they are not interested in what you are doing until some important visitors are coming (or similar) then they want you to do something immediately. E.g. from Cyprus who wanted to organize a football competition and asked the Mayor for the use of a playing field, this was refused. Then a couple of months later the Mayor asked them to organized a football competition because some visitors where coming to the town.</p>
Evaluation	
Comments	
Background documents	<p>Degrees of Participation model, pg 7 David Cutler, 'Standard! Organisational Standards and Young People's Participation in Public Decision Making' published by Carnegie Young People's Initiative - 2003. ISBN 0 900259 51 5 Available online at www.carnegie-youth.org.uk</p>

The Game List

This appendix contains the majority of the games played during the study session. Most of them can be found in various resources so here are only short descriptions of the games.

1. Name and action

Participants stand in a circle. One of the trainers starts the game by introducing themselves and making an action. The action can be something reflecting one's personality or whatever the person feels like it. Then everyone repeats the action. This is repeated in turns until everyone in the circle has said their name with an action included.

2. Change places if...

The participants stand in a circle and one participant stands in the middle. The idea is to change places if the participants meet the statement given by the one in the middle. He/she also has to find a place. The one who stays in the middle of the circle gives the next statement for place-swapping.

Example statements:

Change places if you...

- you are a man
- you are a woman
- this is your first international meeting
- you travelled here by train
- You're the only child etc...

3. Line up according to your...

Ask participants to form a line without talking. The criteria can be e.g. "according to your age" or "according to your height" or such.

4. Drop the Curtain

- Supplies: A blanket or something similar (a big piece of cloth)

Split the group into two teams and hold up a curtain, blanket or sheet between them. It is important that no one from either team can see the other side. Ask each group to nominate one person to come to the front. Then drop the curtain. The people at the front must then shout out the name of the person opposite as quickly as possible. The person who shouts second (or can't remember) must then join the other team.

The game ends when everyone has had a go or one team loses all its members.

5. The Viking Game

Participants stand in a circle. One person starts by "throwing" a Viking greeting, i.e. arms together up in the air as if hitting someone with an axe without touching (without the axe of course) and pointing out at someone and roaring "whoa!" The person who gets the greeting has to receive it by taking their arms back with roaring the same greet as he/she received. The people standing next to the person who received the greeting have to react as well by "hitting" the person who got the greeting in the stomach. After this has been done the person who got the greeting has to pass it on to someone else in the circle.

Loud voices are very important in this game! It's a good idea to try the roar altogether before the actual game starts so everyone gets the idea of the voices.

6. Parachute Game

- Supplies: a big parachute

Participants stand in a circle, each holding a spot of the parachute so that it forms a symmetrical circle. The parachute has to be tight and even in order for this activity to be successful. Then on the count of three everyone has to try to get under the parachute without anyone falling down.

This game is best to be played outside as it requires a lot of room.

7. Super-Team game

- Supplies:
 - blindfolds
 - possibly some rope or duck tape to mark the game area (not compulsory)

Preparations to be done before the actual game:

- The players should be divided into groups of three by choosing the people you know the least in your group.
- The group should come up with a signal (sound) with what they will be able to locate each other as they are not allowed to speak. They should also come up with a physical sign (e.g. shaking hands in a special way) that they can use when they meet face to face.
- Then everyone puts on a blindfold and the game facilitators take all the players to a wide area in which they should now locate their team members by using the special team sound signal and then, when meeting someone, trying the physical sign to find out if the person opposite you is your team member or not. No one is allowed to talk while doing this.

This game is an ideal trust game and also helps in getting to know each other.

8. Mine Field

- Supplies: masking tape (if game is played indoors) OR a white chalk (if game is played outdoors on the asphalt)

Mark out a grid on the floor/ground using masking tape (indoors) or chalk (outdoors). This should correspond to a map showing the only safe route across the landmine site.

The idea is to get the group (max. 15 people/group) across the field. The team should cross a line, holding hands. They are not allowed to talk to each other at all. If anyone in the team says anything the group must begin crossing again from the start. If a person steps on a mine he/she goes to the back of the line, and the whole group must begin crossing again.

There are several variations to this game; this is just one of the versions.

9. Electric Fence

- Supplies: a rope or strong string to be placed between two trees or equivalent as in a fence.

The fence is about 1 meter (or a bit less) off the ground, placed between two trees as a fence. The whole group (max. 15 participants) has to get over the fence with holding hands at all time and not touching the string.

10. "Washing machine"

Participants (max. 15 people/group) stand in a very close circle. One person, with eyes closed, stands in the middle of the circle and starts falling over and the people standing in the circle

must catch the person gently and roll him/her to someone else in the circle. Ideally the person in the middle does not move at all, he/she is just being passed on in the by the people standing in the circle.

This is a trust game so everyone in the circle has an equal share of responsibility over the person standing in the middle.

11. Lazy Sheriff

Participants stand in a circle. One of the participants stands in the middle of the circle and points at someone. The “target” has to go down and the two people standing next to him/her have to “shoot” at each other. The one who is slower has to come stand in the middle and point at someone else. Repeat a few times.

12. Help

Participants stand in a circle. Someone starts by raising their arm and then extending it as if asking for help (without actually saying the word); makes eye contact with the person he wants help from.

The other person has to call his/her name and when that happens, the one who asked for help runs toward the other one (try walking at first). While he/she's running, this person has to call someone else for help in the same manner as before. If a person is touched by the one he helped or gets the name wrong or fails to help the person that asked for it or asks for help from the person(s) next to him, he is out of the game. It goes on until there are 4 or 5 people left when it's impossible to continue.

Note: If needed, make two circles so that everyone can see the other person's eyes.

13. Elephant Game

Participants stand in a circle, with one person in the middle. The person in the middle closes their eyes and spins around, with their arm outstretched and finger pointing as they turn. When they stop, the person they are pointing to must become the “elephant's trunk”. To do so, they must raise their right shoulder up to their own nose, thus becoming a trunk.

At the same time, the persons to their immediate right and left must become the elephant's ears. They do this by holding their nearest arm up to the ear of the person who is the elephant's trunk. Thus the three people together make up the elephant's face.

The last of the three people to get into their position must replace the person in the middle as the “pointer”. The game starts again. Repeat several times.

14. Choices

The leader reads out a series of statements, one at a time. Each statement consists of a comparison between two similar things (e.g. two pop singers, two TV shows, two holiday destinations).

For each statement, each participant must choose a spot on the room to stand, according to how much they agree or disagree with the statement. For example, if the statement was “I prefer Kylie to Madonna”, they would stand at one end of the room if they love Kylie and hate Madonna. However, if they love Madonna and hate Kylie they would stand at the opposite end of the room. If they either like or dislike each in equal measure, they would stand somewhere in the middle.

Each time everyone has chosen his or her position, a new statement is read out. Repeat 6 to 8 times.

15. Fact-opinion-fantasy

A soft toy is passed around the group as they sit in a circle. When the leader calls “stop”, whoever is holding the toy is asked to give a fact, an opinion or a fantasy about a topic of the group or the leader’s choosing.

16. “Finishing School” for Males and Females- Game

See ECYC Training Module “Human Rights and Tolerance in Open Youth Work”, [www. Youth-work-training.org](http://www.Youth-work-training.org), pg. 15.

17. Spots in movement

- Supplies: some groovy music

Ask participants to move around in the room, play some music in the background while this is happening.

Stop the music and ask the participants to do an immediate task. These can be tailored towards a particular theme if necessary. When music starts again, participants return to moving around the room.

Example tasks:

- Shake hands with as many people as possible
- Touch the four walls of the room
- Get into groups of the same eye/hair colour
- Get into groups of the same month of birth etc.

18. Gentleman, horseman, knight

To the accompaniment of music the participants have to walk or move as they wish until the game facilitator says one of the following: “gentleman” (-> men have to take the woman on their lap), “horse rider” (-> men have squat down as a horse and women have to sit on their back) or “knight” (-> men have to kneel down and women have to sit on their knee). The partner should be found in each of these occasions as fast as possible.

19. The circle of life

This game is best played outdoors or in a big space indoors.

Participants are standing in a circle. One participant has to walk outside the circle and make a sign with a scarf (or similar) by waving in between two people. These people have to run to the opposite directions around the circle until they meet. The things they have to do at the meeting point are:

1. BABY – They have to scratch each other under the chin
2. KID – They give each other a “high five”, i.e. clap each other’s hands in the air
3. TEENAGER – They have to give each other a kiss on the cheek (or elsewhere in the face!☺)
4. ADULT – They have to shake hands in a very “professional” manner
5. SENIOR CITIZEN – They walk with a sore back, NOT run, and when they meet they pad each other in the back.

The one who reaches the starting point first is the winner and also chooses the next two runners.

The game facilitator can change the tasks (i.e. what to do when you meet), starting from 1 and proceeding to 5 as the game goes on.

20. The assassination game

This game should run over a few days during a seminar or event.

The facilitator needs to prepare 'assassination cards'. There should be one with the name or photo of each person in the group and an object which is the way that person can be killed.

For example 'You must kill x with a camera'

'You must kill Y with a tram ticket'

Everyone is given one assassination card to begin with. If you kill a person they must give you their card(s) and tell you who they have to kill next.

If you get yourself on a card you are out of the game.

Once you are killed you are out of the game

People who are out of the game can get back in if they see someone being killed. They can then demand all of the cards from both players.

The game ends one the last evening when the assassins are revealed.

21. "Mingling"

Everyone stands in a circle. Everyone must choose one person from the other side of the circle. At the same time everyone must walk around the person they chose then return to their original place.

22. Horserace

Everyone kneels down in a circle very close to each other. The facilitator explains this is a horse race and there are some moves to learn.

Horse run by clapping their hands on their knees.

A small jump is done by raising the body up and lifting the hands up in the air.

A large jump is the same but everyone throws their hands forward to the floor.

Once everyone knows the moves the facilitators commentates a race, getting faster and faster and introducing jumps and turns (done by leaning to one side).

Ends with a photo finish (by turning your head to the camera and smiling).

Strasbourg City Hunt Instructions for 5 groups

Discover Strasbourg

Welcome to Strasbourg! This is your chance to find out a bit more about Strasbourg, the French/Alsatian culture and about yourself and the people taking part in the seminar with you. During this afternoon your mission is to accomplish the following tasks:

Group 1:

1. Go to Place Broglie. Find out what they are showing in the opera and how much is a student ticket.
2. Get someone to teach you a children's song in French. Learn it and be ready to perform it.

Group 2:

1. Find out how many carriages the train has in Place Gutenberg and the price of a single fare.
2. Get a local person to tell you what is the symbol of Strasbourg and a story related to it.

Group 3:

1. Name 3 cartoon characters riding the train at Place Gutenberg
2. Go to Petite France and get someone to give you the recipe for "tarte flambée" – let us know what the delicacy consists of!

Group 4:

1. Find out what time you would be able to go for confession at the Cathedral and find out what the last two digits of the priest's car registration plate is most likely to be and why.
2. Get someone to teach you the following things in Alsatian: Hello; I love you; + one Alsatian pick-up line ("un expression pour draguer").

Group 5:

1. Find out who donated something you would need for a party at Place des Tripiers.
2. Find out what is a Galette des Rois? When would you normally buy one and what is special about it?

For all the five groups:

- Find out which beer is brewed in Strasbourg. Collect as many different beer mats as you can. The team with the most beer mats at the end of the day wins (but there will be a penalty if you are late back to the centre)!
- During your mission you have an individual task: find one unique thing about your fellow team members. Note that when you are asked about a unique thing about yourself you cannot say the same thing twice to different members of the group.

You will need to return to the European Youth Centre no later than **6pm**

FINAL GROUP PRESENTATIONS

Find a creative way to present your experiences of the day. The presentations should include the solutions to your group tasks but also the general atmosphere or the funny events of the day. Your presentations will be hosted in the Austrian Room this evening after dinner at 8.30 PM.

Have fun!!!!!!

Evaluation form

ECYC

Study session

“Training for trainers in Open Youth Work”

26 February – 5 March 2006

Strasbourg, France

Dear Participant,

Please take the time to answer the questions as fully as you can in order to help us to evaluate the study session as a whole.

Thank you for your time! ☺

The team

I. Please evaluate the following programme elements from 1 (poor) to 6 (excellent)

Programme elements	1	2	3	4	5	6
Welcome Evening (Sun)						
Official opening, introduction to the training (Mon)						
Presentation about ECYC (Mon)						
Presentation about The Council of Europe (Mon)						
Creating group agreement + individual learning plans						
Treasure Hunt in the EYCS (Mon)						
Teambuilding games outdoors (Mon)						
Intercultural evening (Mon)						
Communication (The Derdians game) (Tue)						
Visit to Council of Europe (Tue)						
Strasbourg City Hunt + Presentations (Tue)						
Identifying positive and negative characteristics of a trainer (Wed)						
“Theory” behind using games in training (Wed)						
Training methods session (Wed)						
Learning styles session (Wed)						
Review and evaluation of Wednesday (Thu)						
Framework of planning training (Thu)						
Creative methods in Training (Thu)						
Free afternoon in Strasbourg (Thu)						
Introduction to existing training resources (Fri)						
Workshop: (Fri)						
Planning training programmes in small groups (Fri)						
Training programmes presentations (Fri)						
Individual training planning + presentations (Sat)						
Multiplier effect session (Sat)						
Action-based evaluation (Sat)						
Reflection Groups						
Social Committee						

Evening activities						
PRACTICAL ELEMENTS	1	2	3	4	5	6
Travel arrangements						
Accommodation						
Food						
The study session facilities						

How would you evaluate the atmosphere in the group?

What was good about the training?

What were missing / something that you didn't like?

Your comments on the team (Alice, Annina, Elena, Horatiu, Iris, Andrew):

General comments about the training for trainers:

- Recommendations to:**
- the team of trainers

 - for ECYC

Other comments

Name (optional)

Appendix 8

Learning style test (photo courtesy of Yassen Bossev)

Learning Styles Assessment

Read the word(s) in the left column and pick the description that best expresses how you usually handle each situation.

When you	Visual 5	Auditory 3	Kinesthetic and Tactile 6
Spell	Do you try to see the word? +	Sound out the word, or use a phonetic approach?	Write the word down to find if it feels right? +
Talk	Talk sparingly, but dislike listening for too long? Do you favor words such as see, picture, and imagine?	Enjoy listening, but are impatient to talk? Use words such as hear, tune, and think? +	Gesture and use expressive movements? Use words such as feel, touch, and hold?
Visualize	Do you see vivid, detailed pictures? +	Think in sounds?	Have few images, all involving movement?
Concentrate	Do you become distracted by untidiness or movement?	Become distracted by sounds or noises? +	Become distracted by activity around you?
Meet someone again	Do you forget names, but remember faces? Remember where you met? +	Forget faces, but remember names? Remember what you talked about?	Remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings? +	Prefer the telephone?	Talk with them while walking or participating in an activity?
Relax	Do you prefer to watch TV, a play, or movie? +	Prefer to listen to the radio, music, or read?	Prefer to play games or work with your hands?
Try to interpret someone's mood	Do you primarily look at facial expressions? +	Listen to tone of voice?	Watch body movement?
Read	Do you like descriptive scenes? Pause to imagine the action?	Enjoy dialogue and conversation, or hear the characters talk? +	Prefer action stories or are not as keen on reading?
Do something new at work	Do you like to see demonstrations, diagrams, slides or posters?	Prefer verbal instructions or talking about it with someone else?	Prefer to jump right in and try it? +
Put something together	Do you look at the directions and the picture?	Like to talk with someone or find yourself talking out loud as you work?	Ignore the directions and figure it out as you go along? +
Need help with a computer application	Do you seek out pictures or diagrams?	Call the help-desk, ask a neighbor, or growl at the computer?	Keep trying to do it or try it on another computer? +
Teach someone	Do you prefer to show them?	Prefer to tell them?	Do it for them and let them see how it's done or ask them to try it? +

Many responses probably fell in one column, with several in a second column, and very few in the third. The column that represents your actions best is your primary processing style. The second most is your auxiliary style. Though this test is not very technical or complicated, most adults know how they respond to situations.

By spending time thinking about reactions, you can identify how you prefer to process information. This assessment looks at your modality preferences. For the sake of reading paper-based information, modality preferences offer insight into how you can adjust your approach to meet

Framework for planning training in groups

A) Scenarios

Group 1:

In your team you must plan a training based on the following framework:

“You have been asked to deliver two-day training for a group of 20 youth workers of all ages on the topic of introduction to human rights”

Group 2:

“You have been asked to deliver 1 day programme as part of a school “All Different, All Equal” awareness day.”

Group 3:

“You have been asked to deliver a training programme for a group of 10 young people aged 13-15 who have volunteered to form a youth management committee at your local youth club.”

Group 4:

“You have been asked to plan one day’s training for people working in the field of health who want to involved young people in planning services.”

Group 5:

“You have been asked to deliver a two-hour presentation of the topic of intercultural understanding to a group of 50 people who have volunteered to work with refugees under the age of 18”

Group 6:

“You are leading a training course for youth workers who are new to intercultural learning and are soon going to run an international youth exchange themselves. You need to plan the programme for your first full day together.”

You should include in your plan

- The objectives of the training
- Details of the activities for the training
- Details of the time, space and resources will be needed for each activity.
- What the role of each team member will be during each activity
- How you will know that you’ve achieved your objectives
- The methods used
- How will you take into account the different learning styles
- The full details of the content, e.g. if you were to use case studies, what case studies would you use?

Don’t forget to make use of the Knowledge Centre!

You will have to present your plan to some of your fellow participants at **16:30**

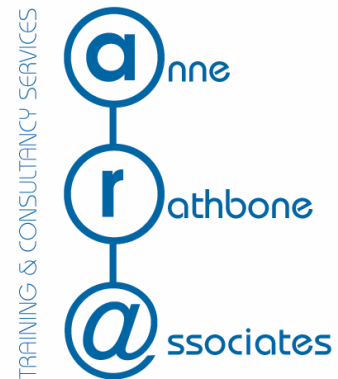
You will have 5 minutes to present your training plan.

After you have presented we will spend some time discussing it as a group.

B) Problems in planning training

- The room is too small for intended training
- Computer/CD breaks down
- No power
- Furniture is not movable
- The group size is a lot smaller than expected
- The group size is a lot bigger than expected
- It is the middle of summer it is 40C degrees and there is no air conditioning
- It is the middle of winter and snowing heavily. The heating does not work properly.
- There's too much noise in the facilities (e.g. construction work next door)
- There are two people in a wheelchair in the group
- Some people in the group have issues with trusting other people
- A participant doesn't understand the language spoken in the training
- One essential trainer is ill and not able to facilitate anything
- A participant in the group takes a lot longer than everyone else to understand the activities
- A participant is not willing to shut up and keeps interrupting others
- A participant has a very negative attitude about the training
- Some of the participants lack motivation
- A participant is offended by what someone else says
- Half way through an activity it is clear that it just isn't working
- Some of the participants in the group have very different opinions about the topic you are discussing and they have started shouting at each other
- One of the participants is really shy
- There is a conflict between trainers

Training the Trainer



Introduction:

This two day course is aimed at people whose jobs require that they provide training for others from time to time. The programme is designed to introduce participants to the basic skills required to design and deliver a satisfactory training programme, and the key issues and concepts they need to consider in order to do so.

Objectives:

At the end of the two day programme, participants will be able to:

- Identify the key characteristics and qualities of an effective trainer
- Understand and explain the role of the trainer
- Identify the variety of feelings and issues people may have when they enter a new group situation
- Understand and explain the purpose of warm-up activities, and give examples
- Articulate a range of training tools and techniques
- Identify the range of issues involved in preparing a training programme
- Explain a number of ways of handling difficult situations which might arise during training
- Understand and explain the basic principles of theory of adult learning styles
- Plan, prepare and present a brief individual presentation
- Identify the purpose of evaluating training, and some ways of doing this

Methods:

The skills and issues above will be addressed through the following methods:

- Individual reflection
- Small and large group discussion
- Activities – learning by doing
- Informational input
- Preparing and then making a presentation to the participant group
- Analysing information and experiences

Resources:

- Flip chart
- Marker pens

- Overhead projector
- OHP sheet of “The Training Cycle and Associated Standards” (SCODA:1998, p 6)
- Handouts from “A Quality Framework for Drug Training” (SCODA:1998, pp 6, 8, 9, 14, 15)
- “Choices” game sheet
- A soft toy
- Evaluation sheets
- Learning Styles questionnaire
- Learning Styles handout
- Paper
- Pens

Programme:

DAY 1

10:00 **Arrival and coffee**

10:30 **Welcome**

An overview of the programme is given, and an explanation of the purpose and objectives of the course are given. It is important here to discuss the limitations of this two day course, ie that this is only an introduction to the skills required for training. It is also important to explain the experiential nature of the course, and the fact that the course itself will mirror the skills and concepts being explored. Participants are also given the opportunity to introduce themselves.

10:45 **Warm up activity**

Elephant’s Trunk

Participants stand in a circle, with one person in the middle. The person in the middle closes their eyes and spins around, with their arm outstretched and finger pointing as they turn. When they stop, the person they are pointing to must become the “elephant’s trunk”. To do so, they must raise their right shoulder up to their own nose, thus becoming a trunk.

At the same time, the persons to their immediate right and left must become the elephant’s ears. They do this by holding their nearest arm up to the ear of the person who is the elephant’s trunk. Thus the three people together make up the elephant’s face.

The last of the three people to get into their position must replace the person in the middle as the “pointer”. The game starts again. Repeat several times.

10:55 **Goal Setting**

a) Brainstorm

What things would you like to have covered over the next two days in order to assist you to become a more skilled and confident trainer?

- i) Write all ideas on flip chart paper

- ii) Discuss and clarify
- iii) Keep the list available and refer back to it from time to time in order to monitor the progress of the training in meeting the aims of the group.

11:05 Visualisation Exercise – Remembering Back

a) *Your first five minutes in an uncomfortable situation*

The facilitator invites the participants to close their eyes and relax. The facilitator then talks the group through a brief visualisation exercise, based around remembering back to the first few minutes of a situation when they were out of their “comfort zone” because they were doing something significant for the first time. This might be their first day at school, university, a new job or something similar. The participants are asked to take time to remember as many details as they can of the situation. Once they have a clear mental and sensory image of this, they are asked to take a “mental snapshot” of that image, and to keep it in their mind to share with the group.

b) *Share in pairs*

Participants break into pairs and share what they remembered, focusing on what they needed at that time to help ease their anxiety.

c) *Discussion*

The group is asked to consider and discuss the following questions:

- i) What were you thinking and feeling at the time you remembered back to?
- ii) What did you want and need at that time in order to feel safe and comfortable?
- iii) What things helped or would have helped you to feel safe and comfortable?

Finish the discussion by clarifying the role of the trainer in terms of creating an environment where people feel safe and comfortable to learn, take risks etc. Discuss what has been done so far today that has helped people to feel comfortable.

11:30 Effective Trainers

a) *Individual Reflection*

Each person is asked to think of a teacher or trainer they remember from the past, who was effective in keeping him or her interested and inspired to learn. Then think also of an example of a teacher or trainer who had the opposite effect.

b) *Small group discussion*

In groups of four or five people, participants are asked to share what came to mind with regard to the teachers / trainers they remembered, and to discuss the following questions:

- i) Consider your positive example. What was it about them, their personality, and style of teaching etc that was effective?

- ii) Consider your negative example. What was it about them that got in the way of them being interesting, inspiring etc?

Having discussed these points, each group should use the information to write two comprehensive lists – one showing the qualities and characteristics of effective trainers, and one showing the characteristics of ineffective trainers.

c) Feedback

In the whole group, a representative from each group feeds back the lists generated from their group. It is probably best to go through all of the positive lists, and then all of the negative ones.

d) Discussion

What does this information teach us about effective training?

11:55 Skills and Attributes

a) Brainstorm

As a whole group, list the skills, qualities and attributes the participants use in the normal course of their jobs. Include more subtle skills and attributes, such as those used in relating to colleague's etc.

b) Discussion

With this list in mind, explore how these qualities, attributes and skills provide the basic building blocks for becoming an effective trainer.

12:10 Process Review

- i) What have we done so far this morning?
- ii) How have we done it?
- iii) Why have we done it, and how is it relevant to becoming an effective trainer?

12:20 Lunch

1:10 Warm up activities

1. Games:

A series of warm up games and activities are played, varying in style, content and seriousness. The facilitator may use any favourite games or activities. Following are some examples:

a) Fact, opinion, fantasy

A soft toy is passed around the group as they sit in a circle. When the leader calls "stop", whoever is holding the toy is asked to give a fact, an opinion or a fantasy about a topic of the group or the leader's choosing.

b) Choices:

The leader reads out a series of statements, one at a time. Each statement consists of a comparison between two similar things (eg two pop singers, two TV shows, two holiday destinations). For each statement, each participant must choose a spot on the room to stand, according to how much they agree or disagree with the statement. For example, if the statement was “I prefer Kylie to Madonna”, they would stand at one end of the room if they love Kylie and hate Madonna. However, if they love Madonna and hate Kylie they would stand at the opposite end of the room. If they either like or dislike each in equal measure, they would stand somewhere in the middle. Each time everyone has chosen his or her position, a new statement is read out. Repeat 6 to 8 times.

c) Changing Places:

The group sits on chairs in a circle, with one fewer chair than there are people. The person without a chair stands in the middle. This person must think of a statement, which is true for at least some members of the group. They then give the instruction to “change places if... (eg “you ate cereal for breakfast this morning”). Anyone for whom this statement is true must stand up and find a new seat. The person in the middle must also find a seat. The person left standing must now stand in the middle and think of the next statement.

If time permits, play any favourite games of the participants – giving the participants the opportunity to practice giving instructions to the group.

2. Discussion:

In the whole group, discuss the following questions:

- i) What is the purpose of warm up games and activities?
- ii) When should they be used?
- iii) What did you notice about the games and activities we played? What similarities did they have? What differences did you notice? How is this information useful in planning a training programme?

1:40 Learning Styles

a) Theory

A brief introduction to the key theories with regard to the various adult learning styles.

b) Individual Reflection

Participants are given the questionnaire on adult learning styles in order to assess their own preferred learning style

c) Discussion

Briefly discuss people’s perception of the questionnaire and the results. How can this information be used in planning and delivering training? Why is it important for trainers to be aware of this information?

2:20 Tools and Techniques for Training

a) Brainstorm

In the whole group, list as many different tools, techniques, equipment etc that can be used in training and/or in a learning environment. Encourage people to think creatively and to include as many ideas as possible, no matter how unusual or obscure (provided they could be used in training and learning). This might include things which are used for training special needs groups etc.

b) *Small group discussion*

In different small groups to the last activity, ask each group to look at the list developed in the previous brainstorm, and to categorise each item according to how it could be used, when and for whom it is most appropriate. Also, think back to the previous exercise regarding different learning styles. Which learning style does each tool, technique etc best associate with?

3:00 Coffee Break

3:20 Handling Difficult Situations

a) *Brainstorm:*

As a group, develop a list on flip chart paper of various situations which participants feel they would find difficult to handle as a trainer. This should include some real life situations, as well as some “wild speculation”.

b) *“Workshop” one example:*

Choose one example from the list, and list as many different ways of dealing with this situation as the group can come up with. Discuss the positive and negative aspects of each of these.

c) *Small groups*

Participants are broken into groups of four. Each group is allocated an example of a difficult situation from the list developed by the whole group. Each small group has about 10 minutes to discuss as many alternatives as they can for dealing with their given situation.

d) *Feedback*

Each group is asked to feed back their alternative solutions for dealing with their difficult situation, and to conclude with the solution(s) they believe would prove most effective, including their reason for choosing this solution.

4:15 Process Review

- a) What have we done so far this morning?
- b) How have we done it?
- c) Why have we done it, and how is it relevant to becoming an effective trainer?

4:25 Summarising Today’s Learning

Each person is asked to think up one word which best summarises his or her experiences and/or learning from today. Each person then shares this word with the whole group.

4:30 Finish

DAY 2

10:00 **Arrive and coffee**

10:15 **Warm up**

A warm up game is chosen to get the group interacting and energised. This might be one played on the first day or a new game, and should be chosen to suit the group participants.

10:30 **Review of Day 1**

Group participants are asked to remember back to the things learned and discussed on the first day of the course. It is important to go into a reasonable amount of detail, as the things learned on the first day will form the basis for much of today's programme.

10:45 **Planning a Training Programme**

a) *Small Groups*

Participants are divided into small groups, with about four people in each. Each group is to consider the issues we discussed yesterday, and with these things in mind, they are to plan a 60 minute presentation or section of a training programme. Each group is given a different scenario to consider.

Scenarios:

Each group is given one of the following situations, and asked to plan a presentation, which is relevant and appropriate for the given situation. These are:

- i) A 60 minute presentation in the local school hall to 120 Year 10 students at a local high school, on the topic of "the dangers of drugs".
- ii) A 60 minute presentation to a group of 16 head teachers, as part of an in-service training day. The topic you have been asked to present on is "recognising and addressing drug problems in school students". All but two of the head teachers have attended drugs awareness training days in the past two years.
- iii) A presentation on "harm minimisation" to a group of 10 young people in the local service for homeless and vulnerable young people. All are aged between 16 and 22. Most have issues around drug dependency. They have been told that they must attend this session as a condition of receiving continued accommodation and support.
- iv) A basic drug awareness introduction for 8 first year students in a part time youth worker training course. They are a diverse group, with people ranging in age from 19 to 55. Two of the participants have significant physical disabilities. It has also been explained to you that some of them are finding the course very challenging as they have quite strong religious convictions.

Each group should plan the programme (or a 60 minute section of it), based on the information they have been given about the participants, the purpose of the training etc.

b) Presentations

Each group presents to the whole group the programme they have developed, explaining what issues they considered and why, and how the programme they have planned addresses those issues. They should also explain how it fits into the broader programme for that group, if relevant.

c) Discussion

What were the similarities and differences between the programmes? Why did these occur? What other issues did you identify? Was the way you were given to address the issue with your group the most appropriate way to do so (eg length of time, size of group, setting etc)?

11:50 Training Needs Analysis

A brief presentation and discussion about the role and purpose of a training needs analysis. Participants are also given a handout and overhead from the SCODA handbook "A Quality Framework for Drug Training" (London:1998) – pages 6, 8, 9, 14, 15.

Discuss the following questions:

- How do you / your organisation ensure that the training you provide is part of a broader training strategy?
- What are some simple ways of increasing the likelihood that training is relevant, appropriate and useful for the participants?

NB: It is important to explain that this is only a brief explanation of the purpose and nature of TNA. Those interested in a more thorough explanation of these issues should look for more advanced courses.

12:15 Lunch

1:00 Individual Presentations

a) Introduction

Each person is asked to think of a particular skill which they can teach to the rest of the group. They will have a maximum of 5 minutes to present their particular skill and teach it to the others. Everyone will have 35 minutes to prepare their presentation. During this time, they should:

- Consider any props or materials they might need, and organise these
- Keep in mind the various aspects and principles of good training we have discussed over the last two days, and incorporate as many of these as possible
- Think about the most appropriate way to teach their chosen skill, and how they can measure their effectiveness (and whether or not people have learned it).

Encourage people to do something that they themselves know well. Examples might include a paper aeroplane, to count to ten in another language, a song, a series of dance steps, a game or activity.

b) Preparation

c) Presentations

Each person has a maximum of five minutes to present their skill, followed by two to three minutes of feedback from the group. As well as participating in learning, the participants should be encouraged to be critically evaluating each presentation, and give both positive and negative feedback (constructive, of course).

c) Discussion

Discuss people's reactions to both being presenters and being participants / observers in this activity.

4:00 Evaluating Training

The aim of this session is to look at a few ways of evaluating training, and at the same time to give the participants the chance to give feedback regarding this training course.

a) "Take a Stand"

One end of the room represents 0%, and the other end 100%. Participants are asked to remember back to the beginning of the first day of training, when their goals were discussed and recorded (have the flip chart list on display and refer to it). With this in mind, participants are asked to stand somewhere in the room, according to how well their own learning goals were achieved over the last two days. Once they have chosen their position, ask them to face the 100% line, and to clarify for themselves what lies between themselves and 100%, and how they might get this.

b) Feedback discussion

With the ideas from the last exercise in mind, briefly discuss their thoughts and feelings about the training over the last two days, and its relevance and usefulness.

c) Written feedback

Using the evaluation form for the course, ask them to look over the form. What do they notice about the questions it asks, how useful these are, and whether there are any things missing from it. Discuss how the information gained from evaluation forms can be used for future planning.

Following this, ask the participants to complete the forms with their own feedback regarding this course.

4:25 Final Feedback

Ask the group to think of one thing they appreciated about being part of this group over the last two days. Go around the group and ask each person to share their "one thing".

4:30 Finish

