Manual for facilitators in non-formal education

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Manual for facilitators in non-formal education involved in preparing and delivering the programme of study sessions at European Youth Centres

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

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Table of abbreviations used in the manual:

DYS – Directorate of Youth and Sport
EYC – European Youth Centre
EYCS – European Youth Centre Strasbourg
EYCB – European Youth Centre Budapest
CDEJ – European Steering Committee for Youth
NGO – Non-Governmental Organisation
TC – Training Course
NFE – Non-Formal Education
ICL – Intercultural Learning
HRE – Human Rights Education
HR – Human Rights

1. introduction

Why a manual for facilitators of study sessions?

The "transitional" nature of youth work implies a regular turnover of volunteers and staff in the organisations active in this field, especially those facilitating educational activities on a sporadic and voluntary basis. Therefore, constant training of new generations of young people and youth leaders is required.

The programme of study sessions, organised by the Council of Europe's Directorate of Youth and Sport (DYS) in co-operation with international youth organisations or networks, consists of some 20-30 activities every year. It involves more than 1000 participants per year and some 120-150 people are involved in preparing them.

The study sessions of the European Youth Centres have been trendsetters in European youth work and remain a benchmark for the international youth sector's work. Successful study sessions have always been dependent on the proper selection of a relevant topic, recruitment of participants with the right profile and competent team members. For the Directorate of Youth and Sport, this manual represents an investment in the quality of study sessions and other educational activities in its programme. Establishing the competences of team members of study sessions is one of the essential prerequisites for enabling exchanges of views, multiplying the effects in the participants' day-to-day lives, and thus contributing to the principles and values of the DYS's work priorities. We hope that international youth organisations and other organisers of study sessions will find value in this manual and make its use a standard feature in the preparation of teams running study sessions.

The first "Training Course for Facilitators of Study Sessions" was held in April 2004 and the second in November 2005. The two training courses were attended altogether by 60 participants from 47 different youth NGOs and 27 different countries. The first training course was developed by Mette Bram, Goran Buldioski, Inge Stuer and Arjen Bros. Martin Krajcik helped in running the course. The 2005 team of trainers consisted of Hélène Barkovic, Arturas Deltuva, Dariusz Grzemny, Sabine Klocker and Pervana Mammadova. The courses addressed the needs of youth organisations and other youth work institutions in having competent and autonomous volunteers and staff capable of facilitating training and education activities to meet the needs of their memberships. At the individual level, these courses offered basic competences essential for designing, running, evaluating and following-up study sessions for current and future preparatory team members.

As not all young people who are involved in preparing and delivering study sessions could participate in such a specialised training course, this guide was produced to help them to prepare/perform in their roles as facilitators/ preparatory team members. This manual summarises the key issues that were addressed at these two training courses and captures some examples of best practice in preparing for and running study sessions. The text has largely benefited from the "DYS guide for study sessions", the two reports produced by the participants of the Training Courses for Facilitators and other training publications. The objectives and the methodology of this manual follow the logic and the educational rationale of the two training courses for facilitators of study sessions (Appendix 1).

Main aims of the manual

At individual level, the main aim is to inform future team members of study sessions about the central educational issues in designing, running, evaluating and following-up study sessions and other similar youth activities.

At the international youth organisations level, this manual will support the development of the quality of the study sessions and other educational activities that contribute to the fulfilment of their goals and their long-term organisational development.

At the Council of Europe (institutional) level, the main aim of this manual is to contribute to the consolidation and development of the quality of the programme of study sessions of the European Youth Centres, by providing specific training material for the members of future preparatory teams of organisations.

Objectives of the manual

At the individual level

This manual aims to equip facilitators with a basic knowledge of study sessions and to raise future preparatory team members' awareness about DYS quality criteria and principles related to their responsibilities. It is designed to increase their knowledge and awareness of the values underpinning European non-formal educational youth activities. Objectives also include giving a basic insight into different concepts of learning in non-formal education, and developing preparatory team members' competences in, and motivation to use, intercultural learning and human rights education in study sessions. It is also intended to assist facilitators in non-formal education to develop essential skills with multicultural youth groups (for example, programme design, leadership, team work, chairing and facilitating, communication, group dynamics, evaluation and follow-up). In addition, great emphasis is placed in this manual on the development of preparatory team members' awareness of and skills in organising the follow-up, in particular writing reports and securing other forms of dissemination of the results of study sessions. The DYS's intention is to provide facilitators with a concise insight into the political and administrative framework of study sessions run in co-operation with the European Youth Centres.

At international youth organisations level

One of the main objectives of this manual is the promotion of values connected with study sessions, as well as the development of an appreciation of study sessions as a unique opportunity for organisations to contribute to their overall strategy and programme. A further objective is that the impact of study sessions should be enhanced within the youth organisations or networks by encouraging organisations to equip their members with this manual prior to the activity. Other crucial objectives are to enable facilitators to achieve a meaningful follow-up with their member organisations after the study sessions and communication of the results to a wider public.

At Council of Europe (institutional) level

The Council of Europe hopes to support the development of facilitators of educational activities of youth organisations which co-operate or plan to co-operate with the European Youth Centres. Another main objective is the further development of quality criteria for study sessions in relation to the realities and needs of youth organisations.

2. What is a study session?

2.1. The concept of a study session and its place in the programme of the Council of Europe/DYS

Study sessions are based on co-operation between the partner organisations and the Council of Europe's Directorate of Youth and Sport (DYS). Study sessions are international educational youth seminars (meetings), lasting between four and eight days, which bring together members of youth organisations or networks and experts for discussions on a specific subject leading to conclusions relevant to the priorities and programmes of the Council of Europe Youth sector. They are organised in co-operation with youth organisations and networks, and are hosted by one of the European Youth Centres in Strasbourg or Budapest.

The selection of topics and partner organisations for study sessions is based on applications submitted by youth organisations twice a year and decided upon by the DYS Programming Committee on Youth.[1] These activities are almost fully financed by the Council of Europe in accordance with guidelines available at the Secretariat.

About 20 study sessions a year take place at the European Youth Centres. These sessions address a variety of subjects, corresponding to the work priorities established by the DYS.[2] The scope and extent of the subject matter indicate that they remain a key tool for co-operation with youth organisations in developing their own thematic focuses and multiplying their organisational cultures. Seminar objectives are set by the youth organisation and accepted by the Programming Committee of the DYS. Youth organisations recruit the participants and are responsible for the follow-up. Creativity and innovation in methodological as well as thematic terms are also important aspects of study sessions.

Within the programme of the DYS, a study session is a very specific type of activity. The DYS also organises other types of activities, such as training courses, conferences and seminars. A study session is emblematic of youth work, as it incorporates different aspects of the above-mentioned activities. In fact, a study session combines pan-European youth work with work at grassroots levels. The contents of study sessions filter down to the grassroots, as participants in a study session are mostly local leaders who otherwise would not come to the European Youth Centres, as their work does not necessarily have an international dimension. This means that the results of study sessions can be implemented and used by participants in their local realities, and are not just a nice abstract result in a report.

For more detailed information on study sessions, consult: www.coe.int/youth

1. The Programming Committee on Youth is a co-decision body comprising eight members each from the CDEJ (European Steering Committee for Youth, consisting of government officials) and the Advisory Council (representing youth organisations and networks). It establishes, monitors and evaluates the programmes of the European Youth Centres and the European Youth Foundation. The Programming Committee is one of the three main bodies of the Co-management system of the DYS. Based on the embedded values of youth participation, all the decisions made by the DYS are brought before the Joint Council (a body that comprises governmental representatives in charge of youth issues and young people representing different youth organisations at national and European levels).

2. The priorities for 2006-08 are: human rights education and intercultural dialogue, youth participation and democratic citizenship, social cohesion and inclusion of young people, and youth policy development. The DYS chooses new priorities every three years.

> ***Reflection point***
>
> *We have presented the different organisational and institutional contexts of a study session. While this may sound formal, study sessions have a very concrete meaning for youth organisations.*
>
> *What is a study session in practice for a youth organisation/network?*
>
> *What is the main use of study sessions within your organisation/network?*
>
> *Is there a difference between holding a study session and organising other activities?*

When participants in the Training Course for Facilitators and in the Consultative Meeting on study sessions were asked to define what a study session is for them, they came up with the following:

What is a study session?	***What is a study session NOT?***
• *Learning experience* • *Involves non-formal learning* • *Intercultural learning process* • *Panel for exchange of experiences, ideas, visions* • *Linked with the organisation's mission and work* • *Active involvement of participants* • *Connected to priorities of the Council of Europe* • *Open to everyone* • *Funded/supported by the DYS* • *Held at EYCS or EYCB* • *Educational support provided* • *Work* • *Group/team work* • *Young people (approx. 18-30) involved* • *Personal development* • *Well-prepared* • *Dynamic & flexible programme* • *It's an international activity (at least 8 countries have to be involved)*	• *Academic seminar* • *Sport activity* • *Less than 4 days* • *Training course* • *Open to everyone* • *A holiday* • *Statutory meeting for the organisation* • *Individual work*

2.1.1. *The study session as a holistic learning experience*

Participants in a study session are learning at political, social and personal levels. Therefore, this can be summed up as a holistic intercultural learning experience, which also results from living and working together as a multicultural group.

A study session is considered to be a special learning experience because it is an activity for young people, by young people and with young people. Young people in a study session have the opportunity to discuss an issue of concern to them and their organisation from a variety of perspectives.

Furthermore, the micro-society formed within the study session is a great source of social and intercultural learning. As the group will have a diversity of opinions, values, and styles of learning and communication, it is essential to learn to live together, to communicate across linguistic and cultural divides, and to respect others. A helpful tool in these processes is non-formal education (NFE); experiential learning is one of the main pillars of NFE and forms the basis of the educational approach in study sessions. Intercultural learning and human rights education are based on experiential learning methodology and are the key to study sessions. The values, identities, stereotypes and prejudices of the participants may be challenged while their learning experiences are influenced by the issues discussed and by the personal experiences they bring with them.

As participants are challenged at many different levels, they are also expected to become aware of their role as social actors, and this motivates them to take social action. This manifests itself in multiplication processes within the various youth movements (follow-up projects within the youth movements, co-operation activities between participants, actions of the organisation as a body, etc.).

It has been shown that the holistic learning experience of study sessions can bring rewarding results for the participants, the organisation and the DYS. In educational as well as in political terms, this is one of the main added values of a study session. Participants are experienced youth leaders who function as multipliers within their youth organisations/networks and communities.

2.1.2. *The specificity and unique value of study sessions*

The specificity and unique value of study sessions at the DYS comes from four main characteristics:

A. the status offered

- This makes it easier to gain access to contacts with the Council of Europe's other Directorates and expertise.
- The label of the European Youth Centre makes it easier to attract experts and lecturers.
- It facilitates participation, in that it is easier to get visas (because of invitation letters issued by the DYS), to get reimbursement of travel costs and to set low registration fees.
- Having an activity at a European Youth Centre also provides a "status" in terms of informal recognition of the value of the organisation, making it easier to gain access to the press/media.

Furthermore, a European Youth Centre provides other advantages:

- It is a catalyst for creativity: organisations tend to be more creative in their choice of themes, adopting themes of greater general interest, because the activity has to face competition to be accepted.
- It facilitates contacts between different organisations, when both have a session at the same time (through meeting other leaders and participants).
- Provision of board and lodging allows the organisers to concentrate on a study session's content.

B. Educational support through the DYS educational advisers and external trainers

- The educational advisers/external trainers have expertise in non-formal education and on several specific topics. They also have political and administrative roles, as well as their educational one.[3]

3. More details on the role of the educational adviser can be found in 2.2.1. Writing a proposal for a study session, point E. "What can be expected from the educational adviser?"

- The educational advisers/external trainers provide immediate use of different Council of Europe publications and methods developed at similar activities, which are much more accessible and easier to use and understand when activities take place in a youth centre.
- The educational advisers/external trainers provide support for people on the leadership team.
- The educational advisers/external trainers have accumulated expertise through working with different organisations and therefore provide a selection of methods, contents, findings and conclusions made by previous groups, which are transferred from organisation to organisation.
- The involvement of educational advisers/external trainers in the preparation emphasises the need for a careful preparatory process. Also, the fact that the organisation does not have to look for facilities, a venue, etc., liberates energy for the preparation of the event as such and for concentrating on contents rather than on logistics.
- The special educational support provides opportunities for a good combination of methods and contents, allowing the sessions to be simultaneously process-orientated as well as product-orientated.

C. Technical and administrative support

- Holding an activity at an EYC means the organisation and team in charge do not have to waste time on technical and financial questions, and can therefore concentrate on the programme and educational aspects.
- Professional simultaneous interpretation is provided free by the Council of Europe (on request, for a maximum of three languages).
- The working rooms and spaces are appropriate for different types of meetings and methods.
- The individual rooms combined with spaces for collective activities provide opportunities for good and lively social life and intercultural learning as well as individual space.
- Financial support, especially for travel, allows the participation of people from different geographical regions and facilitates financial management for the youth NGO. It also enables disadvantaged young people, who usually have less access to activities, to participate.
- Support with "visa procedures" is offered to facilitate the process for participants and team members.

D. Financial support

- Reimbursement of expenses for a preparatory meeting.
- Reimbursement of travel expenses for participants and team members.
- Payment for up to two experts to be invited to the study session.

For details regarding financial support, please consult the financial regulation paper for study sessions at www.coe.int/youth.

2.2. The life cycle of a study session – from needs assessment to follow-up

Reflection point

Organising an international intercultural and educational activity with participants from many different countries requires thorough and timely preparation.

What would you identify as the main phases/steps of a study session?

Below can be found what participants of the TC for Facilitators summed up as the various stages of a study session.

Do you think anything is missing? If so, what should be added?

- Needs assessment
- Preparing the proposal
  - Background Aims & objectives
  - Target group/profile of participants

- Concept of the programme
  - Selection of suitable team members
  - Follow-up
  - How does it fit into the long-term programme of the Directorate of Youth and Sport and your organisation or network?
  - (Find/identify five team members)
- Preparation of the Study Session
- Find and select participants
- Running the Study Session
- Evaluation of the Study Session
- Report (financial report and content report)
- Follow-up

STEP 1 – NEEDS ASSESSMENT

When conducting a needs assessment for a study session, NGOs should tackle the following questions:

- What are the current needs of our members or of our organisation as a whole?
- How are they addressed through other activities?
- Can they be addressed in a one-week activity?
- Are the needs linked to Council of Europe/DYS priorities?

In small "buzz-groups", the TC for Facilitators participants defined strategies on how to assess needs. The following is a summary of their results/recommendations.

DIFFERENT WAYS OF IDENTIFIYING NEEDS

Consultation with national movements
Questionnaire (to member organisations/for example, at a General Assembly)
Follow-up of previous activities – suggestions from former participants
Identification of priorities of the organisation/network and the Council of Europe
Strategy development plan of the organisation
Analysis of achievement of the organisation's objectives/aims to date
Consultation of people inside and outside the youth movement
Analysis of current issues/"hot issues" in society

IDENTIFY THE NEEDS (at different levels)
⇓
VERIFY THEIR RELEVANCE
⇓
PRIORITISE THE NEEDS
⇓
USE THEM AS A STARTING POINT FOR WRITING A PROPOSAL

STEP 2 – PREPARING A PROPOSAL

a) Study the application procedures:

The Council of Europe's Directorate of Youth and Sport invites non-governmental youth organisations, networks and other non-governmental structures involved in areas of youth work relevant to the Council of Europe's youth policy to submit applications for study sessions to be held in co-operation with the European Youth Centres in Strasbourg and Budapest, respecting the following deadlines:

1 April

for study sessions to be held in co-operation with the European Youth Centres in the first semester of the following calendar year, taking place between 1 January and 30 June.

1 October

for study sessions to be held in co-operation with the European Youth Centres in the second semester of the following year, taking place between 1 July and 31 December.

To be supported, activities should contribute to the programmes and the objectives of the Council of Europe's youth sector for the relevant years/period. All organisations and networks interested in submitting applications are asked to consult the website of the Directorate of Youth and Sport (www.coe.int/youth).

With this link, you can also access the application form for study sessions, check on the specific criteria and find all relevant financial and administrative documents for applying to run study sessions.

2.2.1. Writing a proposal for a study session

A. Definition of aims, objectives and contents of study sessions

In the following section of the manual, we again draw from experience and a case study that was fully developed in one of the training courses. Based on the following case study, participants were requested to define AIMS AND OBJECTIVES of an unidentified study session. In addition, they were asked to come up with a TIMELINE, pointing out a list of different tasks which should be done throughout the preparation process.

Case study

Organisation GIJ

Needs analysis

Equality – expressed in the fact that equal opportunities and equal access to the same opportunities are important values in a democratic society. Discrimination against different groups in society is often reflected in lack of equality of rights and opportunities. Women, sexual minorities, disadvantaged people and ethnic minorities are groups who can face difficulties in achieving the same benefits as the rest of the population. Each individual should have the right to develop his or her abilities regardless of gender, sex, ethnic group, social group or country of residence. This will be the basic assumption for the Study Session.

We have a need to further define the concept of equality. The questions we want to discuss are: what are the basic elements of equality? Why is equality in society necessary for the implementation of human rights? Do we see new cases of inequality in the new globalised society? How should we define and fight discrimination in society? Since equality is a very broad term, we will go deeper into some aspects of inequality and discrimination. We will have a major focus on gender equality. Women are the world's largest excluded group. Women generally have lower wages than men, a higher unemployment rate and a significant lower level of representation and participation in politics. Poverty and war affect women more than men, and women experience a higher degree of structural violence and sexual exploitation. Women are also the biggest group that faces and are victims of everyday violence. Women all over the world, regardless of nationality and social statues, are victims of this kind of violence. We will focus on how young politicians can work against everyday violence and how to put the topic on the political agenda.

We also have a need to discuss discrimination against groups on the basis of their sexual orientation. LGBT[4] *people are often discriminated against and do not have the same rights as heterosexuals. Violence against these groups is high and they often experience discrimination and intolerance. Equality for all sexual groups is a topic that is often neglected by politicians.*

Equality for all ethnic groups in society will also be tackled. The increasing racism and intolerance of people with a different skin colour or religion from that of the majority of the population in a country is a serious problem in all European countries. We wish to reflect on how the participants can work with these topics and put them at the top of the political agenda in their home countries.

Advice: How to formulate aims and objectives

> "The reason most people never reach their goals is that they don't define them, or ever seriously consider them as believable or achievable. Winners can tell you where they are going, what they plan to do along the way, and who will be sharing the adventure with them." Cecil B. DeMille (1881-1959)

The application form for a study session requires formulation of the aims of the activity. Making such aims operational and formulating them in such a way that both the preparatory team and the participants can understand them and relate them to their work in the organisation demands thorough reflection.

Aims and objectives are frequently confused with each other or even with the contents and the programme elements of a given activity. It is therefore important to spend sufficient time on the formulation of the aims and objectives to facilitate the planning of the programme later on. In a very simplified way, the aim could be considered as the main goal of the activity within the long-term planning of the organisation. The objectives are the concrete steps towards reaching this aim.

Outcomes from participants' work – case study

Aims defined by the group:

- to raise awareness of young people about equality and various minorities within their contexts;
- to enable young people to include equality and minority issues in the political agenda of their context.

Objectives defined by participants:

- to make young people aware of problems and rights of different minorities in Europe (women, LGBT,[4] ethnic groups);
- to develop a common understanding of how to define equality and discrimination in different contexts;
- to link the need for equality in society to the broader context of democracy;
- to equip young people with tools to counteract intolerance in their own communities;
- to encourage participants to become active citizens and multipliers;
- to advocate the issue of equality being integrated into and prioritised on the political agenda.

Participants' tips for formulating aims and objectives:

- It helps to use concrete or specific words which make the objectives more concrete and clear.
- The objectives do not specify the means to achieve the aim, but they give a clear framework for the construction of the programme. A clear definition of the aims and objectives will facilitate designing the programme to a great extent.
- Aims and objectives can and should be ambitious, but they must remain realistic and achievable at the same time.
- Aims and objectives have to be specified for a concrete target group. One has to bear in mind who will benefit from the study session.

Reflection point

Have you thought about the main aim of your study session already?

This can be close to the vision you have about the activity.

You can also say the aim is what you see if you take binoculars and look into the future at the final result, that is, where you want to get to – and the objectives are the single steps which will take you there.

4. Lesbian, gay, bisexual, transgender.

And what would be the objectives for your activity?

A good thing to keep in mind, which might help you to formulate objectives, is the "SMART" acronym, which represents:

S – Specific

M – Measurable

A – Achievable

R – Realistic

T – Timed

Therefore, once you have defined your objectives, always check to make sure they are "SMART"

The aims and objectives are usually already defined in the application form submitted to the DYS. The study session nevertheless takes place many months later. Very often the initial writer of the application is not a member of the team. Therefore, it is crucial that the team revises (and, if necessary, reformulates) the objectives, so that they best address the current needs of the organisation.[5]

Furthermore, it is recommended that you:

- negotiate/discuss your objectives with those concerned (team members, colleagues, partners);
- get second opinions about the way the aims and objectives are formulated and defined;
- ask yourself if they can be evaluated, and if so, how and when;
- consider that, if the aims and objectives are not clear to you, they will not be clear to other people either;
- use the objectives in your communications and presentations (this is not only a fund-raising exercise).

(source: *T-Kit on Project Management*, p. 54)

B. Timetable for preparation, running and evaluation of the study session

The following is a guideline from the Council of Europe guide regarding a "perfect" planning of a study session:

Time in months in advance of the study session	***Things to do***
-12[6] *-11* *-10* *-9* *-8* *-7*	– Selection of the subject, definition of the organisational framework and objectives of the study session; – Drafting and presenting the application to the DYS; – Decision and selection by the Programme Committee; – DYS sends letter of acceptance with the basic data to the organisation; – Confirmation of the final dates with the DYS; – Agreement with the DYS on the administrative procedure; – Composition of the preparatory group; – Arranging date for the preparatory meeting; – Announcement of the dates and theme of the activity to national member organisations.

5. There are certain limits for this, however. The activity should not be completely changed and the revised objectives should be closely related to the originals.

6 . These dates differ depending on the required date of the study session. Deadlines for applications are 1 April and 1 October, and the decisions of the Programming Committee are made in June and December respectively. According to whether the study session is held at the beginning or the end of a semester, the remaining time for preparation can vary between 7 and 12 months.

Time in months in advance of the study session	*Things to do*
-6 *-5*	– Preparatory meeting (1-3 working days) with the full team including the DYS educational adviser;[7] – Mailing of detailed invitation documents to member organisations.
-4 *-3*	– Contact with, selection and engagement of lecturers/speakers; – Screening of applications, selection of the participants; – Request to the DYS for authorisation of non-European participants; – Confirmation letters to participants (including detailed programme, etc.).
-2	– Inform the DYS about: lecturers' names and addresses for official invitations, any assistance required for visas, final choice of working languages.
-1	– Send complete list of participants and the technical needs list to the DYS.
0	**STUDY SESSION**
+1 *+2* *+3* *+4*	– Evaluation of the activity; – Planning of the follow-up, writing of the financial and content reports; – Submission of the report to the European Youth Centre; – Distribution of the report.

Reflection point

Start to think about/draft the timeline for your own study session.

Are there any special things to consider?

How does this activity fit with the overall programme of your organisation?

When is it realistic to have the first preparatory meeting? Have you already checked the availability of your educational adviser/external trainer and the team members?

How much time does your organisation usually allow for participants to apply?

What other deadlines should you set up? And when?

Conclusions and recommendations

There is no perfect or ideal timeline for you/your study session! Make your timeline according to your organisation's needs. The timeline/planning has to be adjusted to the reality of the organisation, experience gained from previous meetings and the annual agenda of the organisation. Hence, to avoid last minute surprises, things should be planned in advance. It can be useful to plan backwards from the date of the session. This gives you a clear idea on when to start planning.

Further elements of the study session application

The application form for study sessions also contains the following sections. When applying, an organisation should not only be aware of these aspects, but also make a clear case and explain its own choices effectively. It is as important to draft convincing aims and objectives as to be clear who you are targeting with this activity and how a team will deliver the session.

7. This is an idealised planning table. Past practice shows that most organisations would have the preparatory meeting about three months before the activity.

– the profile of the participants;

– educational approaches and methodology to be used during the study session;

– what we expect to receive from the educational adviser assigned to us;

– ideas for follow-up of the study session.[8]

On the training course in 2004, the following case study was proposed in order to facilitate the shared exploration of the tasks.

Example

Organisation TUV

Needs Analysis

- The purpose of the meeting, and the whole study session, is actually very closely connected with our programme. Our organisation has one long-term programme, called the "Peace building" programme, which contains the topics of conflict transformation and intercultural learning. We need to include these two topics in all the activities of our work, and there is a need especially to focus on the connection between them in youth work. This is why this study session is very important in the long-term programme of our organisation.
- We have previous experience of many training events and seminars that were accomplished successfully and which were connected with the issues of conflict prevention, resolution and transformation. These projects were carried out in co-operation with two other youth NGOs.

Aims

The overall aim of this course is to enable participants to deal competently with issues of conflict and conflict transformation, resolution and prevention in educational activities involving multicultural groups of participants. Within this context, the study session will specifically focus on these issues in youth work and how intercultural approaches can be used in conflict transformation.

Objectives

- to familiarise the participants with commonly used concepts of conflict transformation, prevention and resolution;
- to develop intercultural competence among the participants;
- to develop the awareness of participants about the different levels on which conflict can occur (interpersonal, organisational, between groups, between nations, etc.);

8. This is not an exhaustive list of all the questions from the application form. The part on designing a programme and the profile/competencies of team members is covered in depth in chapter 5.

- to use the multicultural group of participants as a learning space on conflict transformation, prevention and resolution;
- to develop the awareness of participants about the conditions under which conflicts arise in multicultural youth work contexts;
- to develop the competence of participants in using different approaches to conflict transformation, prevention and resolution;
- to help participants contextualise modern day conflict and its causes within the framework of international and multicultural youth activities;
- to train participants in the use of intercultural learning approaches to conflict;
- to raise participants' awareness concerning the diversity of potential conflict situations they may encounter in multicultural youth work contexts.

C. Profile of participants

Basic requirements of the Council of Europe

The definition of the aims and objectives will already have opened the discussion on the profile of participants. These are two items which are difficult to separate and discussions might cover both items in parallel. The correlation between the aims and the participants has to be guaranteed to ensure the most effective planning and recruitment.[9]

The EYC imposes a number of criteria as regards the participants in study sessions:

- At least 75% of the participants (including the preparatory group!) have to be between 18 and 30 years old.
- Geographical and sex balances have to be taken into consideration.[10]
- At least 8 countries must be involved, whereby participants from one country should not exceed 20% of the total number of participants; participants from non-member states of the Council of Europe may not exceed 15% of the total number of participants. It should be noted that it is the country of residence, and not the nationality or country of origin, that is taken into account.
- Participants should attend the entire session.
- Participants should be in a position to act as multipliers of the study session's results.
- Participants should be able to work in one of the working languages of the study session.

In addition, the organisation and the preparatory group should describe the profile of the participants as regards their function in the organisation and their level of involvement after the session.

Participants' profiles – results from the case study

- Motivated, full-time participants
- Aged between 18 and 30
- Multipliers (potential)
- Experienced or having experience in dealing with conflict situations/discrimination
- Involved in TUV's activities at different levels: local, national and international
- Knowledge of working language(s)

Secondary criteria (for selection): 1-2 persons per national organisation; sex and geographical balance; and diversity of participants

9. Another planning approach can be to start from the participants' profile and then establish the objectives, since for some NGOs the target group is fixed.

10. Exceptions are made in the cases of single-sex organisations and/or specific topics.

Comments

Some organisations/networks have specific nomination procedures which can prevent the selection of participants according to a desired profile. For example, national member organisations nominate participants to attend study sessions as a reward for their active participation in national events.

Another case is when a network uses an invitation to a study session as a tool to boost and motivate participants from less-active member organisations.

One more constraint on recruiting participants according to the desired profile is the necessity to secure sex/minority/geographical balances. In specific cases, single-sex organisations can ask to run single-sex study sessions. This nevertheless remains an exception.

Often the call for participants is published and distributed too late by the organisation. This may lead to the result that while enough participants can be found, it is not possible to conduct a proper selection process.

As a team member, be aware that all the cases mentioned above will lead to having a group of participants which is close to, but not perfectly aligned with, the desired profile as defined in the application.

D. Educational approach

The main educational approach of the study session is based on experiential learning. Within the experiential learning cycle, participants first take part in activities, report and reflect on their observations and insights, then create a link to reality and finally apply what they have learned. Eventually, every learning experience should lead to changing participants' thoughts/behaviour and/or their initiating activities to make a difference in their environment. This educational approach is always learner-centred, engaging and active, and should be fun for participants as well. One can also sum up "experiential learning" with the four dimensions of cognitive, emotional, attitudes- or values-based (behavioural) and skills-based learning. Intercultural learning is also a central part of a study session's content, a process that complements the methodology of experiential learning. (See also 2.1.1. The study session as a holistic learning experience.)

Reflection point

Do you have a specially developed educational approach for your organisation/network?

What was your approach in your last study session or other previous activities? Was it based on non-formal learning?

What do you think are the specific features and/or advantages of experiential learning?

Does this correspond with what you have planned for your study session?

Which working methods are you going to use? (Group discussions, case studies, role plays, simulation exercises, expert input, work in small groups, etc.)

E. What can be expected from the educational adviser or external trainer?

A study session at an EYC also has the advantage that each preparatory team receives some educational support from the Council of Europe DYS, in the form of an educational adviser and/or external trainer. Educational advisers are staff of the DYS, whereas external trainers are hired by the DYS for particular study sessions. Whenever there is an external trainer, an educational adviser would still be allocated to the study session, serving as a DYS contact in the background. The educational adviser or external trainer is present at the preparatory meeting and study session in order to facilitate the process of planning, and to offer advice of an educational, programmatic and methodological nature. However, the study session remains the property of the organisation and the team that represents it. The team, therefore, should be the body that decides, in consultation with the educational adviser/external trainer, the particular role and tasks that should be undertaken by the educational adviser/external trainer during the session. This can take any number of forms, including the presentation of certain themes and the leading of particular sessions, or the introduction of particular educational methods, appropriate to the objectives of the programme. In addition, they may also carry out technical and administrative procedures, such as the organisation and processing of the travel reimbursement.

When the participants of the TC for Facilitators 2004 and 2005 were asked what expectations they had of the educational adviser/external trainer who was working with them in their organisation's study session, they raised the following points:

- Expertise on the theme
- Professional guidance and support running study sessions
- Innovative methodologies and working methods
- Skill in conflict resolution and dealing with a multicultural team
- Logistical and administrative and technical support
- Support with evaluation methods and reporting
- Commitment and motivation
- Flexibility and tolerance
- Being a good team worker (respect for other team members)
- Good communication (before, during, after)

Wish list:

- Passion for youth work and/or the topic of the study session
- Sense of humour

Further comments

- Organisations cannot choose their educational adviser.
- Organisations usually do not have the same educational adviser/external trainer two years in a row.

Reflection point

What else do you expect from the educational adviser/external trainer?

Do you need any specific support? Are there any specific needs to take into account regarding your organisation/team/target group?

How do you plan to communicate your expectations to the educational adviser?

How much involvement do you expect from the educational adviser? Are your expectations different for the educational adviser's involvement before the session and during its implementation?

Note: make sure you communicate your expectations clearly at the first preparatory meeting to check if your wishes/requests/expectations are realistic and clear to the educational adviser/external trainer (if not, she/he will tell you), in order to guarantee a fruitful co-operation.

F. Following up the study session

As study sessions are considered an integral part of a larger strategy for development of the organisation running them, it is essential that results of the session are followed up. The follow-up is important not only for the organisation but also for the Council of Europe, which wants to see tangible outcomes from the activities it supports. Therefore, it is crucial that the follow-up is planned and agreed on in advance with the organisation and the team. Sufficient time must be allocated to this issue in the preparation meeting(s) as well as in the evaluation meeting. Support must also be guaranteed at an organisational and institutional level for participants and team members.

After evaluating the study session, the next steps should be related to how to implement the recommendations, suggestions and action plans (if applicable) made by the participants. These steps should also focus on how to further develop work on the theme of the session in the future within the organisation and its activities, and the prospects for disseminating and using the new knowledge developed in the context of the session.

In general, it should be clear from the very beginning what the session is expected to achieve for the organisation, and how the participants are involved. This will make it easier to communicate the plans that the organisation has for the implementation of the results and will avoid disappointments in the long run.

Therefore, the organisers must seriously consider the following questions:

- Will there be another seminar/training course/study session?
- What will the theme be?
- What kind of continuity can there be with the session that has just finished?
- What kind of follow-up can be provided?
- What will the organisation do with projects, recommendations and action plans that have been developed from the study session? How will the results be disseminated?
- How will the organisation support those attempting to implement the outcomes of the study session? What kind of networking of the results of the study session will be undertaken, by whom and with which objectives?
- What kind of information and publicity will be generated by the study session and to whom will this be made available?
- In the future, how will the organisation make use of the pool of participants of the study session? Can any participant become a team member of future sessions? Can others become involved in networking?

Case study results – participants of the TC for Facilitators suggested the following ACTIONS as a follow-up:

- Web page/newsletter/mailing list/blogs/fora
- Smaller regional activities dealing with the theme/multiplying

– Friendship-network
– Awareness-raising campaign
– Report/documentation (CD with pictures, etc.)
– Media
– Application to European Youth Foundation for international youth events or local projects
– Applications to other donors
– Further European-level event(s) based on the outcomes of the study session.

Comments

Very often the study sessions serve as a one-time event that initiates important debates within the organisations/networks. Many of the study sessions of the Council of Europe have initiated a whole series of similar activities at national and international level. Occasionally, the study sessions have successfully advocated new work priorities for this network. A typical example is the subject of human rights education, which has become a standard priority area for many organisations in the last several years.

Immediately after the session the team/organisation has to be responsible for the following administrative tasks:

– submission of the financial report for the preparation costs of the session and, in case of an Administrative Arrangement, the travel costs of participants (up to 2 months after the session);
– submission of the study session report (up to 6 months after the session);
– evaluation of the session by the preparatory team and the educational adviser/external trainer (to be handed in by the educational adviser/external trainer 2 weeks after the session);
– evaluation, by the preparatory team, of the co-operation with the educational adviser/external trainer and the EYC (up to 4 weeks after the session).

The standard evaluation forms can be found on: www.coe.int/youth.[11]

> ***Reflection point***
>
> *What possible follow-up actions/activities could there be for your study session? What is planned on behalf of the youth organisation/network?*
>
> *Can you think of a study session that served as a springboard for new ideas and follow-up activities in your organisation?*
>
> *What is the biggest threat if a study session is not properly followed-up?*
>
> *This subject should be fully discussed at the draft proposal stage.*[11]

2.2.2. Conclusions – preparing a proposal for a study session

The above chapter does not deal with every single element given in the application form for study sessions, but just the most relevant ones where applicants usually face difficulties. There is no description and advice for writing the section on “background of a study session”. However, this is not a difficult task, since it always depends on the motivation and strategic development programme of the NGO. In chapter 6 of this manual, you will find a detailed section on “Programme design of study sessions”.

To conclude this section dealing with writing an application/preparing a proposal, here are a few *general recommendations resulting from the TC for Facilitators*:

– Be concise, clear and communicative.
– Be clear on the objectives of your study session and their link to the DYS’s priorities.
– Do not be afraid of using specific “DYS vocabulary”. Use clear simple vocabulary and define your own organisation’s terms. Do not abuse DYS vocabulary just to include certain “trendy” terms. Prefer to remain down to earth in order to explain what is important to you in your own words. Also make sure you understand the words and concepts you are using.

11. More on this issue can be found in Chapter 8, which deals with the organisational responsibilities regarding follow-up and the dissemination of results.

- Ask someone unrelated to the project to read your draft proposal and then explain it back to you. The chances are that, if they understand it, the Council of Europe will too.
- When answering the question about the educational approach and working methods, do not describe specific methods, but explain the overall learning philosophy.
- When answering the section on "*Please explain how your activity will contribute to the programme(s) and highlight possible links envisaged with other activities of the Directorate of Youth and Sport*", be aware of the campaigns, publications, etc. of the Council of Europe. For example, if you use Compass or any of the T-Kits, this is a link to the DYS. Check the webpage of the Council of Europe to find out what else is going on at the moment (campaigns, new programmes, etc.) to use possible synergies.

Common mistakes

- Applications give too many repetitive explanations and lack coherence between different parts of the application.
- Applicants do not respond directly to the questions.
- There is no clear vision about the place and the use of the activity ("The network must organise the study session because they have always had one in autumn.").
- The aims and objectives are not clear: applicants cannot convey their vision about the study session.
- Discuss thoroughly within your organisation if a study session is the appropriate format for your plans/ideas/aims/needs.
- Copying and pasting from previous proposals seems like a quick fix, but very often results in a patchwork of different ideas. Also, very often the same people in the Directorate read and assess your proposals each year).

2.3. Mapping qualities for successful study sessions (personal, team, organisational)

Writing a good application is only the first step in organising a successful study session. After receiving the positive news about the approval of the study session, each organisation/network should map the resources and competences they will require for the activity. As the success of a study session depends on the thorough preparation of many different team members with various responsibilities, the following issues should be handled with utmost care:

- Personal preparation – This refers to the development of competences, i.e. skills, knowledge and attitudes of preparatory team members. These include, among others, facilitation and presentation skills, assertiveness and self-confidence. Chapters 3 and 4 of this manual cover this subject in depth.
- Team preparation – This deals with the parts of the study session which are the tasks of the study session team. Programme design and running programme elements are only a few of the tasks that should be completed together by the study session team. This is explained in chapter 5.
- Organisational responsibilities – These refer to the tasks for which the organisation is held accountable, for example, evaluating the study session, producing a final report and ensuring follow-up. Chapters 6 to 8 provide detailed descriptions of these tasks.

Study sessions are assessed and decided upon by the DYS Secretariat and the DYS Programming Committee on Youth.[12] The Secretariat carries out a preliminary assessment according to a list of fixed criteria. Afterwards, the DYS Programming Committee meets[13] to assess the youth organisations'/movements' applications and take the final decision concerning which study sessions are accepted.

12. For more information on the DYS Programming Committee on Youth, see page 9.

13. The DYS Programming Committee on Youth meets twice a year, in June and December.

PERSONAL PREPARATION

3. Essentials of non-formal education for facilitators of DYS study sessions

3.1. Concepts of learning

Non-formal education

"Education is what survives when what has been learned has been forgotten." (B.F. Skinner)

There are many different kinds of learning, all of which depend on the educational context.

Young people learn within youth clubs, at schools, within their family, at informal meetings, at university, from daily experience, at church, at summer camps, at work, etc. All these learning contexts are parts of different kinds of educational concepts:

Informal education refers to the lifelong process whereby each individual acquires attitudes, values, skills and knowledge from educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.).

Formal education refers to the structured education system that runs from primary school to university, and includes specialised programmes for technical and professional training.

Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum (Compass, p. 21).

If we take the understanding of these three notions rather stereotypically, we could say that young people encounter formal education in schools, while in youth work contexts they benefit from non-formal education (or learning). Formal, non-formal and informal learning approaches (or education) are complementary and mutually reinforcing elements of lifelong learning processes.

What are the characteristics of non-formal learning in youth work contexts/training events?

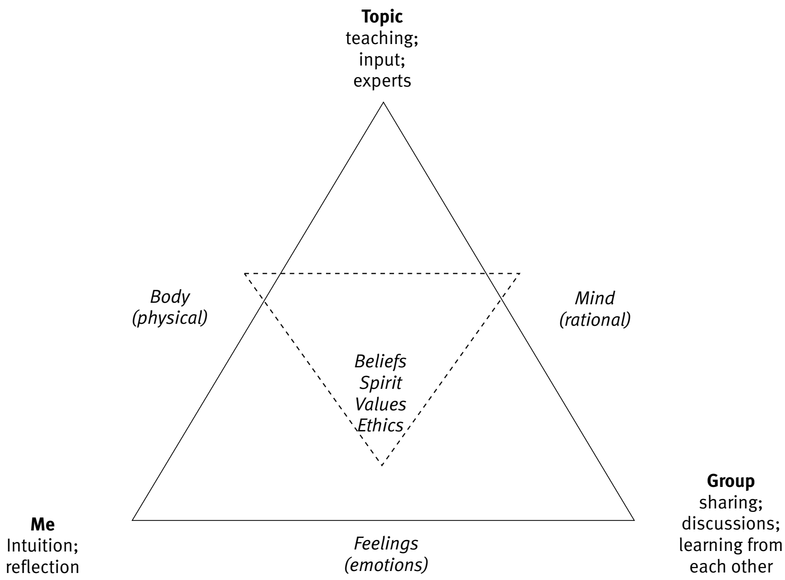
Non-formal education may be defined as:

- a planned learning process
- personal, social and political education for young people
- designed to improve a range of skills and competences
- outside but supplementary to the formal educational curriculum
- where participation is voluntary
- where the programmes are carried out by trained leaders.

Non-formal education for participants in the TC for Facilitators was also about:

> freedom of choice, fun, creativity, participation, learning, activities, games, skills, experience, an easy way to learn, spontaneous learning, pleasure, doing, trying, others, different points of view and possibilities, freedom, more valuable information, learners contributing to the direction of learning, everything is possible.

Non-formal education methodology/principles – a holistic approach



Firstly, the diagram opposite points out that in non-formal learning settings you need a balance between body, mind and feelings; that only when all three are engaged can socially engaged learning take place. In contrast, schools very often focus only on the mind.

Secondly, co-operation is another characteristic, replacing competition. Non-formal learning approaches combine learning at individual and group levels. It capitalises on a group dynamic through which participants help and inspire each other in their learning processes. The learning process of one member is an essential part of the input into the learning processes of the other members of the group.

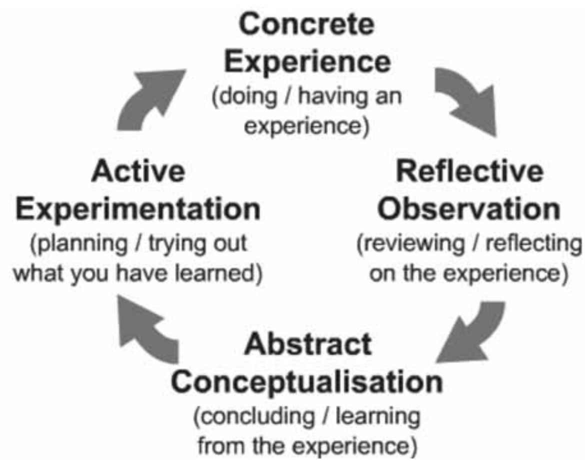
Thirdly, while non-formal education and formal education both use a variety of theories and concepts as well as input from experts, non-formal learning is more open to the input of participants in the learning process (which does not exclude theories and expert input, however). It places great importance on participants' own exploration in finding commonly accepted definitions. For example, there are many definitions of human rights in books and expert literature. Nevertheless, participants will internalise the concepts best if they are asked to define them on their own first, as concepts that would be applicable for their own environment and real-life situations that they face. Therefore, non-formal education is closer to participants' reality and real life. They can make direct links.

Methodology and principles in NFE

NFE is based on *active participation* (doing, experiencing!). A central part of the learning process is *self-reflection*. Exercises in NFE are of an *experiential* nature (for example, simulations and role-plays) and input will always be *interactive* (a product of the facilitator and participants; they contribute with their experiences and knowledge).

David Kolb's Learning Cycle

Kolb devised one of the essential theories of experiential learning and he was very much inspired by the theories of Kurt Lewin.



Source: www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php

Learning styles – related to the theory of David Kolb's Learning Cycle

All four steps in the cycle can be considered an *"entrance door" to learning*. We have different doors by which to enter learning. Entrance doors can differ from person to person.

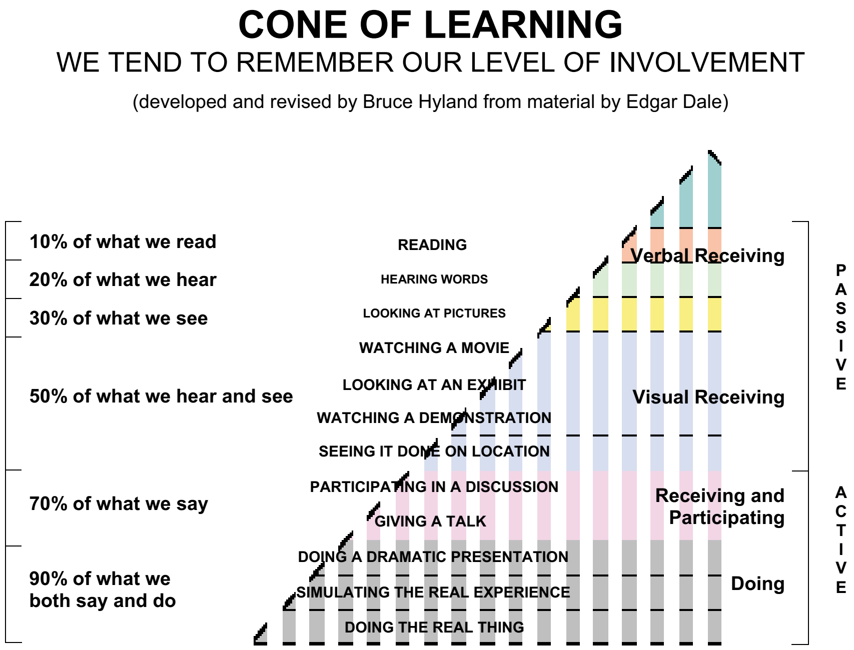
The same person may often use a different "entrance door" each time they are in an experiential learning process.

Below is Dale's Cone of Experience, demonstrating the advantages of experiential learning.

Dale's Cone of Experience shows us that in a study session a regular lecture alone will not suffice and neither will running only a simple exercise. You always need a balance of various methods. Therefore, it is important to use a variety of methods every day of your study session and check the overall balance of the entire programme of the activity. You have to take into account how various people learn, remember and perceive things. It is essential that a study session varies between theory, exercises and discussions. This variety should be taken into consideration when developing training aides since you will always have visual-, audio- and/or kinaesthetic-orientated participants in your group.

I hear and I forget.
I see and I remember. I do and I understand.
(Confucius)

When categorising different learning styles, one differentiates between three different levels of learning. Learning takes place on cognitive, emotional, and behavioural levels.



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969)

Cognitive learning is the acquirement of knowledge or beliefs: knowing that 3 plus 3 is 6, that the Earth is conceived of having the shape of a ball, or that there are currently 47 member states of the Council of Europe. It is about "Knowing".

Emotional learning is a more difficult concept to grasp. Perhaps you can look back and remember how you have learned to express your feelings, and how these feelings have changed through time. What made you afraid twenty years ago might not make you afraid any more, people you did not like at first might now be your best friends, etc. Emotional learning is learning through emotions and feelings, which is very closely connected to attitudes and internalising.

Behavioural learning is the visible part of learning: being able to hammer a nail straight into a piece of wood, to write with a pen, to eat with chopsticks, or to welcome somebody in the "right" way. You "see it" and have, in a sense, a "proof" of the successful learning process.

The learning process involves all three levels: cognitive, emotional, and behavioural. If you want to learn how to eat with chopsticks, you need to know how to hold them and how to make the right movements. However, neither will have a lasting effect if you do not learn to like eating with them – or at least see an advantage in doing so. It is about "Know how".

(*T-Kit on Intercultural Learning*, p. 17)

3.2 Intercultural learning in study sessions

In the previous chapter we defined what learning is. Now we pose the questions *"what is culture?"* and *"what then is intercultural?"*

The second concept in the phrase "intercultural learning" is *culture*. All ideas about intercultural learning build on an implicit or explicit idea about culture. They all have in common the idea that they perceive culture as something human-made. Culture has been referred to as the "software" which people use in daily life; it is commonly described as being about the basic assumptions, values and norms that people share. There are many theoretical and practical arguments and discussions about concepts of culture.

Moreover, one has to consider that in some languages in Europe (for example, in German-speaking countries) the word "culture" also refers to or means going out to a concert or the opera, reading books and/or behaving properly.

- Is culture necessarily linked to a group of people, or does "individual culture" exist?
- What are elements of culture?
- Can one establish a "cultural map" of the world?
- Do cultures change? Why and how?
- How strong is the link between culture and the actual behaviour of individuals and groups?
- Can one have several cultural backgrounds – and what does that imply?
- How flexible is culture? How open is it to individual interpretation?

Very often, studying culture implies looking at the interaction of different cultures. Many authors have stated that, if it were not for the existence of more than one culture, we would not think about culture at all. The apparent differences of how humans can think, feel and act are what make us aware of culture. Culture, therefore, cannot be thought of simply as "culture": it has to be thought of as "cultures".

Note that some terms are at times used to replace "intercultural", such as "cross-cultural" or "multicultural". For some authors, these terms are identical, while others attach very different meanings to these words. (*T-Kit on Intercultural Learning*, p. 18)

In the *Education Pack*, a milestone publication of the Directorate of Youth and Sport, you can find the following definitions for multicultural and intercultural societies:

Multicultural societies: different cultures, national, ethnic, religious groups all living within the same territory BUT not necessarily coming into contact with each other; a society where difference is often viewed negatively and forms a major justification for discrimination; minorities may be tolerated passively, but not accepted or valued; even in cases where there are legal rights designed to stop discrimination, the law may not be enforced uniformly.

Intercultural societies: different cultures, national groups, etc. living together within a territory, maintaining open relations of interaction, exchange and mutual recognition of their own and others' values and ways of life;... a process of active tolerance and the maintenance of equitable relations where everyone has the same importance, where there are no superiors or inferiors, better or worse people...

Cross-cultural: comparing or dealing with two or more different cultures: a cross-cultural survey; cross-cultural influences on an artist's work.
(www.answers.com/topic/cross-cultural)

Participants in the TC for Facilitators summarised that for them ICL is about learning:

- in a neutral environment (most often in a foreign language)
- in a mixed group (different countries present)

- in both directions – learning from each other
- where the other helps to identify aspects in myself
- which can lead to change
- with empathy – walking in each others' shoes

> ***Reflection point***
> *What is intercultural learning (ICL) for you?*
> *What are the crucial elements of intercultural learning for you?*
> *How intercultural is your country or your youth organisation/network?*

ICL is also about:

Sharing values, norms and beliefs in an atmosphere of confidence and mutual respect

- Confidence and trust as cornerstones of ICL
- Openness in dialogue
- Value experiences, talents and contributions from each other

Exploring our identity as a condition for intercultural encounters

- Own culture as a departure point of ICL
- Ability to relate where we come from and our roots to the culture of the other person
- Learning through acknowledging the differences

Changing attitudes and behaviours

- Dealing with precious parts of your identity
- Iceberg (if you want to learn about the "iceberg" concept of culture, refer to the *T-Kit on ICL*, p. 19)
- Long process, sometimes painful
- One has to be ready for this

Realising how differently we perceive reality

- Everyone perceives their reality differently
- Acknowledge the different viewpoints as a starting point for learning
- Ability to operate within different realities/views of the world

Being able to deal with ambiguity and complexity

- There is not always an answer at any given time – process-orientated
- Ability to question ourselves
- Trust in the process and reflect on it
- Be prepared to change some beliefs if appropriate

Experience involving all the senses

- Exploring different ways to communicate
- Readiness to reflect and share feelings
- Openness to experience your environment through all your senses

Acknowledging the potential of interpersonal conflicts

- Different perceptions and viewpoints are sources of conflict
- Not to be seen as threat

– Competence which needs to be addressed without blame

How to address intercultural learning in study sessions?

The international aspect of a study session begins before the programme is constructed. The process of constructing the session is a product of interculturality of thoughts and approaches, as the team is composed of a mixture of cultures (different ethnic backgrounds, nationalities, etc.). Also, participants should reflect on the intercultural dimension within their organisations/networks before coming to a study session.

On which level should a study session team address ICL?
What is the minimum of ICL that one team should deal with?

ICL as a transversal element happening all the time in a multicultural group (because things cannot be taken for granted)

ICL can be used as an introductory element (bringing to people's attention the value and, at the same time, the challenges of working within a multicultural group, which also goes hand in hand with work on group dynamics). Young people can be very sensitive about being abroad and having to speak a foreign language in order to express feelings, values and opinions. In a study session, one often works together with native speakers with heavy accents on the one side and people from other parts of Europe with a very basic knowledge of English on the other. Programme elements like the International Evening are not only about exchanging and consuming different foods and (alcoholic) drinks, but also about breaking the ice and crossing barriers

Intercultural learning can be tackled as specific elements of the programme in which participants learn about ICL in theory and practice (a planned and structured educational approach).

Be clear what exactly you want to address and focus on, for example, skills, attitudes, knowledge, values, etc. (see below). Once you have decided where to put your focus, choose the methods and timing accordingly

Be careful with using "simulation exercises"; they are definitely not "games", so do not (mis-)use them to please your participants with some action and fun! Be aware that you can easily cause damage with them. Also, make sure that you use an activity with a concrete aim and expected outcomes, and not just because you like this activity. Proper debriefing is important so set aside plenty of time for the debriefing and carefully prepare your debriefing questions, leading participants through a safe learning process. The value of simulation exercises lies in the debriefing (refer to the "experiential learning cycle" on page 27). Consider thoroughly what you want to achieve with them and how they fit into the rest of the programme.

Choose methods you have the capacity and resources to run confidently and comfortably. Sometimes less is more!! Only if you are comfortable and confident with a method will you deliver/explain/run it well – ask team members or your educational adviser/external trainer for assistance if you have any doubts.

Analysis by the TC for Facilitators participants about the various competences (skills, knowledge, attitudes) and values addressed in ICL

Skills

- Find ways to resolve problems resulting from intercultural miscommunication
- A need for better understanding
- You need to have a context (intercultural) to understand the content of the study session

Knowledge

- To understand and share ideas of different learning styles
- By understanding each other better, we can start to improve the networking and co-operation among European associations and organisations
- By learning about other "cultures", we learn more about our own. Our organisation or anyone in contact with us can benefit from this.
- To show the diversity within a study session/cultural context/country/Europe
- To promote cross-cultural understanding
- To understand better the situation and cultural priorities of different participants
- Sharing the experience of different cultures/experience someone else's culture
- You can understand your own culture better and yourself in the "mirror" of other cultures.
- To break down barriers, to intensify networking, to learn about each others'countries, customs and traditions
- To learn ICL methodologies. Active way to learn. Better understanding of other cultures.
- To learn more about the basis of others'values and attitudes

Attitudes

- Basis for a good working atmosphere
- A study session is a small version of Europe
- To avoid the tension caused by misunderstandings
- Meeting people from other cultures produces self-reflection and learning
- ICL exercises help to broaden your view and change your attitudes

Values

- Better understanding
- To share ideas and experiences specific to cultures can assist others with their work
- Personal development
- To get to know each other better
- Because we are different coming from different countries and NGOs

Reflection point

Looking at all these points, can you think of any others?

Are there some you do not agree with?

Which of those listed above are most essential for working with young people or members of your organisation/network?

Does your organisation/network have common standards with regard to who is allowed to plan and run intercultural activities?

You can find a lot of exercises, theories and background knowledge about ICL in the *Education Pack* and the *T-Kit on Intercultural Learning* of the Council of Europe/DYS.

At the end of this chapter we would like to inspire you with a little story which reflects experiences in ICL and study sessions:

The sunglasses story

Imagine that all people in your home country, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sunglasses with yellow lenses. No one has ever thought that it is strange that people wear sunglasses all the time. It has always been like that and they are like a part of the human body. Everyone wears them.

Take off your sunglasses and look at them.

It is the values, attitudes, ideas that people in your country share which gives the glasses their yellow colour. Everything everyone has seen, been taught and experienced has entered the brain through the yellow lenses. Everything has been filtered through those values and those ideas which colour the glasses yellow. The yellow lenses are your attitudes, your faith, your values and your cultural background.

Thousands of miles away, in another country, there are people who, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sunglasses with blue lenses. No one has ever thought that it is strange that people wear sunglasses all the time. It has always been like that and they are like a part of the human body. Everyone wears them. Everything the people in this country have seen, been taught and experienced has been filtered through the blue lenses.

Once there was a person travelling from your country to the other country. She was smart and understood that if she wanted to learn about the other country and the other people she had to get a pair of blue glasses to be able to "see". When she arrived in the other country she made sure she got a pair of blue glasses. She stayed for three months and felt that she really learned a lot about the other people's values, faith and ideas. She could really "see" with the help of the new blue glasses. When she arrived home in her own country she became an expert on the other country and proudly told a lot of interested listeners that the other culture was green.

Being part of the study session can have a similar effect on participants. Isn't experiential learning and ICL all about going home after a study session and seeing the "world" with different eyes? Reflecting on other cultures and personalities? And seeing more "colours" in everyday life? It is also about being able to share this new vision with others or to give them glasses (acting as a multiplier!).

Furthermore, one could also link this story to everyday life. In our globalised world and society, diversity is not somewhere far away but just around the corner. Often there are people walking next to us wearing different glasses. Do we always see it? Do we value and appreciate it? What are the advantages and the difficulties for young people when living in diverse societies?

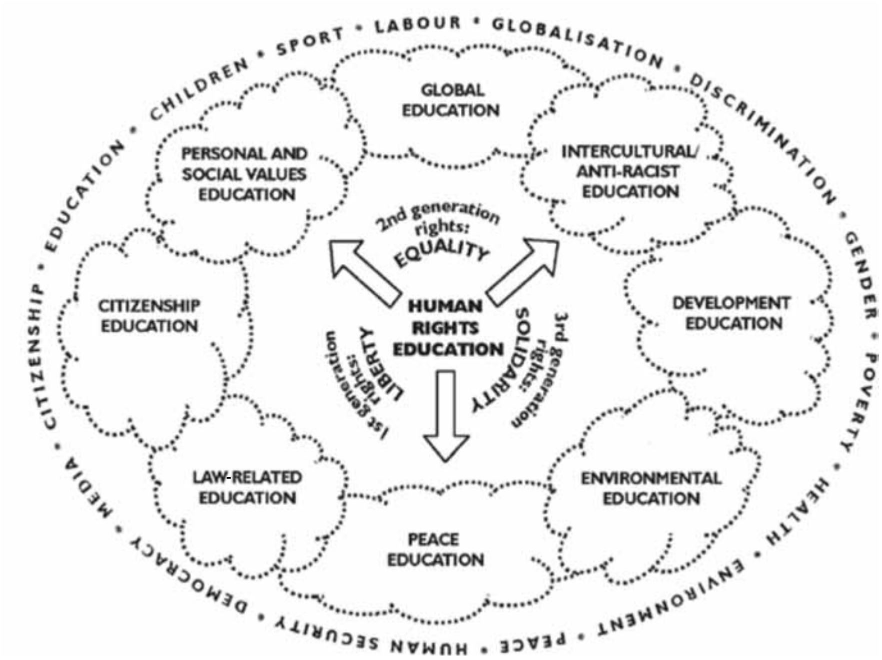
3.3. Human rights education in study sessions

Why is there HRE at the DYS?
What do we mean by human rights education?

> "...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities"
> (Official definition of human rights education for the Council of Europe Youth Programme)

Which areas are part of HRE?
What are they based on?

The diagram overleaf shows quite well that human rights are indivisible, interdependent and interrelated; they cannot be treated each on its own, because all of them are connected and overlap in various ways. Furthermore, one can see the important HRE issues based on first, second and third generation rights.



(source: *Compass*, p. 27)

The first generation rights or “liberty” rights are also called civil and political rights. The right to live, the right to have a fair trial, the right not to be tortured and freedom of religion are only some from a longer list.

Second generation rights or “equality” rights are also known under the name social, cultural and economic rights. To name a few of those: the right to work, to have an adequate standard of living, the right to education, the right to be part of a trade union, etc.

Third generation rights or “solidarity” rights encompass the right to sustainable development, to live in a healthy environment and the right to peace.

On the basis of these human rights, the various HRE themes above can be developed further. Also, in this area a clear separation between the various sections, whereby an HRE field belongs to a certain generation of rights, cannot be made, as these overlap and are often needed and addressed in combination. None of the human rights listed above is more important than any other. In fact, all human rights are interrelated to such extent that respecting one of them provides a common link with any other right. This is a direct consequence of the fact that human rights are *indivisible*, *interdependent* and *interrelated*. They cannot be treated in isolation, because all are connected one with another, in various different ways. Furthermore, one has to point out that *human rights are universal*: they are true for all human beings and valid at all times and places.

Important fields in HRE are as follows:

- **Citizenship education** encourages the development of young people as active and responsible citizens.
- **Personal and social values education,** while covered to a great extent by the formal education sector, raises the question: “Which values shall be passed on?”
- **Global education** covers work that looks at different forms of existence and patterns of behaviour around the globe and all kinds of globalisation issues, which are extremely important for young people.
- **Intercultural education** is interlinked with global education and looks at how we interact with other cultures, societies and social groupings.
- **Anti-racist education** addresses racist behaviour, language and practices at individual and institutional levels; furthermore, it aims to create a greater awareness of the harmful effects of racism in modern society.
- **Development education** is strongly interlinked with global education, but has a stronger emphasis on third generation rights.

– **Environmental education** focuses on methods of sustainable development and deals with the future state of the environment.

– **Peace education** is based on a concept of peace that goes beyond the mere absence of war, and is aimed at achieving a better understanding of conflict, respect among people and the skills to transform potentially dangerous situations into peaceful ones.

– **Law-related education** is most likely covered in formal (school) education. It should cover not only existing laws, but also a developing respect for the rule of law and the fundamental principles of justice of international HR treaties.

All the topics connected with the fields in the graphic refer to specific topics in HRE with young people, which are all covered in the *Compass* manual, with activities organised according to these headings.

HRE methodology:

– **Participation** (young people participate actively)

– **Action-orientated** (there is always some action involved)

– **Experiential learning** (one always goes through an experience)

– **Learner-centred** (the activity builds up on previous experiences and knowledge of the young person)

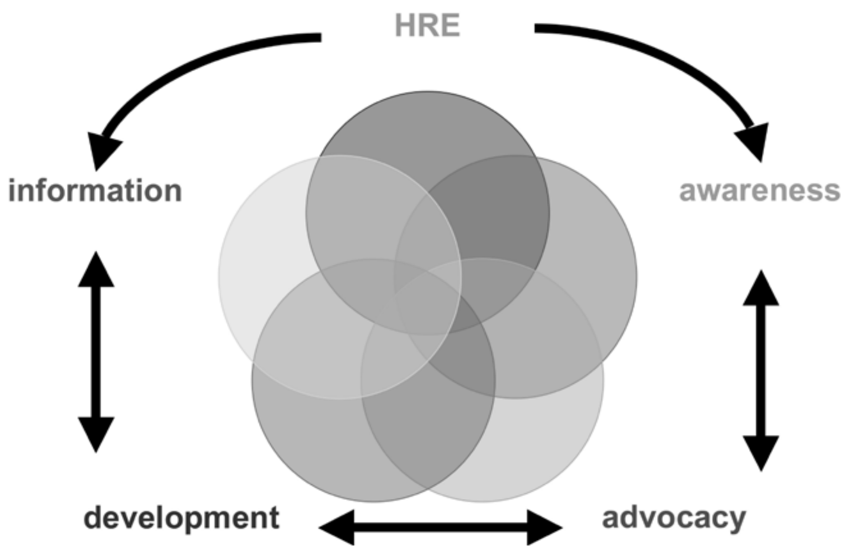
– **Co-operative learning** (a group of young people carries out required tasks collaboratively)

– **Groupwork-based** (the group is a source of learning; group members learn from each other)

– **Problem solving** (there are often difficult tasks or situations to tackle)

– **Conflict resolution** (solving conflicts within the group is a frequent task and a valuable source of learning)

Why do HRE with young people?



Primarily, HRE with and for young people is done in order to inform them (about human rights, about human rights violations, etc.) and to raise their awareness. Raising awareness also goes hand in hand with prevention work, for example preventing discrimination, racism or homophobia. When young people go through HRE exercises or experiences, they *develop* personally, but also the society around them develops (when they change behaviour, attitudes, values, etc.). Furthermore, as a logical consequence, young people also *engage themselves (advocacy)* in HRE, create projects, address human rights violations, speak up in their families and/or among friends about HR issues, etc.

The last mentioned steps are also interchangeable, as the arrows between the various subjects indicate. For example, once young people engage themselves in setting up a project (advocacy level) in the field of human rights, they will need to obtain more information, to raise their own awareness about certain issues, to do more prevention work and also to develop more on a personal level, all while influencing the development of society around them.

Why deal with HRE in study sessions?

Priorities in the youth sector of the Council of Europe (2006-2008)

- Human rights education and intercultural dialogue
- Youth participation and democratic citizenship
- Social cohesion and inclusion of young people
- Youth policy development

One has only to look at the priorities of the youth sector to see that human rights are among the core elements of the Council of Europe and are an essential part of the work of the DYS. The study session context is highly recommended for working in the HRE field (or at least for it to be addressed in some programme elements), as it helps to address many key issues and priorities.

Furthermore, a youth NGO can appropriately contribute to a campaign like "All different – All equal", for example with a study session dealing with HRE, and use the great range of resources and expertise within the DYS in order to develop and spread the engagement in HRE within the NGO or down to grassroots levels.

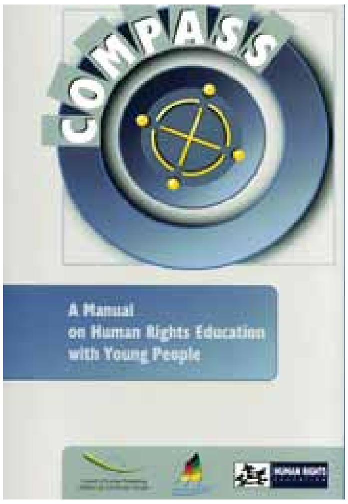
The DYS has published a general and holistic HRE manual, *Compass* (www.coe.int/compass), in which you can find all kinds of background information on human rights and HRE, on educational approaches, related educational fields, the evolution of human rights, activism and the role of NGOs, global themes, international human rights instruments, etc. Furthermore, the manual includes around 50 HRE activities related to themes such as children, citizenship, democracy, discrimination and xenophobia, education, environment, gender equality, globalisation, health, human security, media, peace and violence, poverty, social rights and sports. All activities are up to date for use with young people; they are ready to use, practical and experiential; they address values and attitudes and encourage action; they are easily adaptable and perfectly suitable for study sessions (for non-formal as well as formal educational contexts). All the exercises are described step by step and the complexity level is graded (from one to four), which means that for facilitators with little experience there are easy exercises to run, with plenty of tips on how to put them into practice and what to consider when working with specific target groups. Debriefing questions for exercises are also included.

Compass has already been translated into 20 different European languages and details on how to access or acquire these translations can also be found on www.coe.int/compass. In addition, you will find there excellent

HRE materials like the *Education Pack* and *Domino*. All three publications are published by the Council of Europe and are enormously helpful materials for youth workers in study sessions.

Reflection point

Try to find out whether Compass *has been translated in your language (check the website: www.coe.int/compass)*



If not, can you think of someone who would be interested in translating it?

Is the Compass *manual already in use within your youth organisation/network?*

4. Personal development for facilitators of study sessions (competences)

This part of the manual deals with the development of individual competences of preparatory team members. In this section you will find a lot of practical tips on how you can improve your facilitation and presentation skills, what you need to know about group dynamics when working with or in an international team, which ethics and values should be of importance to you and how you can improve your leadership skills, assertiveness and self-confidence as a facilitator.

4.1. Facilitation skills

What is “facilitation”?

Facilitation is a service to others.

The most important job of a facilitator is to protect the process of those being facilitated (the participants). The process is how the group goes about accomplishing their task. The problem or content is what they are working on.

The facilitator’s tool kit is a set of techniques, knowledge and experience, which they apply to protect the process that the group is working through. The facilitator helps to create the process, adjust it, keep it heading in the right direction and, most importantly, keeps the people attached to it.

The function of facilitation is to keep a meeting or training event focused and moving, and to ensure even levels of participation. The facilitator makes sure these things occur, either by doing them or by monitoring the group and intervening as needed. The facilitator is the keeper of the task and does not influence the content or product of the group. The facilitator pays attention to the way the group works – the process.

The facilitator sometimes acts as a resource for the group in the area of problem-solving techniques. The facilitator must be comfortable with team-building techniques and group processes and group dynamics, in order to assist the group in performing tasks and maintaining roles essential to team building. The facilitator intervenes to help the group stay focused and build cohesiveness, getting the job done with excellence, while developing the product.

What is a facilitator?

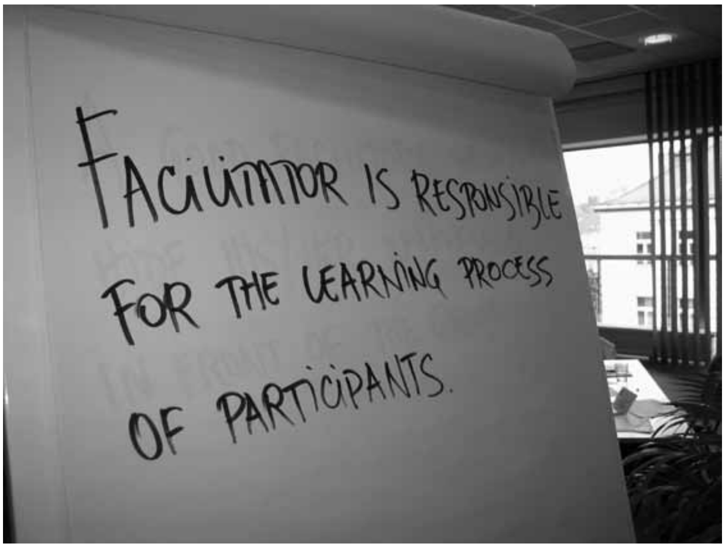
> *“A leader of processes, a provider of tools and techniques that can get the work accomplished quickly and effectively in a group environment. A facilitator assists participants to bring out the full potential of every individual and the entire group.”*
> (definition of a facilitator developed by participants from the TC for Facilitators).

Indeed, a facilitator is many things. Below can be found a detailed description of the different tasks of a facilitator, which were defined at the TC for Facilitators:

A facilitator is ...

- a consultant who designs work sessions with a specific focus or intent;
- an adviser who brings out the full potential of working groups;
- a provider of processes, tools and techniques that can get work accomplished quickly and effectively in a group environment;
- a person who keeps a group meeting on track;
- someone who helps to resolve conflict;

- someone who draws out participation from everyone, to ensure that the full potential of the group is achieved;
- someone who organises the work of a group;
- someone who makes sure that the goals are met;
- someone who provides structure for the work of a group;
- someone who is empathetic;
- someone who organises space and time.



What a facilitator does not do:

- change the wording of a participant;
- refuse to record an idea (looks tired, gets distracted, too many ideas coming at once);
- get involved in the content of the group work;
- fix the group (even in the most loving way!);
- fix the problem for the group;
- get attached to certain outcomes;
- judge comments of the group and like some ideas better than others;
- flip-flop the agenda and work processes;
- manipulate people and behaviours through their own feedback;
- monopolise conversation;
- take sides on issues or people;
- be closed to group suggestions on the process;
- try to have all the answers.

Reflection point

Is there anything missing in this list?

What do you think a facilitator is? Do you have a specific definition for it?

How do you see yourself or how would you describe yourself as a facilitator?

When was the last time you facilitated a discussion? Did you enjoy it? Was it difficult? Why?

As the above results show, a facilitator has to face many different challenges. One of them is to handle "difficult" participants.

Facilitation challenge: how to handle difficult participants throughout a study session

Participants in the TC for Facilitators came up with a list of profiles of difficult participants and possible ways of dealing with these challenging participants throughout a study session.

Results of a brainstorm and discussion of types of "difficult" behaviour:

- dominant participant (domination, dominant participant, smart alecks, politicians, hyperactive, talking too much, not giving space/time to others)
- "negative" participant (not constructive criticism, negativity, intolerant, negativism)
- non-motivated participant (always late, wants to leave, not motivated or negative)
- troublemaker (rude participant, offensive participant)
- not fitting profile (too experienced or inexperienced, participant tourist, wrong expectations)
- introverted participant (not willing to share, excluding themselves, shy participant)
- participant with insufficient knowledge of the working language
- participant with personal issues (homesickness, food issues, personal problems, illness)

During the second part of the discussion, participants in the TC for Facilitators concentrated on strategies used in dealing with identified difficult participant types. The priority was given to two types of challenging participant:

How to deal with dominant participants

- give them responsibilities
- give them personal challenges
- one-to-one discussion with a team member
- ensure that the participant has their space in the programme
- ensure all participants have an equal say (for example, one-by-one comments)
- labels: for example, "inferior" roles assigned to individuals, thereby encouraging discussion
- feedback from others (team + participants) to change attitude – self-reflection
- whole group reflection on group dynamics + roles
- carry out a session as a team, and have a strategy before session
- ensure balance whenever possible (for example, in small working groups)
- check comfort of others

How to handle negativity/non-motivated participants

- create common and agreed seminar rules at the beginning of the study session; for example, write two posters: desired and undesirable behaviour
- break a big group up into different small ones more often, making sure the challenging participants rotate
- try to discover what motivates them
- acknowledge when they are right and when their comments are constructive
- be open to their point of view
- point out the difference between constructive criticism and negativism to the group
- make participant(s) aware that it is possible to be positive, and help them to express themselves in a positive way
- take them aside and talk privately, not in front of the group

Please note that these lists are not prescriptive. Descriptions of more difficult situations which you may face as a facilitator are given in Appendix 2 (connected to ethics and values). Furthermore, there are also limits to the role of a facilitator. Facilitators should not and cannot be responsible for everything.

The following description gives details of the relevant competences and skills of a facilitator during a facilitation process. Here are some practical tips for you!

COMPETENCES AND SKILLS OF A FACILITATOR

BEFORE your programme session

Prepare:

- the working space (room, chairs, air, heating, aids);
- the agenda (which is much more than just a timetable and tasks, but also includes methods and methodology);
- an approach to encourage new thinking skills.

DURING your programme session:

- encourage full participation;
- promote mutual understanding;
- foster inclusive solutions (integrate opinions).

CLOSING

Complex competences of a facilitator:

- ability to notice and react to group dynamics;
- time- and rhythm-keeper;
- affirmative (looking out for and awarding positive contributions);
- keeper of personal integrity (no one's personal integrity can be put in question);
- wrapping up and summing up.

Techniques for successful facilitation:

- **Paraphrasing** is a fundamental listening skill. It is a foundation for many other facilitative listening skills, including *mirroring*, *gathering* and *drawing people out*.
  How: use your own words to say what you think the speaker said.
- **Gathering ideas:** to help a group build a list of ideas at a fast moving pace, you want to *gather* ideas, *not discuss* them.
  How: effective *gathering* starts with a concise description of the task (for example, "For the next 10 minutes, please evaluate the 'pros' and 'cons'. First I will ask someone to call out a 'pro' reaction. Then I'll ask for a 'con' and so on. We'll build both lists at the same time.")
- **Drawing people out** is a way of supporting people to take the next step in clarifying and refining their ideas. It makes the speaker understand that you are with her/him and that you understand her/him so far. "Please tell me a little more!"
  How: paraphrase the speaker's statement, and then ask open-ended non-directive questions: "Can you say more about that?" or "What do you mean by …?"
- **Mirroring** captures people's exact words. It is a highly formal version of paraphrasing, in which the facilitator repeats the speaker's exact words.
  How: if the speaker said one sentence, repeat exactly the same again. If she/he said more than one sentence, repeat back key words and/or phrases.
- **Encouraging** is the art of creating an opportunity for people to participate, without putting any one individual on the spot.
  How: "Who else has an idea?" "Is this discussion raising questions for anyone else?"
  "Let's hear from someone who hasn't spoken for a while, etc.
- **Creating space** sends the quiet person this message: "If you don't wish to talk now, that's fine. But if you would like to speak, there is an opportunity".

How: keep an eye on the quiet members. Observe body language or facial expressions that may indicate their desire to speak. Invite them: “Was there a thought you wanted to express?” “Did you want to add anything?”

– **Stacking** is a procedure for helping people take turns when several people want to speak at once.
  How: a four-step procedure. First, the facilitator asks anyone who wants to speak to raise their hands. Then she/he creates a speaking order by assigning a number to each person. Third, she/he calls on people when it is their turn to speak. Then, when the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of *stacking*. For example: (1) “Would all those who want to speak please raise your hands?” (2) “Anna, you are first. John, you’re second. Natasha, you are third.” (3) [When Susan has finished] “Who was second? Was it you John? OK, go ahead.” (4) [After the last person has spoken] “Does anyone else have something to say?”

– **Tracking** means keeping track of various lines of thought that are going on simultaneously within a single discussion.
  How: *tracking* is a three-step process. First, the facilitator indicates that she/he is going to step back from the conversation and *summarises* it. Then she/he names the different conversations that have been in play. Last she/he checks for accuracy with the group.
  (1) “It sounds like there are three conversations going on here right now. I want to make sure I’m tracking them.” (2) “It sounds like one conversation is about methods and methodology. Another is about finances. And a third is about the educational programme of the activity.” (3) “Am I getting it right?”

– **Balancing** undercuts the common myth that “silence means consent”. In doing so, it provides welcome assistance to individuals who do not feel safe enough to express their views because they think they are in a minority position.
  How: “Okay, now we know where three people stand; does anyone else have a different position?” “Are there other ways of looking at this?” “What do others think?” “Does everyone else agree with this?”

– **Intentional silence** is highly underestimated. It consists of a pause, usually lasting no more than a few seconds, to give the speaker brief “extra quiet time” to discover what she/he wants to say.
  How: with eye contact and body language, stay focused on the speaker. Do not say anything, not even “hmm”. Just stay relaxed and pay attention.

– **Listening for common ground** serves to resolve disagreements.
  How: first, indicate to the group that you are going to *summarise the group’s differences and similarities*. Second, summarise the differences. Third, note areas of common ground. Last, check for accuracy.

Reflection point

Can you think of any other methods?

Are there some you use more than others?

What else is important to become a good facilitator?

4.2. Presentation skills

Good presentation skills are among the principle skills of a good facilitator. Therefore, you will find in the following section more information on how you can improve your presentation skills, what you need to be aware of while presenting, how you can reduce your nervousness, etc.

When it comes to presenting, participants in the TC for Facilitators found it similar to the infamous Murphy's Law. Their adaptation of the "Anything that can go wrong, will go wrong" for presentations was that a presenter at a study session should be prepared for all eventualities. Presentations involve use of all sorts of equipment – an overhead or digital projector, flipcharts, markers, post-its, etc. As the participants put it, all these tools, rather than being great help in "juicing up" their presentations, can also mess it up. But preparing and delivering a good presentation after all is not such a difficult task. On the contrary, it is usually a very good learning experience for everyone: presenter and participants.

Here are a few tips on how to prevent and overcome some of these difficulties:

How to enhance efficiency and (personal) perfectionism of presentations

Before the study session, check what materials are available in the youth centre. On the first day of the study session, check the quality and quantity of markers and materials.

When using PowerPoint, check if your memory stick works on the computer in plenary and if the link between the computer and the projector works. You are always asked to send a detailed technical needs list to the educational adviser in charge of the session at least two weeks before the session, so that the EYC can provide any extra material needed. If there is anything you forgot to mention on this list, you will have to bring it from home! To sum up, never rely on technical equipment that may be available without also checking how it works!

Presentation skills: the Ps

- PLAN **–** Background Information
- PREPARE **–** Researching
- PRACTICE **–** Mirror Imaging
- PRESENT **–** Visual/Verbal Presentation

Some basic tips

- smile; do not be stiff and serious all the time
- speak clearly and confidently
- keep your speech within the allotted time for your talk
- look at everybody (focus on their foreheads if you do not want to look into their eyes)
- involve your audience
- finish with a strong conclusion
- have a pen or any other tool you can use to point on the overhead slide or a red light beamer or stick to point at the screen with a PowerPoint presentation
- have a piece of paper to cover parts of an overhead slide
- water; always have a glass of water to hand
- assertiveness training:[14] verbalise your concerns, your own mind; express feelings and emotions

Step by step

- introduction: define the objectives of the talk, based on "Why?", the purpose of the presentation
- body: make sure you are standing with both feet firmly on the ground, facing all participants
- tell them what you are going to tell them
- tell them
- tell them what you have told them

14. Assertiveness training is a form of behaviour therapy designed to help people stand up for themselves; to empower themselves, in more contemporary terms. Assertiveness is a response that seeks to maintain an appropriate balance between passivity and aggression. Assertive responses promote fairness and equality in human interactions, based on a positive sense of respect for self and others. (www.minddisorders.com/A-Br/Assertiveness-training.html)

The 4 Es

- EDUCATE
- ENTERTAIN
- EXPLAIN
- ENJOY

Tips for posture and breathing: this is important – especially when you are feeling nervous

– Stand firmly, with both feet on the ground (so that you would not fall or stumble if someone were to push you slightly at your shoulders); try to be "stable like a rock" (feel the connection to the ground); avoid wearing uncomfortable footwear, especially high heels for females.

– Take in a long deep breath through your nose and then let the air out slowly through your mouth. By allowing enough oxygen into your lungs you clean out stress hormones (adrenalin and cortisone). Take a few of these deep breaths before doing a presentation! You will be much more relaxed!

(For more information, see the *T-Kit on Training Essentials)*

4.3. Group dynamics

Every group has its own dynamics. Every study session group has them, every preparation team too, though they are not always the same. It is normal that, at a study session lasting several days, conflicts will arise. In the context of experiential learning these conflicts are also considered as sources of learning. Therefore, it is important to be able to handle conflicts and to know about the different stages of behaviour within a group. As a facilitator, you should be able to develop the sense to read and understand the process of an international group, to recognise patterns and indicators. As a result, you also need some theoretical understanding of group dynamics, which will be provided in this chapter.

In order to observe behaviour within the group and deal with group dynamics and also possible conflicts, the following practical exercises were done by the participants in the TC for Facilitators.

Exercises for group dynamics:

A. Warm up exercise

1. Walking around the room covering the entire space and changing walking patterns;
2. Walking around the room covering the entire space and maintaining eye contact;
3. Walking around the room covering the entire space, maintaining eye contact and greeting the other participants; at first with smaller, then with bigger greetings;
4. Facilitator giving commands "walk", "stop" and "jump" (then repeatedly speeding up the commands);
5. Facilitator then changing the commands into "green", "red" and "yellow", at the same time continuing to use also the old commands in order to make the participants more concentrated.

B. Balancing exercise

1. The participants are asked to imagine that the whole space has been placed on the top of a pyramid and therefore to balance the platform by moving slowly and carefully.
2. Step one is repeated but the participants have to balance the platform faster.
3. The group is split into two. Both small groups take turns in balancing the platform to get someone off it.

C. The great game of power

1. The facilitator places a can, a table and some chairs in the middle of the room.
2. The participants are asked to place the objects so that one of them is the most powerful.
3. At the end, the participants are asked to place themselves into the scene so that they would be in the most powerful position.

On the training course, after doing these exercises, the trainers invited participants to comment on them. Participants' observations during the exercises were the following:

Group 1
- Action – reaction
- Challenge each other and yourself
- Self-reflection
- Escalation
- "Scapegoat"/ "black sheep"
- Feeling in control
- Managing personal stress
- Group pressure
- Manipulation
- Physical features
  - Energy
  - Size
  - Tone of voice
  - Cohesion
  - Taking initiative

Group 2
- Lack of communication
- Hesitance to take the first step, wait for others
- Mirroring → copying behaviour
- Personal survival
- Competition/co-operation
- Defensive/offensive behaviour/mechanisms
- Faked behaviour
- Chaos vs. structure
- Feeling in control
- "Hitchhiking" on each others ideas
- Change needs time to implement/resonate
- Behaviour based on previous experience
- Behaviour deviating from group standards
- Control of group (i.e. own role vs. size of group)

An insider's thoughts – an interview with a trainer

"Why is tracking group development crucial for the success of a study session and any other activity based on non-formal education?"

Q: At school, the teacher was always in charge, but here, how do we start?

A: When young people arrive at the youth centres and meet for the first time, it is natural to be reserved. New people, speaking a foreign language, a new environment, and tiredness after a long journey are all factors that shape this reserved attitude.

The role of the team is to make this new environment an enjoyable one. The facilitators should first allow people to greet each other, to learn who the others are and to find out more about their backgrounds; in other words, to start generating a feeling for the rest of the group, as they will spend a week together, which should be an enjoyable learning experience.

Q: But how do I move to the content?

A: The first day of a study session, after the welcome evening, always carries expectations for formal introductions and the beginning of "real work". A facilitator should not be worried about whether contents will emerge at the study session. At the beginning, participants are very enthusiastic to share what they know and/or what they have learned in the past. Some of them might even be too assertive in this wish and the team of facilitators should provide a framework for everybody to have her/his own say. This is the time when a special group culture is being formed and participants define the norms of communication within this group.

Q: How do I ensure that everything goes smoothly in this process of exchange?

A: Actually, as a facilitator you don't want everything to go smoothly. People have different opinions, understandings of the subject of the study session and ways in which to communicate with others. As a result, expect conflicts to arise and people to engage in argument sometimes. At this stage, the team should make the group interact as much possible. That's why it is important to introduce different group-building exercises and initial discussions on the subject of the study session at this point.

Q: How do I, as a facilitator, handle all these conflicts?

A: In my opinion, the beginning of the second day of the study session is the best time to throw in challenging concepts related to the subject to the group. This will certainly steer a lot of discussions towards the subject and help people to start communicating effectively. The team of facilitators should ensure that the conflicts arise more as an exchange of different opinions on the subject rather than at a personal level. It's the job of the team of facilitators to create a secure environment for participants, where they feel comfortable in expressing their opinions. Such an environment requires that there is mutual respect and tolerance among participants, which helps them to accept or understand contrasting views and differences.

Q: What will make the group perform?

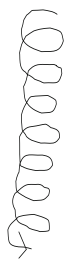
A: Once the working atmosphere is established, the team should steer the group towards producing as much as possible. Discussions in different small groups, individual reflections, larger simulation exercises and debriefings after exercises should all contribute to in-depth discussion of the study session subject. At this stage, the group should also produce whatever the team defined as the result of the study session: a declaration, recommendations, a design for different exercises, action plans for projects, etc.

Q: How do I bring about a successful closure at the end of the study session?

A: Rounding up a fruitful study session is a tough call. You have to keep up the good spirit and, despite the final work at the end of the study session, you have to ensure that participants go home motivated in order to multiply this work within their organisations or communities. Not everything is about content. Let the group "party well" and enjoy their free time!

Theory of group dynamics (by Bruce Tuckman)

1. Forming
2. Storming
3. Norming
4. Performing
5. Mourning



The first phase is the "forming" phase, where the group comes together for the first time and initial contact is made. The "storming" phase is characterised by an exploration of roles and positions within the group, often leading to small conflicts. The "norming" phase follows: group norms are established, for example the implementation of group "rules" and working patterns. "Performing" occurs when the group reaches its peak, allowing itself to perform at an optimum level. "Mourning" follows after the peak performance, when the functioning period for the group comes to an end. In a study session this would be during the farewell party.

Group dynamics are not linear; they can better be described as a "spiral": different "phases" of group dynamics repeat themselves throughout the functioning period of the group. It has also been pointed out that the duration and intensity of each phase will vary from group to group.

In study sessions, one might encounter some of the following strategies used by individuals in groups:

- issue of power;
- not wanting to be excluded (excluding others/building homogeneous behaviour);
- assimilation, adapting to the behaviour of others;
- being part of the mainstream;
- position as leader;
- role of joker;
- entertaining;
- adapting to group attitudes/values.

4.4 Ethics[15] and values[16]

While socialising in the evening, the preparatory team suggests a game that might be very challenging for some participants: it involves a lot of physical contact, which for some people might be very intimate or offensive. One of the participants obviously does not feel comfortable and the next morning wants to leave the study session.

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?
- What ethics and values are important in this case? (DOs and DON'Ts)

Ethics and values are an integral part of study sessions and they are also truly important for a facilitator, as she/he acts as a role model and challenges the views/opinions of young people. In the following, you will find ethics contextualised, referring to the real problems that can emerge during study sessions and within preparatory teams.

Different responsibility issues:

About the process

As a preparatory team member of a study session, you, alongside the rest of your team, are in charge of the entire process that eventually should lead to other people learning and developing.

– If you as team member show up at a morning session at 10:00 am instead of the scheduled 9:00 am after a tremendous intercultural evening and few more glasses of wine than desired, your participants are entitled to do the same.

– If you as a team member respond to your cell phone while in a small working group with your participants, then they will also be entitled to leave sessions whenever they have private business to deal with, want to send text messages, etc.

About the contents

As a team member of a study session you are not solely in charge of providing every single bit of content at study sessions. You have an educational adviser, experts, other team members and participants available, and the team members should read and prepare before the session and develop themselves to be resource people throughout the session.

– If you are a team member in a study session dealing with human rights education, you should show up at least with a basic understanding of what *Compass* is, having read one or two chapters, and show a thorough understanding of some five or six exercises. It would be unethical not to prepare!

You as a team member

The preparatory team represents a team effort and whatever happens within a team, the team members should stand together.

15. Ethics is the science of human duty; the body of rules of duty drawn from this science; a particular system of principles and rules concerting duty, whether true or false; rules of practice in respect to a single class of human actions; as political or social ethics; medical ethics. Source: *Webster's Revised Unabridged Dictionary*, 1913.

16. Values are beliefs of a person or social group in which they have an emotional investment (either for or against something). Source: www.cogsci.princeton.edu/~wn.

– In your evening preparatory team meetings you have lengthy and challenging discussions and there is a conflict between two preparatory team members.

Individual team members should not run around and tell these things to participants! The team is part of the group and in general should share most things, but there are limits; otherwise it can become unethical.

About participants

As a facilitator you are the centre of attention and represent a leading position towards participants.
– Therefore, separate your private and professional life (even though you might be working on a voluntary basis in your study session). You are not at the study session in order to make the most out of the parties and flirt with or seduce participants. Be aware that this is unethical!

Comments: More case study material for reflection can be found in Appendix 2.
Further issues regarding preparatory teams are discussed in Chapter 5.

Statement of principles of ethical conduct for youth work:

Ethical principles

- Treat young people with respect.
- Respect and promote young people's rights to make their own decisions and choices.
- Promote and ensure the welfare and safety of young people.
- Contribute to the promotion of social justice for young people and in society generally.

Professional principles

- Recognise the boundaries between professional and private life.
- Recognise the need to be accountable to young people, their parents or guardians (if they are under 18), employers, sponsors, wider society and other people with a relevant interest in their work.
- Develop and maintain the skills and competence required to do the job.
- Foster and engage in ethical debate in youth work.

(adapted by Y. Domuschieva from *Ethical Conduct in Youth Work*, prepared by the National Youth Agency, UK. For further information, see Appendix 3.

4.5 Leadership/assertiveness and self-confidence

Being a member of a preparatory team for a study session also means that you take on the responsibility of leading your participants through a learning experience. It implies that you will *own* leadership of certain tasks (for example, chairing sessions as well as team meetings, being concerned about the well-being of the individual participants as well as preparatory team members, taking the lead in organising the delivery of key sessions in the study session and dealing with difficult conversations from time to time).

In order to improve the communication necessary for handling possible problematic conversations, this chapter of the manual focuses on leadership with regards to the effectiveness of assertive behaviour in general as well as the importance of self-confidence at an individual level.

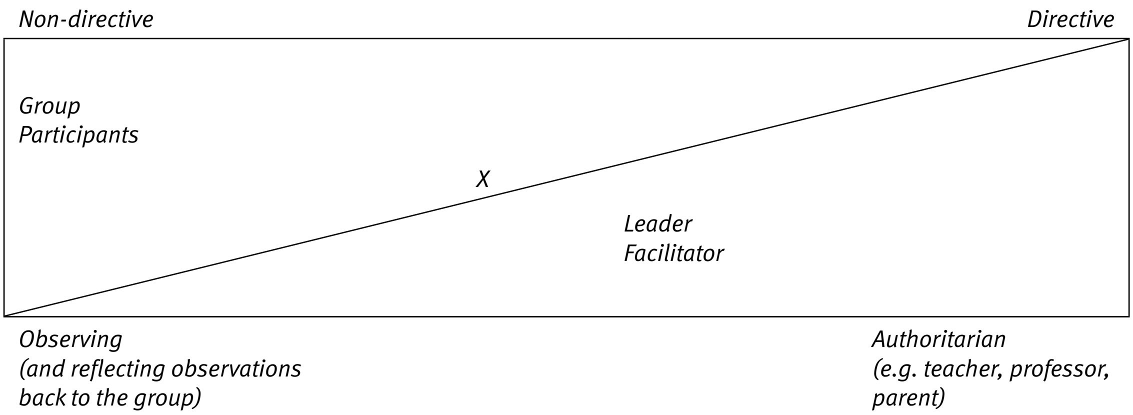
Moreover, one has to point out that study sessions are based on peer education, in which a team member is a peer of the participants. It is also normal that some participants will have more experience than the team members, but this should not discourage team members; they just have to be aware of the situation and work on their self-confidence and assertiveness.

This chapter will help you become acquainted with the knowledge and skills necessary to transmit assertive behaviour in the management and facilitation of study sessions. Important competences in the field are:

- verbal and non-verbal assertiveness;
- self-confidence;
- management of difficult conversations particularly related to study sessions and experiential learning environments.

The following graph refers to styles of *leadership* and how the facilitators' behaviour can be considered:

- non-directive or directive;
- observing or authoritarian.



X marks a point of intermediate behaviour, which is directive to some point, but allows for the participation of the participants of a training course or study session. Therefore, it corresponds to the behaviour ideally adopted by facilitators, trainers and coaches.

Another relevant theory in this context is the so-called Johari Window.[17] This model illustrates how the individual sees the world and how the world sees the individual.

		YOU	
OTHERS		*Known*	*Unknown*
	Known	Free	Blind
	Unknown	Hidden	Unknown

17. www.noogenesis.com/game_theory/johari/johari_window.html

The Free zone relates to the things that both others and we know about ourselves. The Hidden zone corresponds to "secrets": what we know about ourselves but others do not. The Unknown zone corresponds to what we get to know about ourselves once we reveal our secrets to others and become aware of some unconscious elements about ourselves. Getting to know this zone better may require therapeutic support. Finally, the Blind zone includes elements of our personality that are known to others but not to ourselves.

From the analysis of the Johari Window, one can conclude that the zone which we, as facilitators, should aim to improve the most is the Blind one. Through self-analysis and asking for and receiving feedback, a facilitator can reduce the size of their Blind zone, therefore allowing for a greater awareness of her/his strengths and weaknesses and improving as a facilitator.

Following the above conclusions, below is an overview of three different types of behaviour which the TC for Facilitators participants used in order to do an assertiveness self-assessment:

3 TYPES OF BEHAVIOUR

PASSIVE	*ASSERTIVE*	*AGGRESSIVE*
Evasive	Responsible	Pushing
Apologetic	Efficient	Arrogant
Martyr	Honest	Violent
Helpless	Spontaneous	Dominating
Victim	Accepting	Accusing
Hesitant	Brave	Dare-devil
Shy	Bold	Reckless
Self-denying	Forgiving	Seeking revenge
Powerlessness	*Inner Strength*	*Coercion*

During a short brainstorming exercise as part of the TC for Facilitators on the benefits and advantages of assertive behaviour, the following list was produced, representing the most important skills and competences of a trainer/facilitator:

1. conflict management;
2. better achievement of purposes;
3. healthier atmosphere for you and the team;
4. stress management;
5. promotion of rights and values;
6. equality and respect in communication.

If you want to go deeper into this issue, a more exhaustive overview of the necessary skills and competences of an assertive facilitator and/or co-facilitator and the design of assertive facilitation can be found in Appendix 4.[18]

In conclusion, the facilitator is not a teacher or an expert. She/he is part of a team, but participants are also knowledgeable and could be experts in the subject. One should not forget that all participants are peers who gather their experiences from within the same or similar organisations or movements or youth work in general. There is a major difference between a study session and a training course, where trainers have more expertise than the participants.

18. Background documents and further reading:
Liz Willis, Jenny Daisley: *The Assertive Trainer*, McGraw-Hill, 1995
Anne Dickson: *A Woman in Your Own Right*, Quartet ISBN 0-7043-3420-8

TEAM PREPARATiON

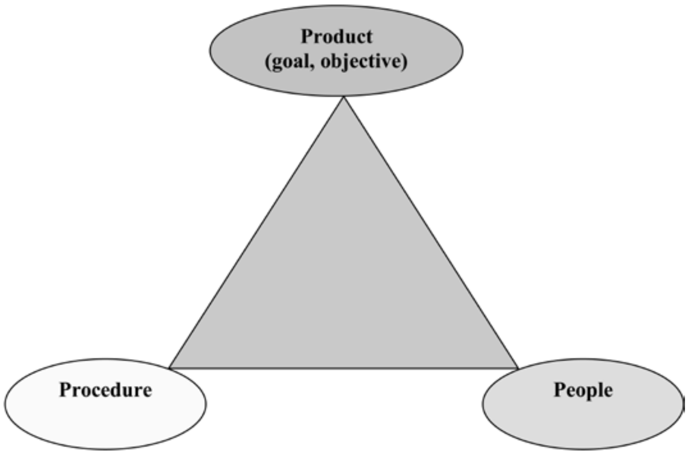
5. Organisation of work within the team

5.1. The team

*A team is a **small number** of people with **complementary skills** who are committed to a **common purpose**, performance goals, and **approach** for which they are held **mutually accountable**.*

(source: The Wisdom of Teams – *J.R. Katzenbach & D.K. Smith)*

The triangle of 3Ps of a team



The triangle of the 3Ps – product, process and people – represents the different poles that any team needs to consider in its work. Many teams tend to focus on the product, on the objectives, goals and results to be achieved, as this seems to be the most effective way to work, given that time is always limited. Some others focus on product plus process, but completely leave out the "people factor". Don't forget to pay attention to the individual members of a team. How do they feel about the work and the team? How does this impact on the team process? At different periods of an activity one of the 3Ps might be more important to focus on than the others. Generally, the quality of a training is enhanced if all three factors are in equilibrium.

5.1.1. Team composition

Preparatory teams of study sessions are in general composed of 3 or 4 team members, a course director,[19] and the educational adviser/external trainer assigned to the study session by the DYS. All preparatory team members must have previous experience in national/international youth work and in organising youth activities; they must have knowledge of the topics of the study session and experience as a facilitator. The course director should

19. Comment: No-one has ever figured out why the person in charge of the study session on behalf of the youth organisation is not called study session director, but course director. Despite the confusion it creates, the course director has remained as a name for many years and people have become accustomed to it.

in addition be experienced in managing a team and an international group of participants, and in dealing with technicalities, eventual conflicts and matters that arise as part of the natural course of events of the organisation. The course director is the main person in charge on behalf of the youth organisation, and as such is responsible for making sure that, from the organisation's point of view, the activity is a success. The external trainer/educational adviser is an experienced trainer contracted by the Council of Europe or a Council of Europe employee. She/he has an educational role but also an administrative and a political role. The educational adviser has to make sure that the activity is a success from the educational point of view.[20]

Crucial points for deciding on the composition of the study session team

- Ask for the competences you need (make sure team members have some experience in facilitation and or training). **Advice**: do not make up a team of board members who might be good representatives at meetings but do not have experience as facilitators/trainers.
- Ensure geographical and sex balance.
- Decide who will be the course director.

Point for reflection:

Do you already know who is going to be part of your study session team?

Does your organisation launch a call for facilitators/trainers within the network? Do you agree before on the desired profile of team members? Have you defined the necessary competences of the team?

Do you have a balance regarding the represented countries/geographical regions in your team? Do you have a sex balance within the team?

Do all your team members bring along relevant experience in the field or on the topic of the study session? Do you have a balance between more-and less-experienced facilitators in the team?

5.1.2. How to work in a team/distribution of roles

We all know what teamwork is and most of us have been part of successful teams. Nevertheless, it is crucial to make sure from the outset that the study session team will function properly.

Each team has to take some time to get to know each other. For example, it is useful to talk in a relaxed atmosphere at the first evening upon arrival before you start working on study session contents (for example, an evening out), do some team-building activities or simply share experiences. These first steps are crucial for establishing common ground, conquering language barriers and creating a common spirit. This will help you to produce good and efficient work later on.

Once you start to work on contents, it is crucial to make a clear distribution of roles, including the contribution of personal resources, qualities and competences.

There are many roles that people can take on in a team: some have a talent for coming up with creative ideas, others tend to get stuck on practical details; some love to talk a lot in front of the group, others less; some push the team forward and challenge its work, others ask painstaking questions; some members have a strong sense of objectives (or humour), while others are good at promoting the team. All of these roles are important and can be complementary for productive teamwork. Depending on the team's composition and the particular situation, people might change their roles. Different people bring out different qualities in us and a specific situation can demand specific behaviour and action.

For effective and fulfilling teamwork, it is important that all members can contribute according to their abilities and take on roles that they feel comfortable with and that are recognised and valued by the others. This is easier said than done. Behaviour that is different from our own easily annoys us. Understanding theoretically that people have different needs and ways of contributing is far from being able to accept this situation and to use it constructively. This is especially true for multicultural teams, where personal and cultural factors intermingle in determining team behaviour. Last but not least, good teamwork also depends on how we value the work with our team colleagues as a chance for personal learning and on how the team fosters this development. Reflective team analysis and careful feedback are essential elements in this process. Some methods for feedback within the team can be found in Appendix 5.

(*T-Kit on Training Essentials*, p. 34)

20. Details of the role of the educational adviser are given in 2.2.1. Writing a proposal for a study session, part E. "What can be expected from the educational adviser?"

Clearly state in the preparatory meeting who is in charge of what and what the roles of the various team members are, including the course director and the educational adviser/external trainer.

Make sure you talk about what each of the team members expects from the others, understands by team work, how you are going to support each other and handle possible crises within the team. Furthermore, less experienced team members might need more support from the others, so this issue should be openly talked about and dealt with.

To conclude this part, here are a few principles of successful team work:

- Commitment! A team can only work effectively if every member wants it to work.
- Take the time needed to discuss basic approaches and ideas, to evaluate your teamwork and to give feedback to each other.
- Make a contract; everyone is in charge!
- Act on the basis of commonly established basic values and objectives.
- Accept yourself and the others.
- Self-responsibility: I am responsible for my own actions and behaviour.
- Trust in and support each other's abilities and performance.
- Respect everyone's limits.
- Be ready to take the risk to do something new; challenge yourself.
- Accept mistakes as a chance to learn.
- Process-orientated thinking: the objectives are important, but the process is important as well.
- The team is able to improve itself by examining its procedures and practices.
- Establish some procedures to analyse situations and solve problems.
- Be ready to accept emotions as part of the work process.
- Keep a balance between efficiency and social quality.
- Have pride in the accomplishments of the team.
- Teamwork is also fun! If it isn't, something is wrong.

(*T-Kit on Training Essentials*, p. 39)

5.2. The preparation process

The preparation process of the team usually starts at the home of each individual when they are contacting the course director and other team members by e-mail or phone, booking tickets for going to the preparatory meeting, which might also involve obtaining a visa,[21] and personally preparing for the preparatory meeting by reading background materials, for example.

21. Make sure you send your passport details to the educational adviser two months ahead of time, so that the DYS can issue an official invitation letter for you.

5.2.1. Preparatory meeting

Agenda for a preparatory meeting

Depending on the money and time available, the number of preparatory meetings might differ from organisation to organisation. In this chapter we start from the assumption that only one meeting can take place and that it is at this meeting that the majority of the preparation work will be tackled. Depending on the previous experience of the members of the preparatory group, the complexity of the theme and the clarity of the mandate, 1.5 to 3 working days should be planned for tackling the agenda below:

Draft agenda for a preparatory meeting of a study session
1. *Introduction of team members in the meeting* 2. *Background to the activity* 3. *Working with and in the European Youth Centres,* *Role of the educational adviser* 4. *The role of the preparatory team/how to work in the team/roles in the team* 5. *Definition of aims and objectives of the study session* 6. *Profile of participants* 7. *Designing the programme and choosing the working methods* 8. *Job description for lecturers/experts to be invited* 9. *Invitation letter and recruitment procedure* 10. *Working languages, translations* 11. *Report and documentation* 12. *Material/technicalities* 13. *Distribution of tasks within the team, setting the timetable for preparation (discussing teamwork and communication in the time between the preparatory meeting and the study session) and dates of the next team meeting* 14. *Evaluation of the meeting and closing.*

5.2.2. In between meetings

In between meetings, it is of utmost importance that the team keeps in touch via e-mail and/or phone. The course director is in charge of informing the team of all developments and changes and keeping everyone up to date. The course director is also the main responsible person in charge of all organisational issues, clarifying all logistics with the educational adviser of the youth centre, etc. While the rest of the team might not know about every single organisational detail, or areas like finances, visa procedures, etc., they should receive communications on any major changes regarding the programme or the overall planning of the course. Important e-mails should be forwarded.

While keeping each other updated and motivated, a major part of the communication between the preparatory meeting and final preparation before the study session deals with the actual *planning of the programme in detail*. Experts need to be contacted and confirmed, sometimes field visits are arranged and preparatory team members prepare and plan the various programme blocks.

Usually when dividing tasks at the first preparatory meeting, and after having developed the draft programme of the week together (an example of such a draft programme can be found in the next chapter), team members agree on developing certain programme parts in detail (deciding on the perfect method, timing, etc.) at home. This is usually done in “modules”. (A concrete example of such a module can be found in chapter 5.5.2. Design of individual programme elements). This means that one team member prepares, for example, half of a programme day or one block dealing with a certain issue, topic or workshop and agrees to co-operate with a second team member who will give feedback on that part. (Alternatively, you can also develop modules in pairs from the start.) Once these two team members agree on the module, they pass it on to the rest of the team, which similarly is invited to give feedback on the other modules – until everyone agrees with the programme.

Deadlines are set at the preparatory meeting, so that all team members prepare their parts within a certain amount of time, and others then have a set timeframe for feedback. The result is that the programme is agreed upon before the study session or, in cases where there is a second short preparatory meeting before the study session, at this second meeting. This is usually also the time when team members agree who is going to run which session in practice. Again it is advisable to always have pairs of preparatory team members in charge of each session, so that, if someone falls ill (or drops out for whatever reason), the second person is still on top of things and can take over easily.

5.3. Programme design of study sessions

When you are a participant at an event, be it a training course, seminar or study session, everything looks smooth. There are exercises, discussions, in big groups, in small groups, there is input by experts and exchange of experiences, and all of it packed into an easy flow. Is it always smooth like this? How do you arrive at the "winning formula" of a smooth flow in a study session?

One of the most essential, tangible and pragmatic tasks for facilitators on the preparatory team of a study session is to design the programme for the study session as a whole, as well as to design the different sessions that contribute to the implementation of the programme. It is important that, on the one hand, facilitators learn how to design a programme that works towards the achievement of the study session's aims and objectives while, on the other hand, rightfully acknowledging and anticipating the different learning styles of the participants, the energy flow and the group process. A key question for any non-formal educational activity is how the group can be used as a source of learning during the activity. How can we make the learning process multidirectional instead of "uni-directional"?

This section aims to make facilitators understand the general flow of a programme for non-formal education activities and to develop facilitators' awareness of different educational approaches, while giving an understanding of the basics of programme and session design. In addition, this chapter should make facilitators aware of the importance of, and therefore acknowledge, participants'different learning styles and needs when designing a programme and/or session.

As a preparatory team member, it is important to be aware of the importance of the rhythm of a study session, topic-wise and energy-wise. The team needs to develop a consistent approach in the programme and be able to use NFE as well as take into account the different learning styles when developing the programme elements and the programme as a whole.

Case study: A task for the TC for Facilitators participants was to design the programme for a five-day study session, while focusing on a consistent approach and the development of programme blocks.

Organisation DEF

Needs analysis

DEF provides a range of unique, educational group activities, which develop cross-cultural understanding in children and young people from around the world. By encouraging respect for cultural differences and the development of self-awareness, DEF empowers each participant to incorporate these values into their lives as they become global citizens and strive for a more peaceful world.

DEF has a 53-year-long history in the field of peace education.

All leaders/participants go through training, where the focus is primarily on intercultural understanding, training methods in non-formal education, child psychology, activity design, etc.

We would like to ensure that the focus of peace education is emphasised in all training programmes worldwide. Providing a complete set of tools for doing this will lead to a higher level of quality and consistency in training and therefore indirectly in all programmes and activities.

This study session would be a part of the first step in a multi-year process of ensuring quality in and a focus on peace education. Below follows a rough timeline of the process:

1) Workshop with the local work committee chair/vice-chair in Europe with representation from the other regions. This will help secure an international dimension as well as standardising quality in all regions. This will be done mainly by sharing best practices under the guidance of the study session staff.
2) At a national level the purpose is two-fold: firstly to train other trainers to share knowledge in the field, and secondly to plan local work activities for all ages on the theme of peace education.
3) Regional representatives are to arrange a workshop on how to implement peace education in local work activities at the regional meetings in 2005. The aim is to share knowledge at the regional level and ensure that qualified trainers pass on experience to those at national and local levels.
4) At DEF's Annual International Meeting in 2005 in Thailand, the international local work committee will evaluate the activities and the progress made up until that point, and will determine the next step in the process.

Outcomes from participants' work – case study

Monday	Tuesday	Wednesday	Thursday	Friday
* Intro team + participants; aims + objectives, background of the session + programme * getting to know each other * expectations, fears, motivations	* exchanging practices and developing common understanding	* assessing and improving current training practices/ tools of peace education	* open space technology	* plan for multiplying action, creating an actual proposal for regional network * presentation of group work
* presentation of the DYS * team building * intro to the theme * International evening	* expert input * workshop on peace education	* free afternoon * dinner in town	* building regional co-operation, strategies for networking	* next steps * evaluation and recommendations * closing * farewell party

The participants will receive pre-session questionnaires in which they will be asked about their skills/competences and will be asked to develop and run some of the sessions.

Programme flow:

– assessment of current practices and exchange
– development of tools and improvements
– outline of local activities
– development of concrete projects.

Reflection point

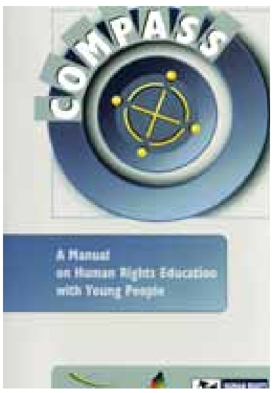
Would you have developed a similar programme? Do you agree with its rationale?

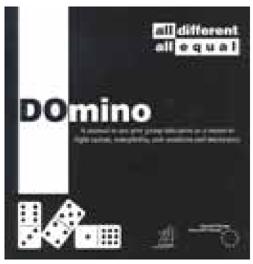
Have you already thought about how to build the programme of your study session? Are there any specific elements you want to include?

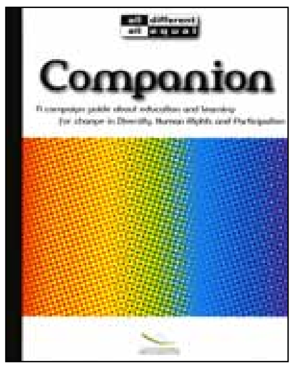
5.4. Educational essentials

5.4.1. Resources for developing programme elements

Compass, Education Pack, Domino, Companion – accessible at www.coe.int/compass, the library of the European Youth Centre Budapest and the info centre at the European Youth Centre Strasbourg.

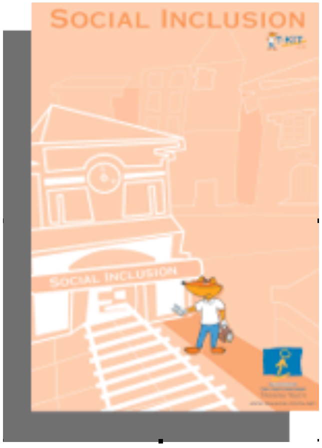






Manual for facilitators

Training-Kits (T-Kits) on the following issues:



1. Organisational Management
2. Methodology in Language Teaching
3. Project Management
4. Intercultural Learning
5. International Voluntary Service
6. Training Essentials
7. Citizenship, Youth, Europe (Under Construction)
8. Social Inclusion
9. Funding and Financial Management
10. Evaluation
11. Euromed
12. Conflict Transformation

All the above-mentioned materials are accessible at www.youth-partnership.net, the library, resp. the info centro of the European Youth Centres and Salto Youth offices. For further information, try www.salto-youth.net.

These are just a few suggestions of relevant materials mostly used in non-formal learning contexts, adequate for youth workers and facilitators in study sessions. Of course, there are a wide range of other training materials at the libraries of the European Youth Centres, on the "market", on the Internet, at universities, etc.

5.4.2. Design of individual programme elements

As explained in section 5.2.2., individual programme elements are split up between facilitators in team meetings for preparation. The preparation of programme details at home is done in *modules*, like the one presented below. These modules are prepared after the preparatory meeting (team members usually agree on a deadline), exchanged by e-mail and looked over and commented on by at least one colleague, or the whole team. This is a good way of giving all team members an idea of what exactly you have in mind for the programme element that you are responsible for, what the timeframe of your session is, what methods will be used, etc. Make sure you define clear objectives for each programme element – link it to the aims/objectives you defined for the entire course/programme – give a clear timeframe and step-by-step description of your planned activities and methods, so that it is easy to follow and understand for all team members. In this way, you have a solid basis for discussion in your team meetings and every other team member will be able to understand and run the programme element or module you have prepared.

Example of a session outline

Study session "Title XY"

1. Title + date + time	General introduction to human rights Tuesday 25/03/08; 9:30am –1:00 pm
2. Background	Participants have only started working together; so far they mainly focused on getting to know each other and group building. This session is the first intense content-related input. Participants are not yet familiar with the main topic of the study session – human rights. Therefore a basic introduction and building a common understanding of human rights is necessary.
3. Aim(s)	To introduce the concept and get a common understanding of human rights
4. Objectives	– to familiarise participants with single human rights – to enable participants to link single human rights to their daily life – to exchange different experiences of human rights and human rights violations in participants' lives – to discuss and raise awareness of the importance of human rights, – to clarify the concept of human rights – to introduce main instruments to safeguard human rights – to discuss ideas and exchange best practices on civil actions to raise awareness on human rights issues – to introduce the DYS approach to human rights education – to introduce *Compass* and *Compasito* as tools for human rights education with young people and children
5. Methodology and methods (proposed and used)	"human rights bingo" (*Compass* page 206), after debriefing summing up/ explaining concept (universal, indivisible, inalienable) and generations (civil and political rights/social, economic and cultural rights/collective rights) of human rights and instruments. Discussion in buzz groups, then plenary on possible civil actions to raise awareness on human rights issues, presentation of DYS approach to human rights education, presentation of *Compass* and *Compasito* as tools for human rights education with young people and children, open questions session. Evaluation: round of "flashlight", participants say what's in their head in this moment after the session.
6. Programme	9:30-9:40 energiser 9:40-9:45 intro to the day and the session 9:45-10:30 exercise "human rights binge" 10:30-11:15 summing up and further explanation on the concept 11:15-11:45 coffee break 11:45-11:55 buzz groups on civil action 11:55- 12:10 exchange on ideas and good practices in plenary 12:10-12:25 introduction to the DYS approach to human rights education 12:25-12:35 presentation *Compass* and *Compasito* 12:35-12:50 question and answer session 12:50-12:55 flash light evaluation 12:55-13:00 technical announcements

7. Outcomes	– participants understood that human rights are relevant for everyone everywhere and cannot be taken away from anyone – participants have heard of and understood the single human rights – participants understood that no single human right is more important than the others; they always go all together – participants realised the different human rights situations in different countries – participants related human rights to their daily life – participants dealt with instruments to safeguard human rights and civil action to raise awareness on human rights issues – participants got familiar with the DYS approach to human rights education and the available tools – participants could ask all open questions related to human rights and human rights education and exchange with each other
8. Evaluation	Participants evaluation right after the session was rather positive, comments were such as enlightening, clarifying, food for thought but also confusing and need more time to think about. The mix of methods was appreciated, more time could have been spent on human rights experience of single participants.
9. Materials needed and space required	1/ adapted human rights bingo sheet 2/ debriefing questions for human rights bingo 3/ copy of bingo sheet for each participant 4/ 40 pens 5/ ppt presentation for summing up and further explanation 6/ computer and projector 7/ flipchart and pens 8/ copy of *Compass* and *Compasito* Space: plenary room
10. Further reading	www.eycb.coe.int/compass/en/chapter_2/2_35.asp (original human rights bingo) www.eycb.coe.int/compass/*Compass* chapter 4 *Compasito*
11. Appendices	Adapted rights bingo Slides for summing up/further explanation

A template of this "module" for future use can be found in Appendix 6.

Reflection point

Have you used anything similar for previous activities that you have been involved in?

What are the advantages of preparing such detailed documentation?

What are the disadvantages?

5.4.3. Debriefing and evaluation of educational activities

A) Debriefing of educational activities:

In study session XYZ an open space activity was prepared and run by one preparatory team member. When the participants'discussion time was over and the preparatory team member in charge wanted to conduct the debriefing in plenary, one of her/his colleagues had already set up her/his presentation for the next programme *element, which was of a completely different nature, and the chair of the day let her/him take the floor. Therefore, no debriefing was done. Naturally, the participants complained about this later on, as they had had problems with following the next presentation while still having lots of issues related to the open space activity and the various previous group processes in their minds. The preparatory team member responsible for the open space session did not want to interrupt her/his colleagues and fight for space. As a result, no debriefing was done.*

Many youth activities take place in which valuable exercises are run, but they lack debriefing (because of a lack of time, preparation, knowledge and experience of preparatory team members). In an experiential learning context the debriefing is indispensable! Without it participants might not learn anything (or profit a lot less from the exercise than they actually could). Debriefing is an essential element of training and it is necessary for facilitators to know its structure and principles.

After every educational exercise a facilitator needs to organise participants to discuss the experience that they have just undergone at each stage of the exercise. One could structure the debriefing process in the following parts: stepping out of the experience, reflection and analysis, understanding, sharing, concluding and linking to reality. This *process of debriefing of an educational exercise (in training) follows the different steps of the experiential learning cycle* (presented in chapter 3.1.). If you do not do a debriefing, do not expect the participants to extract much learning from what they have just experienced.

Objectives for debriefing:

- to share the experience in order to decrease the frustration; to express verbally some of the emotions and feelings that participants have had; to identify feelings
- to reflect upon the activity; to allow time for personal/group reflections; to share opinions; to enable participants to discover themselves; to air different points of view
- to conceptualise what happened; to bring the ideas down from the “air” to the “ground”; to introduce new elements; to see the interrelation; to answer the questions and to create new ones with a new dimension; to gain new knowledge; to find ways to transfer the knowledge to real life situations; to share different perceptions and approaches
- to see how to apply the learning; to develop empathy and flexibility; to describe the objectives of the activity; to help participants become aware of the aim of the exercise; to check if the aim has been met; to evaluate the process; to analyse how the learning process is going; to try to show the objective of the activity

The following set of questions gives a short overview of the points which any debriefing should cover (following the experiential learning cycle):

- What happened?
- Why did it happen?
- How did you feel?
- Why did you feel like this?
- What does it remind you of with regard to “real life”?
- Can you give examples of similar situations?
- How can you use this experience in life or in your work with young people?

These questions can be seen as a rough guideline, referring to the various steps of a debriefing. Nevertheless, you always adapt the questions to each exercise and prepare a set of questions for each step (feelings, process, patterns, links to reality, learning). A practice example from the TC for Facilitators will show you in detail a possible debriefing plan. One does not need to ask all the questions listed above with every exercise; some of them are more suitable in one situation, while others are more useful in a different situation.

Practical example:

In order to prepare questions for debriefing, the TC for Facilitators participants worked with the example of an ICL activity: “Euro-rail à la carte” (*Education Pack*, p. 78).

The following questions are the summarised results of the various working groups, referring to the “Euro-rail à la carte” exercise; the same structure is recommended for all kinds of ICL debriefings.

Feelings/emotions

- What was the most sensitive moment?
- How do you feel about your personal contribution?

- How did it feel when you were forced to choose?
- How do/did you feel?
- Did you feel comfortable? Offended?
- What was the strongest emotional experience?
- Is there anything you would like to share with us right away?
- How did you feel about making these decisions?

Process, conflict management

- How did you reach the conclusion that you came to?
- Was it easy? Why? Why not?
- How did you negotiate?
- How was your group dynamic (conflict, leader, etc.)?
- How did the group reach agreement?
- How did the group deal with differences?
- How do you relate your choice with your previous experience?

Rational/logical patterns

- What influenced your choice?
- How much did your gender, race, language, nationality or sexuality influence your choice?
- How much did you choose on the basis of similarity/difference to you?
- What choices have you made? Why?
- What difficulties did you experience during the exercise?

Learning outcomes/links to reality/ICL learning

- Could you identify with the situation?
- What connection to daily life were you able to make?
- Have you ever encountered this in your everyday life?
- What did you discover about yourself?
- How has this experience changed your perception of yourself and your way of thinking?
- How did this confront your values?
- Did you find any limits to your tolerance/respect/acceptance?
- What did you learn from this exercise?
- How can you deal with such a situation?
- How do you think person XY is judged in different parts of the world?
- What would have been your initial reaction if you had not had this background information?
- How are these minorities represented in the media?

Theory of stereotypes

- Do you know what a “stereotype” is?
- Did you as a group have the same stereotypes?
- If you had had more details, do you think your choices would have been different?
- How do you deal with such situations in real life?
- How much did personal experience inform your choices?

- What has changed in your perception of stereotypes?
- What is the root of stereotypes?

> ***Reflection point***
>
> *Is there anything missing for you? Can you follow the logic of the various question blocks?*
>
> *Would you pose completely different questions? (Of course debriefing questions need to go hand in hand with your exercise.)*

The following crucial questions were raised by participants in the TC for Facilitators in relation to "debriefing":

- What can go wrong during a debriefing?
- How can you ensure that you achieve the aims through running the exercise and doing a debriefing?
- What happens during unexpected crisis situations?
- What should you do when the participants go off in an unexpected or undesirable direction?
- How much can a facilitator interfere with the process, and suggest or deliver solutions?

Recommendations and outcomes of group discussions on the TC for Facilitators:

- Try to predict all possible answers to questions and how these answers can lead you to conclusions. During the discussion choose the most relevant ones.
- Choose the exercise in such a way that you can achieve the aims. If you hear from participants feelings and answers that do not lead to expected conclusions, it means that you have chosen the wrong exercise.
- If the process goes wrong, sometimes it might be useful to step out from the debriefing. The participants might need more time for coming out of their roles, etc.
- If anything drastic happens (conflict, bad emotions, etc.), this should take priority. You may then also debrief this situation, even if it is outside the scope of the topic or the aims.
- During the experience itself, you should observe carefully; it will be easier to know which feelings and answers to address in the debriefing. However, the facilitator should not interfere DURING the experience).
- If the group does not reach the points you need to hear, you can also eventually suggest a solution or give an example from your own experience.
- BUT: do not do anything that the group can do itself; therefore carefully assess the moment when your input, suggestions or answers are needed.
- Do not be afraid of silence; give people time to think.
- Ask open questions instead of suggesting potential answers in the questions. The participants should ideally be invited to think for themselves about the process and results.

The important conclusion reached during the discussion was that proper, conscious debriefing is a very difficult process that needs a lot of knowledge, experience and intuition to be run well. You need to think and prepare the debriefing well in order to run it, so that it can turn into a memorable learning experience for participants. Do not be afraid; just practise! Make sure you always have plenty of questions prepared, even though you might not use all of them. You will have to remain flexible with your questions, depending on the responses of the participants. Nevertheless, you should have a clear goal in mind to which you would like to lead the group. Once you have prepared your set of questions, it is often good to ask the opinion of the educational adviser.

B) Evaluation of educational activities – responsibilities of team members

The following questions and answers will give you a clear picture about doing "evaluation" in the context of a study session.

Why evaluate?/Reasons for evaluating

To evaluate the current situation, to see outcomes, to analyse different aspects, to achieve the objectives and aims, to receive information useful for future activities, to justify the investment to the sponsors, to have reasons to party.

Aims of evaluating

To measure the outcomes, to avoid mistakes for the future, to improve practices, to have a clear picture about future steps, to be effective, to follow up projects, to gain new ideas

Who evaluates?

The internal preparatory team, participants, outsiders, educational advisers – all parties involved in the process.

What is there to evaluate?

Different methods

Different moments

Different perspectives

Different resources

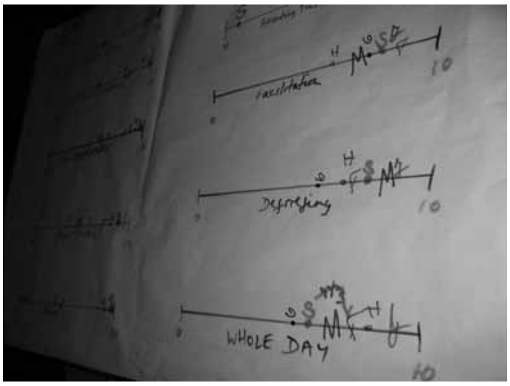
Different methodologies

Learning process

Design of the process

Meeting of expectations

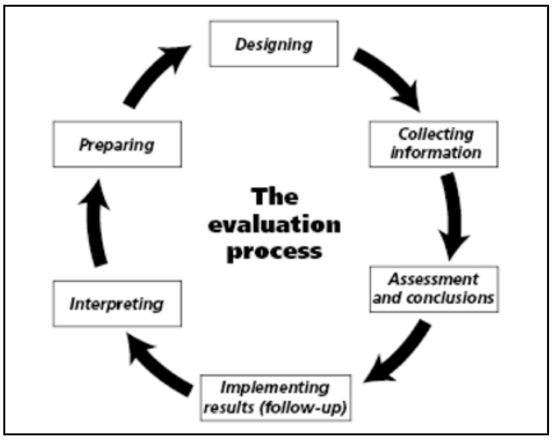
Organisational development



Planning an evaluation

Planning an evaluation can be done like planning a project, where one determines objectives, working methods, action plans, etc.

The following graphic illustrates the main steps of an evaluation process.



The main steps of an evaluation process:

Preparing – setting aims and objectives: deciding who evaluates and why

Designing – deciding what to evaluate

Collecting information – deciding on criteria, objectives, and methods

Assessment and conclusions – assessing reasons and results compared with the objectives and aims

Implementing results – following up: drawing, sharing and using your conclusions,

Interpreting – trying to maintain objectivity

(taken from *T-Kit Project Management*, p. 89)

Evaluations are not always planned or conducted this way (and need not be) but implicitly these elements are and should always be present.

Recommendations regarding evaluations and outcomes of group discussion (from the TC for Facilitators)

Before the activity

- Use previous information resources.
- Appoint a person responsible for the evaluation.
- Evaluate the needs of the participants, for example with a questionnaire.
- Evaluate the team dynamics in the preparatory team.
- Develop the programme in accordance with the needs assessment.

- Evaluate the process of selecting participants.
- Consider the suitability of the study session, with regard to achieving its aims and objectives.
- Methods: discussion, application form of the study session, questionnaire

During the activity

- Suggestion box
- Evaluation groups (daily)
- Questionnaire
- Informal evaluation
- Discussion in plenary at the end of the day
- Preparatory team meetings
- Techniques for "taking the temperature", for example participants take a position in the room regarding their opinions
- Feedback session (individual evaluation)
- Personal reflection time

At the end of the activity

- Creative interactive exercises
- Questionnaire – written evaluation by participants. A standard template can be found in Appendix 7.
- Group discussion, for example in small reflection groups
- The evaluation should be preceded by a review of the study session
- Quick feeling-based reflection on the organisation
- Team reflection
- Individual exercise, for example: "letter to myself"

After the activity

- Questionnaires (individual, organisation)
- Personal action plans
- Evaluation of follow-up activities: study visits for follow-up activities
- Feedback from the organisations to the team/head office of the organisation
- Plan financial means for putting into practice these evaluation methods

For more theoretical and practical information regarding the topic of "Evaluation", please refer to *T-Kits on Educational evaluation in youth work, Training Essentials* and *Project Management*.

Reflection point

Have you already thought about evaluation methods for your study session?

What are the key questions you are going to ask in order to evaluate the activity design and the preparations (before the study session takes place)?

What are the methods/questions that you will use at the end of the study session?

Have you/your team good ideas for creative/interactive evaluation techniques, alongside the written ones, to use at the end of the study session?

ORGANISATIONAL RESPONSIBILITIES

6. Evaluation of study sessions – Done by the organisers

The previous chapter discussed what types of evaluation the team should do. This chapter deals with the responsibilities of youth organisations in terms of evaluating a study session. The organisation has to assess whether or not they have achieved what was planned prior to the study session. Have they achieved their goals?

To be more precise, one can say that the organisation conducting the study session has to evaluate the following elements:

- Was it worth running the activity? Did it fit into the long-term planning and development of the organisation?
- What was achieved? Have the objectives of the study session been fulfilled?
- What is the follow-up for the organisation? How can it build on the results achieved?

Furthermore, the organisation is responsible for providing the necessary resources and an environment so that the team can evaluate the specific features of the study session. These features are discussed in chapter 5.4.3. Debriefing and evaluation of educational activities.

As mentioned in 2.2., The life cycle of a study session, the organisation has to make sure that the evaluations of the study session requested by the Council of Europe have been completed (the first by the preparatory team and the educational adviser, the second by the preparatory team about the co-operation with the educational adviser and the EYC).

The standard evaluation forms can be found at: www.coe.int/youth.

7. Reporting on study sessions

The quality of the reports produced by the organisations running study sessions in the EYCs of the Council of Europe is generally not of a very high level.

Furthermore, most organisations do not profit from the fact that the EYCs offer to reproduce good quality reports on a wider scale in order for the organisations to disseminate further the skills, competences and values that have been developed. It is also useful for other organisations to be able to look at reports on similar topics when preparing their own sessions.

Therefore it is necessary to address the issues concerning "what is a good report?", what skills and competences are involved and how organisations can benefit from a good report in terms of using it as a tool for further development and dissemination of the results of a particular study session. How can reports from study sessions be used as a tool in the process of the institutions, organisation and individuals involved?

Answers to these questions can be found in the following section.

Regulations concerning study session reports[22]
Within the 6 months following an activity, the co-operating organisation which has run a study session at one of the EYCs must produce a summary report of a recommended length of approximately 20 pages, in one of the Council of Europe's languages: English or French. This report should be word-processed and follow the guidelines of the DYS. The content of the report should relate to the discussions that took place and any conclusions reached by participants during the sessions. Reports which do not conform to these specifications will be returned to the organisation. In principle, the youth organisation is responsible for printing, reproducing and sending the report to the participants of the session, and to any other partners concerned. The organisation will also be responsible for translating the report into any other languages, should this be desired or required. The Secretariat of the Directorate for Youth and Sport may select a number of study session reports for translation, reproduction and distribution, should these be interesting or relevant to a wider audience than just the participants of the session or the co-operating organisation. The cost of these tasks will then be covered by the Directorate for Youth and Sport. In principle, organisations which believe that their report is of sufficient interest in the general context of the publication policy of the Directorate for Youth and Sport and would like their translation and printing to be financed can apply to the Secretariat by attaching a cover letter when submitting the report, no later than 3 months after the session. This letter should specifically request that translation into a nominated language and printing should be financed and should justify this request.

It is often the preference of teams to involve participants in the collection of the material for and even the drafting of the report. However, it will be up to one or more members of the team to ensure that the report is coherent, well presented and clear and that it reflects the actual nature of the activity that took place, and also to ensure that it reaches the EYC within the given deadline. Hence, it is important that the question of the report be addressed explicitly at the planning meeting. If you involve your participants in writing daily reports, you might want to use a specific structure that they all follow, in order to facilitate the collation. A suggested outline for daily reports done by participants can be found in Appendix 8.

What does the team need the report for?

The report of a study session is not just an administrative instrument. It can also be a tool for the expression of the opinions of young people who are active in non-governmental organisations and their participation in

22. These regulations have been established on the basis of a decision of the Programming Committee of the Directorate for Youth and Sport. Please also refer to chapter 1.

political and social debate at national and international levels. Reports of study sessions, if well presented and representative of the actual activity, can provide valuable reference material on training methods (especially in the field of intercultural learning), on techniques for the development and management of group dynamics and the stimulation of personal development. The report can be a valuable resource for the organisation in question, for other activities it may undertake, and for the teams of future study sessions. On the other hand, the report is an equally valuable resource for the Directorate of Youth and Sport, which necessarily relies on documentary evidence of its activities (study sessions being an important aspect of the programme) in the promotion of its aims and programmes. The reports are also made available online on the youth website, and can be consulted by other youth organisations who may be preparing sessions on similar topics. Hence, the following guidelines for the content and form of study session reports have been identified.

Reports should try to focus on a number of areas, including in particular:

- detailed content of the discussions that have taken place during the study session;
- the input of experts or lecturers;
- learning processes, individual and group experiences, and educational methods used;
- new ideas, conclusions and projects emerging from the discussions;
- concrete outcomes;
- recommendations or statements on issues that require particular attention and which could be addressed in the context of the Council of Europe youth field;
- evaluations by participants.

At the same time, this list of areas to focus on is by no means exhaustive. Also, the content of the report should not be limited to descriptions of the above, but should attempt to be analytical and evaluative wherever possible. In addition, the "mandate" of such a report is not to be a policy document. It is to report fairly on the activity, what happened, how it happened, why it happened and which methods were used. It should, wherever possible, include evaluation material collected from participants. This can give a better picture of the nature of the session and the quality of the discussions.

Who is the report's target audience?

It is useful to imagine who will read the report; this would help you to choose the right style (and the right length). In general, the report's style should be such that it is useful for people who have not been at the event, for example member organisations, grant donors, etc. Make sure that it is logical and easy to follow for everyone not just for people who have attended the event and for other organisations working on the same topic.

You might even have to produce different versions of the report if it is anticipated that it will have different readerships. For instance, parliamentarians or government officials would appreciate short (3-5 pages) analytical reports outlining the essential ideas, problems and recommendations. Researchers and other experts would prefer comprehensive and informative reports, which they could analyse using various methodologies. Fund-granting institutions seek facts, particularly related to the cost of an activity, but also a fair account of the rate of implementation of the goals of the activity. The members of the organisation would probably like to find out what has happened during the session and would be pleased to see names and concrete events, as well as a detailed evaluation of the activity. Furthermore, participants might like a detailed day-by-day report to help them remember everything they did.

What kind of message should the report communicate to its audience?

Should the report intend to have political significance, it is essential to pay special attention to the ideas and proposals which have been accepted by the participants in the activity as a group. Although these ideas could not claim to be representative of the opinion of all young people (and even of the official standpoint of the organisation, unless the session has been specifically mandated in this respect), it is still significant that a number of socially aware and politically active young people, coming from different cultures and backgrounds, have reached a consensus on issues which usually divide opinions in our societies.

If these views are supposed to be put forward to the political sphere in their authentic form, it will be necessary to present them in a way that does not require much rewriting and therefore interpretation (which could in fact be misinterpretation). Therefore, be precise and selective when summarising the outcome of the activity. In general, reports should avoid a detailed description of each activity, especially when they can refer to the activity in a manual (for example, "*Compass*, page …").

Notes for presenting a well-edited report:

Experts' input and reference material

The report (or parts of it) may be published at some point in the future. As a result, but also out of respect for the law, you should indicate the source and the authors of all reference materials that have been used: copies of articles, extracts from books, pictures and photos copied from printed sources. Be sure that the references for material quoted are correct; written permission from the copyright holder might be needed in the case of publication.

If experts' lectures are included, indicate the name and contact details of the lecturer(s) and clearly separate the text of the expert input from the body of the report.

Example for the structure of a study session report

Introduction:

Introduce the subject or theme and the objectives of the organisation. You might need to give some background on the organisation as well.

Programme:

List in chronological order the themes and activities but avoid day-by-day, hour-by-hour schedules.

Thematic discussions:

Include experts' input on each theme (where available) and the main ideas put forward during the discussions, together with points of conflict, facts and observations presented by the participants.

Educational methods:

Describe briefly the methods you used and explain why you chose them. You could use pictures or other illustrations.

Analysis of the session:

This can be based on the participants' and the team's evaluations and suggestions for the future. Comments on group dynamics, perceived personal development, acquisition of knowledge and/or skills, level of success of the various working methods, and an evaluation of the experts and the team could also be useful. However, keep it short!

Conclusions:

These can include recommendations (provided they have been agreed upon by the participants). This is the place to make your message clear. For some purposes such as lobbying and fundraising, it may be useful to place this part at the beginning of the report.

(taken from *Guide to Study Sessions*)

Reflection point

How are you going to organise the reporting of your study session?

Are you planning to have a rapporteur at your study session?

Are participants going to contribute to the report? How are you going to organise their work? Who will co-ordinate them?

Do you have an agreement about who is going to finalise and edit the study session report? The team? The course director? Office staff of your organisation? A team member? A rapporteur?

8. Follow-up and dissemination of results

This is a crucial part of the study session, which within some organisations/movements tends to be forgotten or not carefully planned right from the beginning. In such cases, little might happen to follow up the study session and disseminate the results. It is a pity when organisations do not achieve much impact and do not take full advantage of the unique chance, presented by holding a study session at one of the EYCs, of developing their movement further.

Possible follow-up actions for study sessions:

- Web page/newsletter/mailing list
- Smaller regional activities dealing with the theme/multiplying
- Friendship-network
- Awareness-raising campaign
- Report/documentation (CD with pictures, etc.)
- Media (articles in various European, national, regional, local magazines)
- Meeting with politicians
- Projects (international youth exchanges, training courses, seminars)

Reflection point

Can you think of any other forms of follow-up?

What have you planned for your own (up-coming) study session?

Of course the follow-up, as well as the dissemination of results, depends very much on the nature of the study session and also the results achieved. Was a political paper drafted or recommendations made? Who has to channel and promote towards certain institutions or decision makers? Do you primarily want to pass on new educational methods to partner organisations and make them known among other multipliers? Have you created new links and partnerships throughout the study session which you want to foster and strengthen?

There is no special recipe for the most effective follow-up actions and dissemination of results. It very much depends on the needs of the organisation and the needs of the participants. Have they developed action plans and do they need specific support? Has the organisation made on-the-spot commitments or promises regarding the follow-up? Is the study session only one integral part of a specific development plan of the NGO? Is the study session part of a larger campaign (for example, "All different – All equal")?

Please see section 2.2.1 (section F: Following up the study session) above for more information on this area.

For further in-depth information and planning regarding the above subjects please refer to the *T-Kit on Training Essentials* and the *T-Kit on Project Management*.

9. Conclusion

In concluding this manual, we should emphise that being in charge of a study session is a responsibility, a privilege and a pleasure, all at the same time. A study session is a unique learning process for team members, who can fully benefit themselves as individuals and as members of their organisations and networks.

For many young people, being a preparatory team member in a study session is a first step into training young people at a European level (and there is much more to it!).

Youth organisations/networks and the DYS benefit from the follow-up by individuals, which are often linked by unforgettable memories and international friendships.

With the hope that this manual will help you make your work in the next study session easier and richer, we wish you every success in making the most of the manual for the development of your organisation and of yourself as an individual.

Appendix

1) Programme and methodology of the Training Course for Facilitators

Main aims of the Training Course for Facilitators

At *individual level*, the main aim is to train future members of study session teams on the main educational issues in relation to designing, running, evaluating and following-up educational youth activities in general and study sessions in particular.

At *international youth organisation level*, this course will support the higher quality of the study sessions that contribute to the long-term development of the youth organisations.

At *institutional level*, the main aim of this course is to contribute to the consolidation and development of the programme quality of European Youth Centre study sessions, by providing training opportunities for members of future preparatory teams of the co-operating youth organisations.

Objectives of the Training Course for Facilitators

At individual level

- to increase participants' knowledge and awareness about values underpinning European non-formal educational youth activities;
- to provide basic insights into different concepts of learning in non-formal education;
- to develop essential skills for facilitators in non-formal education with multicultural youth groups (for example, programme design, leadership, team work, chairing and facilitating, communication, group dynamics, evaluation and follow-up);
- to develop participants' awareness of and skills in organising the follow-up, in particular writing reports and securing other forms of dissemination of the results of study sessions;
- to raise the level of participants' competences and motivation in introducing and dealing with intercultural learning in study sessions;
- to raise participants' awareness about quality criteria and principles related to their responsibilities, ethics and values as team members of study sessions;
- to develop participants' competence in the political and administrative framework of study sessions that are run in co-operation with the European Youth Centres.

At international youth organisation level

- to promote the values connected with and develop further the understanding of study sessions as a unique opportunity for organisations to contribute to their overall strategy and programme;
- to enhance the impact of study sessions within youth organisations or networks by encouraging organisations to undertake a thorough needs assessment before the activity;
- to secure a meaningful follow-up with their member organisations after the study sessions;
- to explore possibilities for inter-organisational co-operation;
- to encourage youth organisations to communicate the results of the study session to a broad public.

At institutional level

- to support the development of educational activities of youth organisations which co-operate or plan to co-operate with the European Youth Centres;
- to further develop quality criteria for study sessions in relation to the realities and needs of youth organisations;
- to support better integration of the study session results within the DYS programme.

Methodology

The course gives participants the opportunity to experience and reflect upon activities and concepts crucial in designing, running, evaluating and providing follow-up to study sessions of international youth organisations. The entire course is designed as a mutual learning situation in which, using diverse methods, participants can compare their approaches to learning, facilitation and leadership, non-formal education and international youth work. During the course, experts in the fields of training and non-formal education establish a theoretical framework and common reference points for learning and communication. Participants also have the opportunity to analyse the format of different study sessions of international youth organisations. The course methodology caters for direct involvement of the youth organisations that have organised and/or will organise a study session at the European Youth Centres.

The programme of the course includes:

- analysis of the meaning and the role of study sessions within European/international youth work;
- building an understanding of and skills in designing study sessions;
- introduction to and reflection on different concepts of learning and non-formal education;
- reflection on the role of intercultural learning and human rights education in training and non-formal education;
- skills training for facilitators, for example, using methods, understanding group dynamics, facilitating individual and group learning, programme organisation and planning, evaluation, etc;
- reflection on the role of educating young people in the building of European civil society.

Training Course “Training for Facilitators”

involved in preparing and delivering the programme of study sessions of the European Youth Centres
14 – 25 April 2004, European Youth Centre Strasbourg

Wed 14.	Thu 15.	Fri 16.	Sat 17.	Sun 18.	Mon 19.	Tue 20.	Wed 21.	Thu 22.	Fri 23.	Sat. 24.	Sun 25
09:15 A R R I V A L 12:30	Introduction to the course Getting to know each other Initial fact finding	The basics of the study sessions Life cycle of a study session (from needs assessment to follow-up)	Concepts of learning Non-formal learning Programme design	Essentials of intercultural learning (ICL) ICL at study sessions	Personal development: Presentation skills	Personal development: Facilitating interactive ICL educational activities	Communication skills: team work	Mapping qualities for successful study sessions: personal, team and organisational Study sessions and DYS work priorities	Presentation of a study session: example of good practice Evaluation of study sessions	Personal and Organisational Action Plan	D E P A R T U R E
			L	U	N	C	H				
14:00 A R R I V A L 17:00	Group Building Intro to the course: “Presenting pre-course survey” Expectations	Essential elements of a study session – as an organised and facilitated group learning process	Programme design (continued)	Free afternoon	Personal development: Facilitating group discussions	Communication skills: leadership, assertiveness and self-confidence/ understanding group dynamics	Communication skills: understanding group dynamics/ leadership, assertiveness and self-confidence	Free afternoon	Reporting Dissemination of results	Final evaluation Closing	
	Lab Groups	Lab Groups	Lab Groups		Lab Groups	Lab Groups	Lab Groups		Lab Groups		
			D	I	N	N	E	R			
Welcome evening		International evening		Dinner in town	Organisations’ Market				Goodbye Party		

Training Course "Training for Facilitators"

involved in preparing and delivering the programme of study sessions of the European Youth Centres
07 – 18 November 2005, European Youth Centre Budapest

Mon 7.	Tue 8.	Wed 9.	Thu 10.	Fri 11.	Sat 12.	Sun 13.	Mon 14.	Tue 15.	Wed 16.	Thu 17.	Fri 18.
09:15 A R R I V A L 13:00	Introduction to the course Getting to know each other Feedback on the pre-course questionnaire; Expectations	The concept of study sessions Study sessions in practice – workshop	Practice and consultation groups – preparations	Intercultural learning (ICL) In theory and practice – workshop	Competence workshop: Communication and presentation skills	Free day	Facilitation of group discussions – workshop	Ethics and values in study sessions – workshop	Practice and consultation groups – closing TV talk show – experienced trainers recommend	Transfer and follow-up – working groups Discussion, feedback – working groups Post-course questionnaire	D E P A R T U R E
			L	U	N	C	H				
14:30 A R R I V A L 17:30	Group-building activities	Study sessions in practice – workshop Panel discussion Introduction: practice and consultation groups	Non-formal education and learning styles Workshop on programme design	Competence workshops: * Debriefing * Evaluation techniques	Personal development: Human rights education (HRE) – in theory and practice Info session – free afternoon	Free day	Group dynamics in intercultural teams – workshop	Introduction to the Council of Europe and its working priorities – input and discussion Study sessions. – open questions and practice examples – DIGESTIVO	Reporting session	Evaluation of the course Final Re-groups Closing	
	Reflection Groups	Re-Groups	Re-Groups	Re-Groups	Re-Groups		Re-Groups	Re-Groups	Re-Groups		
			D	I	N	N	E	R			
Welcome evening		International evening	Organisations' Fair			Dinner on the boat / Danube				Farewell party	

2) Case studies – Ethics and values

The first three days of a study session on gender issues have passed and some objectives of your training have been reached only with difficulty, and you have the feeling that you really have to push your participants. There is good potential for higher levels of commitment, but they are not responding to it.

Look at the case study above from the viewpoint of a trainer (but thinking at a group level) and try to find answers to the following questions:

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?'
- What ethics and values are important in this case? (DOs and DON'Ts)

You are a member of a preparatory team of five people and you notice that your colleague and co-trainer is not taking her/his duties and tasks (for which she/he has taken responsibility) seriously. You see that the quality of the session is suffering because of this.

Look at the case study above from *the viewpoint of a trainer* and try to find answers to the following questions:

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?'
- What ethics and values are important in this case? (DOs and DON'Ts)

While socialising in the evening, the preparatory team suggests a game that might be very challenging for some participants: it involves a lot of physical contact, which for some people might be very intimate or offensive. One of the participants participates, but obviously does not feel comfortable and the next morning wants to leave the session.

Look at the case study above from the viewpoint of a trainer (but thinking at a participant level) and try to find answers to the following questions:

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?'
- What ethics and values are important in this case? (DOs and DON'Ts)

As a trainer of a study session you have been put in a difficult situation by one of the participants and you realise that there might be a conflict between your personal values and your values as a trainer.

Look at the case study above from the viewpoint of a trainer (but thinking at a personal level) and try to find answers to the following questions:

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?'
- What ethics and values are important in this case? (DOs and DON'Ts)

Some participants of your study session don't drink alcohol and cannot be in a room where others do. The other members of the group like to have a drink in the evening and somehow the whole group seems to have split in two.

Look at the case study above from the viewpoint of a trainer and try to find answers to the following questions:

- How can you solve it? Give reasons for your choice of solution.
- How could you prevent this kind of situation happening again in the future?'
- What ethics and values are important in this case? (DOs and DON'Ts)

3) Ethical conduct in youth work

Statement of principles of ethical conduct for youth work

1. **Ethical principles.** Youth workers have a commitment to:

1.1. Treat young people with respect

Principles of practice would include:

- valuing each young person and acting in a way that does not exploit or negatively discriminate against certain young people on irrelevant grounds such as race, religion, gender, ability or sexual orientation; and
- explaining the nature and limits of confidentiality and recognising that confidential information clearly entrusted for one purpose should not be used for another purpose without the agreement of the young person — except where there is clear evidence of danger to the young person, worker, other persons or the community.

1.2. Respect and promote young people's rights to make their own decisions and choices

Practice principles would include:

- raising young people's awareness of the range of decisions and choices open to them and offering opportunities for discussion and debate on the implications of particular choices; offering learning opportunities for young people to develop their capacities and confidence in making decisions and choices through participation in decision-making bodies and working in partnership with youth workers in planning activities; and
- respecting young people's own choices and views, unless the welfare or legitimate interests of themselves or other people are seriously threatened.

1.3. Promote and ensure the welfare and safety of young people

Practice principles would include:

- taking responsibility for assessing risk and managing the safety of work and activities involving young people;
- ensuring their own competence, and that of employees and volunteers for whom they are responsible, to undertake areas of work and activities;
- warning the appropriate authority and taking action, if there are thought to be risks or dangers attached to the work;
- drawing to the attention of their employer ways in which activities or policies of employers may be seriously harmful to the interests and safety of young people; and, if this proves ineffective, bringing them to the attention of those in power or, finally, the general public; and
- being aware of the need to strike a balance between avoiding unnecessary risk and permitting and encouraging young people to partake in challenging educational activities.

1.4. Contribute towards the promotion of social justice for young people and in society generally

Practice principles would include:

- promoting just and fair behaviour, and challenging discriminatory actions and attitudes on the part of young people, colleagues and others;
- encouraging young people to respect and value difference and diversity, particularly in the context of a multicultural society;
- drawing attention to unjust policies and practices and actively seeking to change them;
- promoting the participation of all young people, and particularly those who have traditionally been discriminated against, in youth work, in public structures and in society generally; and
- encouraging young people and others to work together collectively on issues of common concern.

2. Professional principles.

Youth workers have a commitment to:

2.1. Recognise the boundaries between personal and professional life

Principles of practice would include:

- recognising the tensions between developing supportive and caring relationships with young people and the need to maintain an appropriate professional distance;
- taking care not to develop close personal, particularly sexual, relationships with the young people they are working with as this may be against the law, exploitative or result in preferential treatment. If such a relationship does develop, the youth worker concerned should report this to the line manager to decide on appropriate action;
- not engaging in work-related activities for personal gain, or accepting gifts or favours from young people or local people that may compromise the professional integrity of the work; and
- taking care that behaviour outside work does not undermine the confidence of young people and the public in youth work.

2.2. Recognise the need to be accountable to young people, their parents or guardians, employers, funders, wider society and other people with a relevant interest in the work

Practice principles would include:

- recognising that accountabilities to different groups may conflict and taking responsibility for seeking appropriate advice and making decisions in cases of conflict;
- being open and honest in all dealings with young people, enabling them to access information to make choices and decisions in their lives generally and in relation to participation in youth work activities;
- ensuring that their actions as a youth worker are in accordance with the law;
- ensuring that resources under youth workers' control are distributed fairly, according to criteria for which youth workers are accountable, and that work undertaken is as effective as possible;
- reporting to the appropriate authority any suspicions relating to a young person being at risk of serious harm or danger, particularly of sexual or physical abuse; and
- actively seeking opportunities to collaborate with colleagues and professionals from other agencies.

2.3. Develop and maintain the skills and competence required to do the job

Practice principles would include:

- only undertaking work or taking on responsibilities for which workers have the necessary skills, knowledge and support;
- seeking feedback from service users and colleagues on the quality of their work and constantly updating skills and knowledge; and
- recognising when new skills and knowledge are required and seeking relevant education and training.

2.4. Foster and engage in ethical debate in youth work

Practice principles would include:

- developing their awareness of youth workers' own personal values and how these relate to the ethical principles of youth work as stated in section 5.1;
- re-examining these principles, engaging in reflection and discussion with colleagues and contributing to the learning of the organisation where they work;
- developing awareness of the potential for conflict between personal and professional values, as well as between the interests and rights of different individuals and between the ethical principles in this statement; and

- recognising the importance of continuing reflection and debate and seeing this statement of ethical principles as a working document which should be constantly under discussion.

2.5. Work for conditions in employing agencies where these principles are discussed, evaluated and upheld

Practice principles would include:

- ensuring that colleagues, employers and young people are aware of the statement of principles;
- being prepared to discuss difficult ethical issues in the light of these principles and contributing towards interpreting and elaborating on the practice principles; and
- being prepared to challenge colleagues or employing agencies whose actions or policies are contrary to the principles in this statement.

Adapted by Y. Domuschieva from *Ethical Conduct in Youth Work*, prepared by the National Youth Agency, UK and published at www.nya.org.uk/templates/internal.asp?nodeid = 90868

4) Assertiveness training

What do I have to do to …

… be an assertive facilitator?	… be an assertive co-facilitator?	… design assertive facilitation?
1. Listen: – allow session time for discussion – encourage expressions of different views – don't pass judgement on different views – be attentive to everything that is said – be sensitive to the feelings expressed – take other people's opinions seriously – remain open to different opinions 2. Demonstrate that I understand: – don't dismiss or denigrate anyone or anything – reveal some of my own experience – ask relevant and direct questions – say if I don't understand – don't make assumptions – be prepared to become vulnerable – treat people equally – be flexible enough to adjust session content or process to make it more relevant 3. Say what I think and feel: – know what I think and feel – express my thoughts and feelings openly – include thoughts and feelings of a personal nature – don't feel embarrassed about revealing feelings – be prepared to be seen as a human being, not an impersonal automaton – be able to express negative feelings 4. Say specifically what I want to happen: – don't Impose my wishes on participants – be clear about what I want – be flexible in achieving what I want	1. Agree beforehand on some ground rules for the working relationship 2. Raise beforehand any issues which I feel uncomfortable with 3. Agree beforehand how to deal with any disagreements during the session 4. Discover how my co-facilitator prefers to receive feedback, if any at all 5. Explain how I want to receive feedback 6. Listen to and respect my co-facilitator's experience 7. Stand up for the sessions that I believe in and that I do well 8. Motivate my co-facilitator 9. Give credit to my co-facilitator for her/his contribution, both in private and in public 10. Sort out disagreements in private 11. Be interested in what my co-facilitator is doing or saying 12. Build on my co-facilitator's material 13. Listen to uncomfortable feedback 14. Don't: – let my co-facilitator take my best sessions from me – belittle my own experience – ignore my co-facilitator or her/his session – overrun the agreed time – contradict my co-facilitator in public – interrupt my co-facilitator – stand in front of my co-facilitator or "upstage" her/him in any way	1. Clarify the objectives and make them: – specific – achievable – measurable – encouraging of positive outcomes – developmental and able to stretch knowledge and skills – action orientated 2. Relate the objectives to the content 3. Create an achievable, stimulating and healthy rhythm for the session 4. Programme activities to suit all learning styles 5. Give out handouts which: – include examples from different genders, ethnic groups, ages and experiences – avoid jokes or cartoons which are at the expense of any particular group or individual – respect different views – do not put a person or people down – have practical relevance to each group of participants 6. Plan exercises which: – don't humiliate anyone – don't require anyone to become a victim – don't encourage passive or aggressive behaviour – don't cast people in roles – enable people to build on their existing level of skills – build people up

… be an assertive facilitator?	… be an assertive Co-facilitator?	… design assertive facilitation?
5. Consider the consequences of joint solutions: – take the time to discuss joint solutions – remain open to alternatives – have alternatives to offer – don't regard it as a failure if participants don't exactly do what I wish 6. Use a steady, firm, warm, clear, sincere, neither loud nor soft, audible and varied voice 7. Have the following body language: – direct eye contact without staring – open hand and arm movements – facial expressions that fit expressed feelings – take up appropriate amount of space – sit and stand upright and relaxed	– let my feelings or discomfort go unexpressed – distract participants – give negative feedback just as she/he is starting a session or at times when she/he is not able to discuss it	– challenge stereotypes – are as realistic as possible 7. Use the physical setting of the session (tables, chairs and general layout of the room) to create a friendly atmosphere, express respect for myself and for the participants and the will to work together

5) Feedback within teams

Some ideas of how to give feedback to your team members:

Exercise on team work and roles in the team: "The vehicle method"

Step 1. In pairs or individually, imagine this team as a vehicle. It can be anything you wish, a car, tractor, steamboat or plane. The vehicle should express what you feel is the essence of the team. Make a drawing of this vehicle.

Step 2. Try to place the different team members in the vehicle. Which parts of the vehicle do you see them corresponding to? Who is the sail, motor, compass, seat, brake, global positioning system, and so forth? Why?

Step 3. Explain your drawings to each other.

Step 4. Debriefing – What did we get out of this?

Time: at least 1 hour for a team of 4 people.

Exercise on giving personal feedback: "The hot chair"

- Find a comfortable space for your team. Sit in a circle and place one chair in the middle. One by one, team members sit on this "hot chair".
- From the hot seat, tell your team colleagues what you would like to get feedback on: your performance as a trainer, your role in the team, and so on. The other team members will then answer you, bearing in mind the guidelines you have agreed on.
- Set a time limit for each person's visit to the hot chair.
- While sitting on the hot chair, you cannot react to individual comments, but you have some time for reactions and questions once the feedback round is over and before the next team member takes the chair.
- Time needed: at least 20 minutes per team member.
- Attention: this can be a very sensitive exercise. Remember to agree some basic rules for giving feedback beforehand!

Some guidelines for giving feedback:

- Consider the needs of the person receiving the feedback.
- Describe behaviour only – do not attempt to interpret.
- Focus on behaviour that can be changed.
- Be specific. Give examples.
- Wait for feedback to be asked for.
- Do not judge.
- If possible, give feedback immediately after the behaviour (if asked for it).
- Allow the freedom to change or not to change.
- Express feelings directly (e.g. "It makes me insecure when you …").
- Also give positive feedback.

(P. G. Hanson, 1975)

(taken from *T-Kit on Training Essentials*, p. 36-37)

You can also consult the relevant chapters on teams in the *Project Management T-Kit* and the *Organisational Management T-Kit*.

6) Planning of a programme element

Study session "……"
Session Outline

1. Title + date + time	
2. Background	
3. Aims(s)	
4. Objectives	
5. Methodology and methods (proposed and used)	
6. Programme	
7. Outcomes	
8. Evaluation	
9. Materials needed and space required	
10. Further reading	
11. Appendices	

7) Template – Evaluation by participants

Please change (delete) all elements written in italics.

Name of youth organisation/movement

Study session: *title*
European Youth Centre Budapest or Strasbourg, *date, year*
Please fill in this form LEGIBLY using a black pen.

EVALUATION FORM

In general, to what extent has this seminar responded to your initial expectations?

0% 50% 100%

Comments:

Please evaluate the usefulness (for you) of the following programme elements of the seminar:

Scale: From 1 (Useless) to 6 (Very useful)

(✓ – Tick/check the box (number) that corresponds with your choice. If you did not attend that session, please leave it blank.)

	1	2	3	4	5	6
Monday						
Morning – *title of session*						
Afternoon – *title of session*						
Evening – *title of evening activity*						
Tuesday						
Morning – *title of session*						
Morning – *title of session*						
Afternoon – *title of session*						
Evening – *title of evening activity*						
Wednesday						
Morning – *title of session*						
Afternoon – *title of session*						
Afternoon – *title of session*						
Thursday (tick only one workshop)						
Morning – *Workshop on ...*						
Morning – *Workshop on ...*						
Morning – *Workshop on ...*						
Morning – *Workshop on ...*						
Thursday evening – *Dinner in town*						
Friday						
Morning – *title of session*						
Morning – *title of session*						

	1	2	3	4	5	6
Morning – *title of session*						
Morning – *title of session*						
Afternoon – *title of session*						
Saturday						
Morning – *title of session*						
Morning – *title of session*						
Morning – *title of session*						
Afternoon – *Evaluation*						
General elements						
Group spirit						
Energisers						
Informal moments						

1. At this moment, what would you consider the most important elements that you have learned during this study session? Please explain why.
2. Please evaluate your own role at this study session.
3. Please evaluate the entire group. Comment on the selection of participants, the atmosphere, etc.
4. What will you share with the other members of your organisation back home?
5. How will you follow up this study session?
6. Do you intend to work together with some of the other participants in this study session in the future? If so, how?
7. Please evaluate the preparatory team. Please comment on their knowledge, skills, approaches, etc.
8. Please evaluate the European Youth Centre *Budapest / Strasbourg*. Please comment on its services, food, accommodation, etc.
9. In your opinion, was there anything important missing during this study session?
10. What proposals or suggestions do you have for future similar events of *(name of org.)*
11. Please feel free to add any other comments, remarks, criticisms, suggestions, etc.

(Note: feel free to use additional sheets of paper for your comments and recommendations)

Thank you very much.

Name: ……………………………….. (optional)

8) Outline for daily reports – Done by participants

1. Title of the session

The name or title of the session/programme element (for example, "Getting to know each other" or "Individual and group learning").

2. Aim

The general purpose of the programme element/session (for example, to develop participants' self-confidence and their awareness about training in non-formal education).

3. Objectives

The concrete objectives or goals this particular programme element/session seeks to achieve. These should be concrete and multiple. As far as possible, this section should also address the learning or educational objectives according to:

- knowledge
- skills
- attitudes

4. Schedule (including timing)

Timeline of the programme as it actually happened.

5. Educational methods used

The methodology, including the approach selected to make sure that the aims and objectives are achievable.

The presentation of the methods should be a simple outline, not a description of the methods themselves. The description of the methods should go in appendices.

6. Thematic discussions or input

A short summary of the main issues discussed, questions raised and contributions made. All visual support and handouts should be included in appendices to this report.

7. Recommendations and outcomes of group discussion

Any recommendations made by the group, conclusions and outcomes of discussions. All visual aids used for group report, all written conclusions and/or reports by the entire group or by small sub-groups can be integrated.

8. Evaluation, conclusions and follow-up

A brief evaluation of the session, conclusions and ideas for follow-up of this particular programme element should be indicated here. All links and contributions to other programme elements/sessions should be indicated here.

9. Resources used

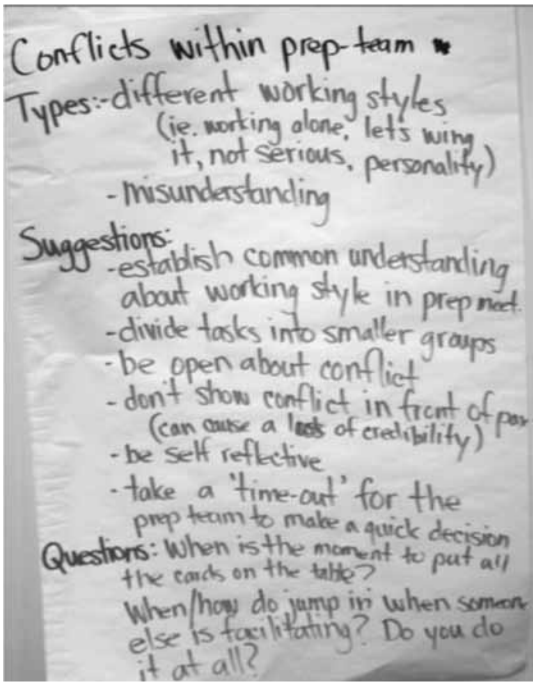
Here you should provide a complete bibliography, a list of handouts, manuals and other materials, as well as the webography (list of websites) used in the preparation and the implementation of this programme element. Also further readings or interesting websites on the topic can be indicated, if known.

9) Open questions regarding study sessions – Dealt with at the TC for Facilitators: Digestivo Café

In order to discuss topics that participants considered important, there was a session simply called the “Digestivo café”. The Digestivo Café is a flexible, easy-to-use process for fostering collaborative dialogue, sharing collective knowledge, and discovering new opportunities for action. You use this method when you want to:

- generate input, share knowledge, stimulate innovative thinking, and explore action possibilities around real life issues and questions;
- engage people in authentic conversation;
- conduct in-depth exploration of key strategic challenges or opportunities;
- deepen relationships and mutual ownership of outcomes in an existing group;
- create meaningful interaction between a speaker and the audience.

In order to create a hospitable and thought-provoking environment, the team created a space similar to a real café. There were different tables at which participants discussed different topics, with relaxing music in the background. In order to make it more realistic, the team attached names of different coffees to the different topics. (For more on this model, see www.theworldcafe.com.)



“Café au lait” table

Topic: How to deal with conflicts and crises in the prep-team/group when running activities (study sessions)

The participants raised and answered questions about conflicts within the preparatory team of a session using their own experience and knowledge. It is important that if a preparatory team has problems, the participants do not necessarily have to know about them.

One way to deal with this is to reflect on what happened and to work on misunderstandings. Ethics and values are important and therefore a tolerant and respective environment should be created. General answers to all questions were that it depends and varies from case to case.

“Café frappé” table

Topic: How to keep the level of participants’ motivation high for the whole duration of the programme?

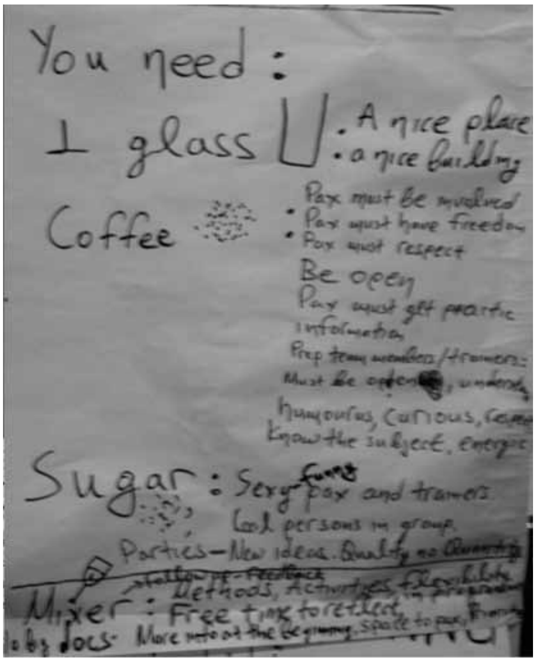
A great presentation followed the discussion on this table. The facilitator presented the outcomes of this question showing how to make Café Frappe and keep participants motivated.

The glass symbolized the materials and facilities needed to make a good session.

The coffee was the input from participants, who should be included, open, respected and energetic towards the subject.

The sugar for the frappe is the trainers, who are enthusiastic about putting a lot into the session and who are interesting people to learn from.

The mixer is the process that must have the appropriate methods and activities to answer to participants’needs and to achieve the session’s goals.



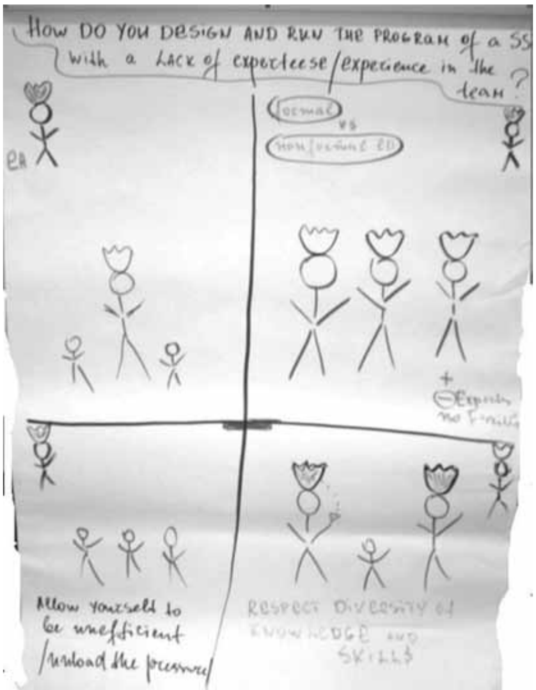
“Cappuccino” table

Topic: How to organise and run a good preparatory meeting (manage time efficiently, involve new or less experienced facilitators, the educational adviser, etc.)

The fruitful discussions ended up with the following conclusions.

To have a better team, focus on teambuilding and understanding the creativity of people, as well as their personalities. Involve all team members. Try to have a clear concept of what you want to achieve and how to do it.

Divide possible topics for discussion into the ones you can do afterwards (e-mail communication) and the ones you should deal with during the preparatory meeting.



“Latte macchiato” table

Topic: How do you design and run a study session programme with preparatory team members who lack the expertise/experience?

One possible example of a preparatory team background (which is important for designing the programme) is where you have lots of experienced people, which can have both positive and negative sides. The positive is that there are no new experiences and people are ready to work, but sometimes previous experience can make you less open to innovations.

No matter what, as a preparatory team member you should be open to new ideas and give space to newcomers in the team to contribute. It is a very risky situation when there are fewer newcomers than experienced people because newcomers might not have the chance to give their own ideas and contribute.

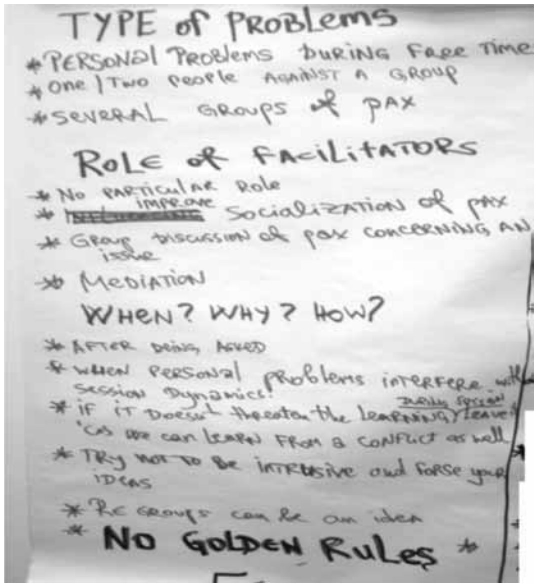
Setting reachable realistic goals can sometimes be the best thing that inexperienced preparatory team members can do for themselves.

“Espresso” table

Topic: How do you deal with interpersonal problems between participants? How much involvement of the preparatory team is TOO much?

The variety of experiences made this question too difficult to answer in a general way. A facilitator might have no role in a conflict between participants or in some cases may be able to mediate a conflict. It all depends on the conflict and the impact the conflict has on the study session.

Trainers should always encourage participants to find a solution themselves, which is the best solution you can get. It is necessary to pay attention to different values and perspectives when dealing with a problem. Trainers should not take sides.



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Compasito, Manual for Human Rights Education with Children (2008)
Education Pack (2004)
Guide to Study Sessions (2000)
Participants' Report from Training for Facilitators, EYCS (April 2004)
Participants' Report from Training for Facilitators, EYCB (November 2005)

Publications from the Council of Europe/Directorate of Youth and Sport and the European Commission/ Directorate General: Education and Culture:

T-Kit on Project Management (2000)
T-Kit on Intercultural Learning (2000)
T-Kit on Training Essentials (2002)
T-Kit on Evaluation (2007)

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Willis, Liz and Daisley, Janne, *The Assertive Trainer*, McGraw-Hill, 1995

Links:

www.coe.int/youth
www.coe.int/compass
www.training-youth.net
www.salto-youth.net
www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php
www.cogsci.princeton.edu
www.answers.com/topic/cross-cultural
www.minddisorders.com/A-Br/Assertiveness-training.html
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The aim of the Council of Europe's youth policy is to provide young people – girls and boys, young women and young men – with equal opportunities and experience which will enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. The programme of activities aims at associating young people, through governmental and non-governmental youth partners, with the aims and priorities of the youth policy of the Council of Europe. The participants in the education and training activities are multipliers who, within their youth organisations or institutions, are involved in training other young people and/or in designing activities and programmes that put into practice the values, standards and objectives that preside over the youth policy of the Council of Europe.

The use of non-formal learning principles is combined with experiential learning approaches, the most apt at making the learning experiences meaningful and relevant. Activities are implemented in accordance with quality standards agreed with partners of and participants in the activities.

The quality of these activities depends, to a large extent, on the competences and abilities of the facilitators of these educational processes, many of whom are volunteers within youth and community organisations. This manual was developed in order to support them in that role, particularly when they are part of the educational teams of study sessions at the European Youth Centre. The manual provides essential information and practical tips for all who are involved in planning and delivering non-formal education intercultural activities on an occasional basis. This manual is part of the endeavor of the Council of Europe's youth sector to support and develop the quality of non-formal education activities across Europe and, in doing so, contribute to further their recognition.

Directorate of Youth and Sport
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