

NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE



3rd Global Education and Youth Training of Trainers

15th University on Youth and
Development
Pedagogical Report: All the journeys

21- 28 September 2014



Organised by the North-South Centre and the Network of Universities on Youth and Global Citizenship, under the framework of the Joint Management Agreement between the European Commission – EuropeAid Cooperation Office and the North-South Centre of the Council of Europe

English edition

North-South Centre:
Youth Programme 2014

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- North-South Centre
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Final Report: All the journeys

This report is a story of many journeys. We were there together – 20 participants, 5 trainers and staff from the North-South Centre of the Council of Europe – and we did it together. Yet, for each and every one of us, it was a very personal and very unique experience. Through this report we will try to respond to a few questions: When? Where? What and what for? Why? With whom? How? With what results? that will hopefully unfold for you our great experience.



Training Session

— There is no way to transmit the spirit of intense learning, sharing, challenging and being challenged, inspiration and joyful encounters in a short document. Still, we hope that this overview of all the journeys will help you to understand and encourage you to follow them.

When?

— 21st to 28th of September 2014

Where?

— Within the 15th University on Youth and Development in the Centro Euro-Latinoamericano de Juventud (CEULAJ) in Molina, Spain.



CEULAJ, Molina - Spain

What and for what?

— The 3rd edition of Global Education and Youth Training of Trainers.

• The training course had two main aims:

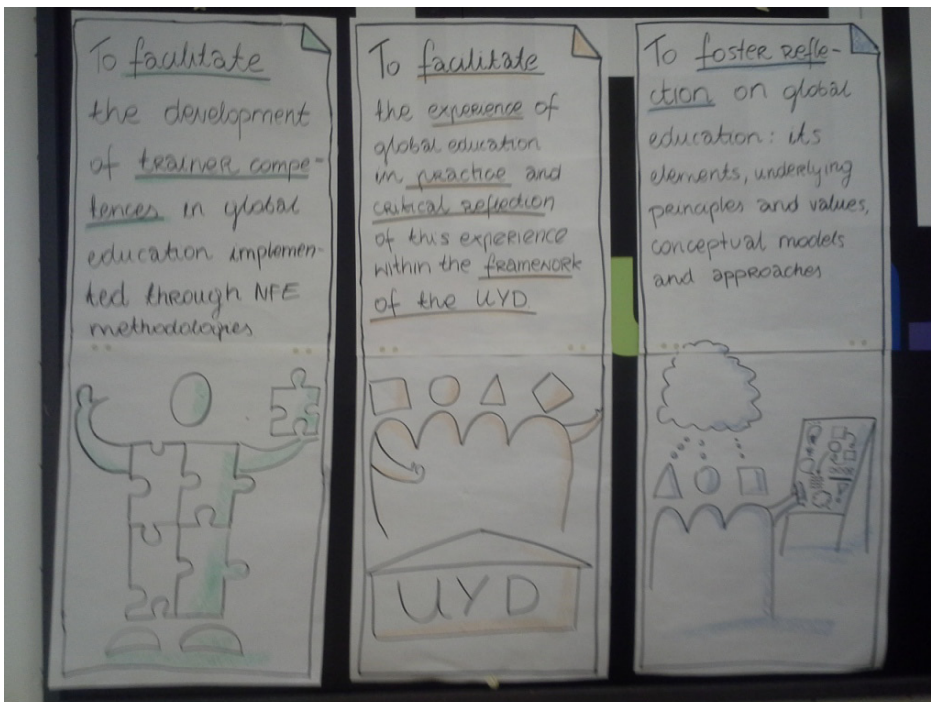
1. To empower young people to further support the practice of GE based on NSC GE methodology and programme (Global Education Guidelines and online training courses).
2. To develop competences of participants that are or will be actively involved in the implementation of the sister Universities.

• The specific objectives of the course were:

1. To facilitate the development of competences and transfer of innovation in educational strategies with a collaborative learning approach.
2. To explore the philosophy and the implementation of both the Network of the Universities and e-learning courses in order to act as multipliers.
3. To understand the different contexts of implementation of global education.

• The team of trainers have developed a set of pedagogical objectives:

1. To facilitate the development of trainer competences in global education implemented through NFE methodologies.
2. To experience global education in practice and critically reflect this experience within the framework of the University on Youth and Development.
3. To foster reflection on global education: its elements, underlying principles and values, conceptual models and approaches



Objectives of the training of trainers

Why?

• Background of the North-South Centre's Youth Co-operation and Global Education Programmes¹

— The overall aim of the Centre in terms of youth is to provide training and capacity building for young people and youth organisations as well as to facilitate their participation in decision and policy making, in the framework of quadrilogue² initiatives.

— In the framework of the Joint Management Agreement 2013-2015 between the European Commission (EuropeAid Office) and the North-South Centre of the Council of Europe (NSC), it is foreseen in this three year cycle, to provide training and capacity building opportunities for youth leaders, trainers and youth organisations through the following activities: at global level the “Global Education and Youth Training of Trainers” (at the University on Youth and Development, once a year), and at inter-regional level “Training Course for Youth Leaders of African Diaspora Living in Europe” and the “Africa-Europe Training Course”.

— The Global Education and Youth Training of Trainers is a natural progression of the previous training opportunities at global level for youth organisations, also inspired by the Global Education (GE) online training courses (since 2009, the NSC has been offering on-line training courses covering the Human Rights and Intercultural dimensions of GE, a successful capacity building experience developed within the Joint Management Agreement, completed in 2014 with the introduction of the new topic on Democratic Citizenship) and the previous editions of the Global Youth Work Training Course.



¹. For more information visit: http://www.coe.int/t/dg4/nscentre/default_en.asp

². The quadrilogue is a working methodology promoted by the North-South Centre of the Council of Europe that promotes dialogue and action between the following actors: Governments, parliaments, local and regional authorities and civil society (namely youth organisations and trade unions)

With whom?

Participants

— A set of criteria have been put in place in order to select participants for the training course. Selected participants had to:

- be a key multiplier playing an active role within a youth organisation/platform or institution (that is or plans to be actively involved in the organisation of one of the Universities);
- have some experience as trainers/facilitators;
- be aged between 18 and 30;
- have already some qualification or experience in terms of the network of Universities and/or international youth work and project work;
- be committed to attend the full duration of the course and be supported by a youth organisation/platform or institution;
- be able to work, communicate and report in English.

— After a careful selection process, carried out by the North–South Centre, we have had a group of 20 participants, representing diversity in terms of gender, region, specificity of their global education involvement and type of organisation they represent.

Participants						
1	ALGHAFFARI	Ghaith	M	Iraq	Iraqi	Y-Peer Iraq (Iraqi Youth Parliament)
2	DACCACHE	Michel	M	Lebanon	Lebanese	Forum for Development, Culture and Dialogue
3	TLIJANI	Hajer	F	Tunisia	Tunisian	World Youth Alliance Middle East
4	MANSOURI	Riadh	M	Algeria	Algerian	Algeria Muslim Scout
5	PARVEEN	Iram	F	India	Indian	A World at School
6	LENG	Hywfi	M	Cambodia	Cambodian	Khmer Youth Congress
7	NAKABIRI	Annabelle	F	Uganda	Ugandan	The Remnant Generation Ministries
8	AFFANA	Jean Paul	M	Cameroon	Cameroonian	Vital Actions for Sustainable Development
9	MULI	Lawrence	M	Ethiopia	Kenyan	African Observatory for Policy Practice and Youth Studies
10	AGANRAN	Oluwafemi	M	Nigeria	Nigerian	Voluntary Workcamps Association of Nigerian
11	KAZANTSEV	Nikolay	M	Russia	Russian	AEGEE- European Student Forum
12	PEREDA LAGARTOS	Elena	F	Spain	Spanish	Consejo de la Juventud de España (CJE)
13	SINGPIEL	Alexandra	F	Germany	German	European Federation for Intercultural Learning (EFIL)
14	ANDRADE	Sara	F	Portugal	Portugues	Portuguese National Youth Council (CNJ)
15	MUNDÓ	Estel Buch	F	Belgium	Spanish	Consell Nacional de la Joventut de Catalunya - CNJC
16	TRDIN	Tina	F	Slovenia	Slovenian	Zavod Voluntariat
17	PESIC	Saša	M	Serbia	Serbian	Obessu
18	FILLON	Bastien	M	France	France	Sensibiliz'action
19	ARNAOUTI	Sophia	F	Cyprus	Cypriot	Cyprus Youth Council
20	USLE	Hugo	M	Mexico	Mexican	WOSM

Trainers

— The pedagogical team has been composed of five experienced trainers, reflecting gender balance and the cultural, political and geographical diversity of the regions. Team selection was made having into consideration the complementarity of profiles, their experience in the Universities and their competences related with Global Youth Work development and Global Education.

— The team consisted of:

- Elżbieta Jakubek (Poland) – pedagogical coordinator
- Nashwa Azzam (Egypt)
- Simona Mursec (Slovenia)
- Momodou Sallah (Gambia/UK)
- Gerónimo Tutusaus (Argentina)

— Additionally, for the sessions related to the on-line training courses, Vic Klabbers - a guest trainer from the team of online GE training courses promoted by the NSC (coming from The Network University) was invited.

Pedagogical team



How?

The framework: University on Youth and Development

— The Global Education and Youth Training of Trainers was a part of the wider set of activities encompassed in the annual “University on Youth and Development”, organised by the North-South Centre of the Council of Europe in partnership with the Spanish Government (INJUVE), the European Youth Forum (YFJ), the Spanish Youth Council (CJE) and other international youth organisations and youth serving organisations.

— It is the oldest University of the Network of Universities on Youth and Global Citizenship (together with the 3 others that have been organised in Tunisia, Cape Verde and Uruguay) that is facilitated by the North-South Centre of the Council of Europe. Each of these Universities brings together hundreds of youth representatives from all over the world to learn, discuss, exchange experiences and to reinforce the role of youth as actors in local, national and global development.

— The Network identified “Youth Opportunities” as the joint theme for all the Universities in 2014.



Group photo of the 15th University on Youth and Development

Methodology

— The training methodology was based on a number of successful experiences of training for youth workers and youth leaders developed by the North-South Centre of the Council of Europe. Non-Formal Education and Global Education were two main approaches that trainers used when designing and implementing the training sessions. A variety of educational methods such as: thematic, methodological, political inputs and discussions, work with guides and reference documents, simulation exercises, small group work, exchange exercises, interactive role plays or examples of good practices have been used. It had a double purpose: firstly to facilitate active learning in diverse ways, so as to respond to different learning needs and styles and secondly, to provide participants with a broad overview of training methods, so that they could enrich their own methods' portfolio.

— The team decided to allow every participant to prepare and run a learning session within the training course, giving them a unique opportunity to work in a highly diverse environment. Experiential learning was therefore the basis for individual learning journeys. In order to ensure the dimension of self-directed learning, multiple reflection moments have been provided across the week. Being a training of trainers, it was also important that there was space for "meta-reflection" - allowing analysis of both the training and the University from a methodological perspective.

— The Global Education and Youth Training of Trainers also included an e-learning dimension. Selected participants were highly recommended to participate in the online course: Global Education - The Intercultural

Dimension, offered by NSC and The Network University (TNU), which took place from the 25th of August to the 12th September 2014.

Programme

— We have had only six days in our hands, and our journeys also included moments shared with the entire University, where we could learn and contribute (those moments are displayed in the programme outline below in the green cells). As you can guess, it was intense, tiring and – of course – it was not enough. Yet, we hope we have made the most out of it.

— The training programme was designed by the pedagogical team in a way that would respond both to the expectations of the participants, as expressed in their application forms, as well as to the aims and objectives of the training, proposed by the North-South Centre.

TIME	SUNDAY, 21st September	MONDAY, 22nd September	TUESDAY, 23rd September	WEDNESDAY, 24th September	THURSDAY, 25th September	FRIDAY, 26th September	SATURDAY, 27th September		
9:30	Arrival of participants	Introduction to the group	Social reality construction and Intercultural Competence	Educator/trainer Role in GE	Team assignment	Team assignment implementation	Debriefing of evening implementation		
10:30		Opening Ceremony				Preparation of workshops		Debriefing	
11:30		Coffee break							
12:00		12:30 Intro to the training	continuation	Participatory space	Preparation of workshops	Team assignment implementation	General framework of NSC activities		
				13:45 Briefing for Joint Session	13:30 Reflection groups	Debriefing			
14:00		LUNCH							
16:00		Background and experiences in GE practice	continuation	Preparation for Joint Session	Free afternoon and free evening	Team assignment implementation	Evaluation and closing		
				16:30 – 18:00 Joint Session – plenary		Debriefing	Preparation of presentation		
17:30		Coffee break							
18:00		What is GE and Why GE?	NFE approach in GE	18:00 – 19:15 Facilitated discussions (integrated coffee)		19:15 plenary	Team assignment implementation	Closing ceremony	
19:30		Reflection groups	Reflection groups		19:30 Joint session				
20:30		DINNER							
21:30		Welcome evening	Joint Session: Youth Opportunities	Joint Session with GE Week Network seminar	Joint Session: Youth Opportunities		Youth Opportunities with local community	Farewell party	

Step-by-step overview of the journeys

As in every journey, we travelled through a few phases and the way we went was chosen in advance, yet it changed as the journey developed. you will find a description of the steps we have taken from Monday through Saturday. Each major step taken (for example a training session or a set of tasks) is described with an explanation of its background and reason („purpose of this step“), its methodology („how we did it“) and its outcomes („this is where it takes us“).

Monday

Introduction to the group and the training

Purpose of this step: This was the first set of sessions of the TC aimed at introducing the participants, triggering the group process and giving an overview of the TC background, objectives and programme, as well as contrasting those against participants' expectations.

How we did it: The introduction had already started on the Sunday evening, with a set of name-games and ice-breakers after the University welcome evening. On Monday we spent more time on getting to know each other and breaking the ice, with some games and interactions („laughing, yoga“ being the highlight of the morning!). Afterwards, we had Andreia Henriques from the North-South Centre, giving us an official welcome to the activity and explaining its background. Later on we explored participants' expectations and tried to see how these would be reflected across the programme of the week.

This is where it takes us: The group had proven to be diverse and strong, able and willing to work together (despite limited time for teambuilding) and highly motivated. Main expectations included: building deeper understanding of Global Education concept, exploring globalisation and related issues, building a portfolio of methods to be used in educational practice, exchanging experiences and sharing challenges with other participants in the group and the UYD as a whole, getting to know the educational offer and possible follow-up from the side of the North-South Centre.



Background and experience in GE Practice

Purpose of this step: Participants were still in the initial “getting to know each other” stage, they were just introduced to the aims, objectives and programme and had started to build group relationships. We wanted to offer a space to deepen the understanding of those present in the group, particularly in relation to

their GE work, where they would get to know each other's experiences as GE practitioners and would explore the links and connections they share with others.

➤ **How we did it:** Participants had been invited to individually reflect on their personal GE practitioner's "life line", identifying the major milestones that influenced them, events that happened that motivated and marked them in the way that they are here today as GE practitioners (trainers, activists, leaders...). Later on, in small groups, they shared their "life lines" and tried to identify common milestones and connect them. At the end we had an overview of all the connected "life lines".



➤ **This is where it takes us:** We could clearly see that there were few areas that were common among almost all participants like traveling/living in another country or the fact that it wasn't the formal education that really impacted them but rather civil society activism/engagement in their path towards GE.

What is GE and Why GE?

➤ **Purpose of this step:** As participants had already gotten to know each other personally and on the level of their GE practice and experience, at this session we expected the group to be comfortable with each other to the point of sharing and starting to discuss with each other on a deeper level.

➤ **How we did it:** At the beginning each person worked individually through a meditative / dreaming process. They imagined an ideal/utopic world in the future (2050): how it looked like, which principles it was built upon, what were the characteristics, the relations between people, how communities organize themselves, which mechanisms and systems are in place. Later on in small groups, they shared their visions and agreed on a common one that was presented to the whole group through a creative action. At the end there was a plenary, where key elements of the "utopic world" were picked up and discussed as a basis for Global Education processes.

➤ **This is where it takes us:** A shared vision was created, where concepts like democracy, participation, social justice and equality were very present. It was a thought-provoking exercise that awakened, among participants, a desire for having a greater space to discuss reasons and personal motivations for engagement with Global Education.

Tuesday

Social Reality construction and Intercultural Competence

➤ **Purpose of this step:** The session was one of the strongest content-related moments of the week. It was a part of building the trainers' competences in relation to intercultural dimensions and social realities. It

aimed at exploring the construction of social reality, challenging the concepts of dogmatism and relativism. It also proposed to practically compare others' reality in relation to our understanding and developing Intercultural competences.



— **How we did it:** At the beginning, participants took part in a discussion around the following questions: „What is social reality? What is the purpose of your engagement with people/ individuals?“ It was a provocative discussion, where they had been challenged by the trainers to take a critical look, step out of their “political correctness” and engage into an honest exchange of opinions. Later on, they worked through the image theatre activity, deconstructing the concepts of power, freedom, oppression, and globalization. Those activities were accompanied by a theoretical input with a presentation about construction of social reality and models of understanding globalization (PCS model – Thompson 1997, links in personal-local-national-global realities – referred by the team as “PLiNGs”). On this basis, participants analysed and discussed case studies around controversial and culturally relative issues: atheism, homosexuality, immigrants, female genital mutilation, and polygamy. The discussions were concluded with an analysis of dogmatism VS relativism. The final reflection was related to Intercultural Competence – participants worked in small groups to define “10 commandments” of intercultural competences..

— **This is where it takes us:** Participants were able to explore the construction of social reality and demonstrate an understanding of how different realities are constructed in relation to their work and practice. They were also able to explore the concept of intercultural competence/global literacy and apply it into their praxis. It was an important exercise taking them on a journey of self-reflection and they were critically engaged and they appreciated the provoking of their critical consciousness. They gained a better understanding of what is social reality.



NFE approach in GE

➤ **Purpose of this step:** The session introduced methodological reflection after sessions related to content that were run so far. It was aimed at allowing participants to explore the interrelation of Non-Formal Education and Global Education approaches. It also aimed at creating a space in which Global Education Guidelines of the NSC could have been used as the reference material.

➤ **How we did it:** Participants worked in small expert groups on sets of background documents from the following publications: (1) NS Centre GE Guidelines (p.17-18, 20-21, 28-29) and (2) NFE manual (Muršec in Cepin and others, 2014. Zakaj delam? v Priročnik za trenerje v mladinskem delu. Mladinski svet, Slovenije, Ljubljana). They were exploring particular aspects of Global Education and Non-Formal Education. In the second stage, in „mixed expert groups“ they explored the interrelation of both approaches and were challenged to build a conceptual model of this interrelation. This was followed by a group discussion.

➤ This is where it takes us: Participants enjoyed the session and the methodological reflection. They demonstrated quite a deep understanding of both approaches. It was interesting to see how similar models have been constructed (mostly expressing that GE uses NFE methods, but that both approaches are neither same, nor limited to exclusive application in all contexts), despite diversity of participants.

Wednesday

Educator / Trainer role in GE

➤ **Purpose of this step:** The previous day participants had concluded the afternoon with a reflection on GE approach in terms of its pedagogical principles and had compared it to the non-formal education principles and elements. They had built a wider understanding of the theoretical elements and characteristics and at this session they were challenged to think about the practical implications of the theory to their own practice as educators.

➤ **How we did it:** Participants worked in small, facilitated groups to create a comprehensive list of all the knowledge, skills, attitudes & values a trainer in GE working with NFE approach should ideally have (super trainer / super educator). This exercise was followed by a plenary discussion. Then participants were invited to a self-reflection and self-assessment exercise by choosing some of the most important competences and through the “competence pie” evaluate how much they already managed to develop that competence and what would be one step in an action plan to improve /



further develop it. Finally, a reflection was stimulated by the trainer on how the personal values and attitudes affect the role of the educator/trainer in his/her work with the group, with educating others – how we draw limits of acceptability and when do we intervene.

➤ **This is where it takes us:** Participants built a complex (yet, obviously, not exhaustive) list of GE/NFE trainer’s competences. For many participants the personal reflection with the “competence pie” was the best part of the session, in particular in planning the actions they would take in developing further their competences. Participants also felt there was too little time to discuss the personal intervention points and connect it stronger to their trainer experiences / responsibilities – eagerness to follow-up on this was present in the group and some non-formal discussions were provoked.

Participatory space

➤ **Purpose of this step:** It was a session dedicated to allow participants a self-directed learning process in the last content-related moment of the week, before they would deliver their training assignments. It provided space for sharing of own practices and experiences for those who desired.

➤ **How we did it:** Three spaces were created where participants could explore different topics and methods in dedicated time-slots. Individual participants presentations, a micro-session on e-learning, a self-study corner, discussion tables for „hot topics” or a session on creative use of music in education with the university music group U-Banda were among the offer. It was up to each individual to design their own learning path, according to their personal needs.

➤ **This is where it takes us:** Participants engaged with chosen topics and methods, building-up their individual set of outcomes.

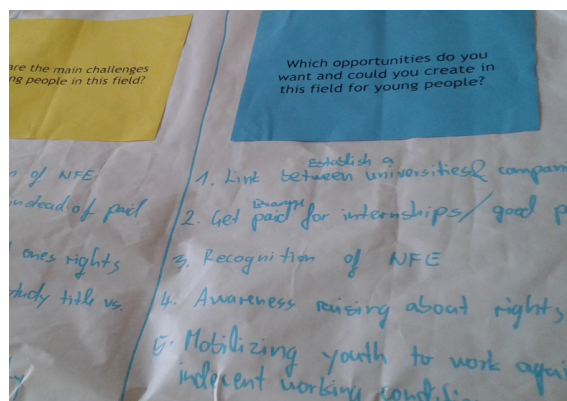


Joint session – facilitated discussions

➤ **Purpose of this step:** The session was proposed as an opportunity for participants to interact with the University as a whole and have a first practical experience of acting as an educator during the week.

➤ **How we did it:** In coordination with the Joint Programme Team of the University, participants were prepared to facilitate small group discussions after the plenary session with guest speakers, inputs and exploring the topic of youth opportunities. They worked in facilitation couples (paired-up according to complementarity of level of experience in facilitation). Guiding questions were provided and the task was to build a facilitation method and to report the results of discussions back.

➤ **This is where it takes us:** It was an interesting challenge, related to the complexity and diversity of the group, last-minute changes in the expected number of participants and composition of small groups, as well as the nature of the task itself. It allowed the participants to have an insight into the functioning of the Joint Programme at the UYD.



Thursday & Friday

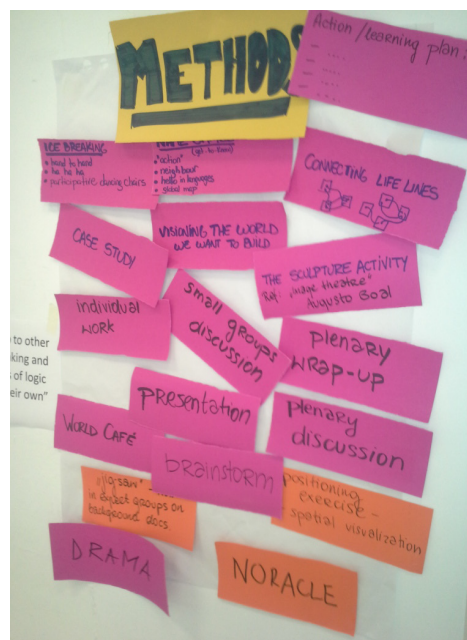
Team assignments and debriefing

➤ **Purpose of this step:** Participants have been through 3 days of different kinds of sessions that laid down content basis for further work. The team assignments were meant to be the most significant activity of the whole training course that encompassed all the TC objectives and had a strong experiential learning dimension. Challenges, relating to working in intercultural teams, were expected to be generated in a time-limited framework as well as facing the diversity of assignments. These challenges were addressed in the debriefing and feedback sessions, so as to ensure reflection and learning.

➤ **How we did it:** There were five assignments proposed:

- design and presentation of an e-learning module training on the topic of evaluation and impact measurement of GE;
- simulation of a training session for a local youth NGO/movement on the topic of human rights;
- design and delivering a GEY ToT training session on the topic participants would expect to be a part of the programme and was not covered by the TC;
- facilitation of a discussion on socio-economic impact of GE;
- a local community intervention during the Friday night joint programme Festival on the topic youth opportunities.

➤ Assignments were chosen in a way that would cover the topics that were content-relevant for participants and could provide the opportunity of content learning, yet the aspect of methodology planning was the strongest focus. Assignments were addressing different audiences, put in different learning contexts and required choosing a set of



most relevant methodologies. Participants were invited to choose a training assignment of their preference, provided that the teams were diverse (gender, cultural background). For each group one of the trainers was present in a role of a mentor, available for advice both on content and on methodology. Participants had the time to prepare the sessions on Thursday, and later on to deliver them with the group (or the local community in case of assignment 5) on Friday and Saturday.

➤ After each assignment was delivered, there was a round of feedback and debriefing – the group ran through a self-reflection process with the mentor, then the mentor led the peer-feedback and debriefing round with all the participants and trainers. In this way, participants could experience different approaches to and styles of debriefing.

➤ **This is where it takes us:** It was clearly the strongest educational experience for the vast majority of participants. Many had experienced challenges related to working in a diverse team, choosing methods relevant for the context, target audience and topics, selecting the content for limited time allocated, dealing with a diverse and highly experienced group of participants. Sessions delivered by participants were characterised by creativity and use of broad portfolio of methods. Definitely for each one it was an individual journey of self-discovery of own strengths and weaknesses. They had also been learning through observation of their colleagues and the peer feedback process. The expert feedback of trainers was valued as well.



Saturday

Final debriefing of team assignments

➤ **Purpose of this step:** The session was intended to wrap-up all the learning from team assignments.

➤ **How we did it:** Participants were working in small groups on identifying and categorizing things to be kept in mind when working as a Global Education practitioner, based on the feedback sessions from team assignments. Issues discussed were categorized according to five main areas:



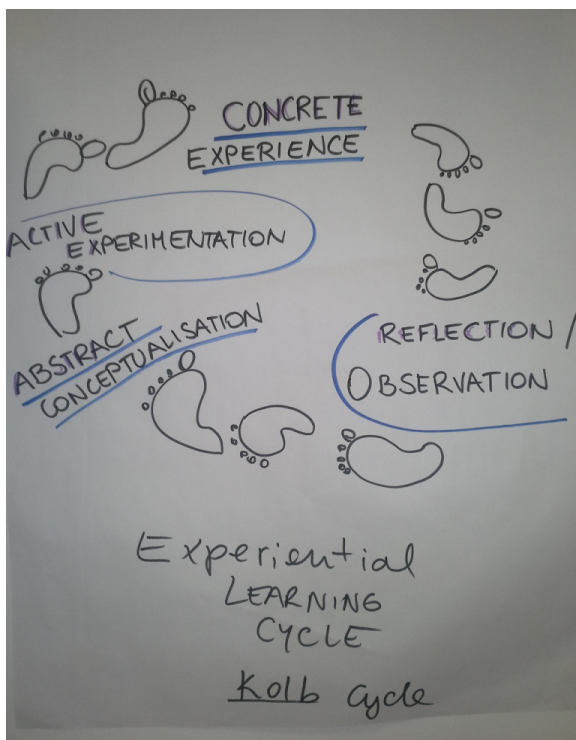
content, methods, trainer's competences, teamwork/group dynamics and PliNGs. Later on trainers have led participants through a discussion that summarized all the learning points indicated.

— **This is where it takes us:** It allowed participants to build a vision of what elements need to be taken in consideration when working as a Global Education practitioner. It also led to very individual reflections on what particular competences still require exploring and development.

Meta-reflection on the construction of the training

— **Purpose of this step:** Participants were involved in intensive micro session planning for the past 2 days, but they had not had the opportunity yet to look at the planning process from a macro perspective. The session was intended to provide them with such opportunity, taking the construction of the GEY ToT as a model for reflection.

— **How we did it:** At first there was a trainer's input on the difference between micro planning and macro planning, supported by the presentation of 3 basic planning cycle models: (1) planning – implementing/ action – evaluation + follow-up; (2) NAOMIE (needs + aims + objectives + methodology and methods + implementation + evaluation + celebration) and (3) Kolb Cycle of Experiential learning (concrete experience – reflection/observation – abstract conceptualisation – active experimentation). Later on participants were divided into 3 groups, each looking at a different aspects of the macro planning process: the elements of the planning the ToT, the implementation of the ToT and the choice of methods, the connection of the trainers and trainers-participants and the general environment of learning. Finally, participants shortly presented their analysis and trainer commented/added shortly some additional elements where needed.



— **This is where it takes us:** For some participants it was very useful to see the 3 different models, which helped in planning any activity, they took photos and made individual comments that they would use back home. We can say that it was interesting to see how much participants were able to look into the heads of their trainers and analyse the planning process. It made participants more conscious of how important planning is.

General framework of NSC activities

— **Purpose of this step:** It was the session intended to give an overview of the NSC offer, including diverse programmes, as well as the

e-learning dimension of the NSC Global Education work. Secondly, the session was aimed at reflecting on the educational model that the Network of Universities on Youth and Global Citizenship is proposing, based on the observations of the UYD.

➤ **How we did it:** On this session we had three guests: Andreia Henriques: Programme Manager for Youth in the NS Centre, Matina Magkou – UYD general rapporteur and Vic Klabbers from TNU. Each of them addressed one of the topics related to the general framework of NSC activities: Andreia spoke on NSC programmes and possible follow-up, Vic about the e-learning courses on Global Education, Matina gave the overview of the UYD from the perspective of general rapporteur (for this participants created mind maps of their understanding of the UYD). A set of questions & answers round was run in a plenary setting.

➤ **This is where it takes us:** The session allowed participants to build understanding of the NSC and possible follow-up. It also brought the reflection on the complexity of planning and implementation of the UYD.



Evaluation and closing

➤ **Purpose of this step:** This session took place in order to go through the evaluation process of the training for its future editions, as well as to allow participants to express their feedback to the training as a whole, apart from daily feedback sessions that were run. Moreover it was an important moment in terms of group process that aimed at closing it and allowing the celebration of group and individual's accomplishment.

➤ **How we did it:** The evaluation was built on two main pillars: qualitative and quantitative. For the qualitative one, each participant had a chance to freely speak on chosen aspects of the training, related to learning process (for the duration of 1 minute). For the quantitative one, a set of questions was prepared and displayed on posters and participants could rate aspects related to organisation of the training course. As a closing and celebration moment, each participant received an individual certificate, handed by Antonio Lima – an intern at the NS Centre. A group photo has been taken as a final touch.

➤ **This is where it takes us:** The session allowed collecting participants' opinion for further development of next editions of GEY ToT (for results see next section). It also permitted closing the group process, recognizing each individual's learning through certification and let to adjourning of the group.

Horizontal activity

Reflection groups

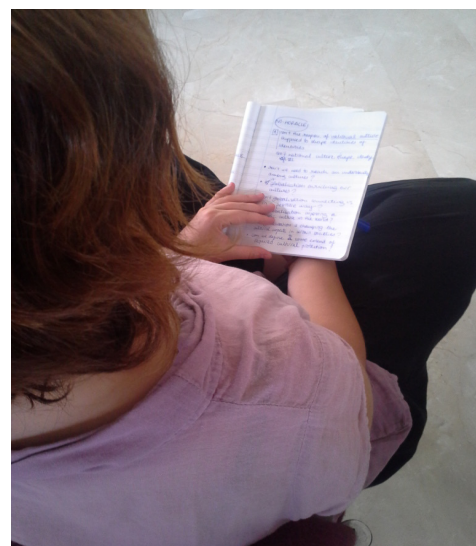
➤ **Purpose of this step:** It was a space for participants' individual reflection on their learning process, as well as for feedback to the team on how is the training developing and to what extent it responds to participants' expectations.



Group photo

➤ **How we did it:** There were two main points: (1) an individual reflection on: three tools/strategies learn during the day that they might use, specific thing learned in relation to personal learning style and area where the participant would like to focus his/hers learning the next day and (2) a small group reflection and feedback on the day (content, methods proposed by the team). Every day there was a different method for the small group reflection (guided discussion, visual expression, storytelling exercise etc.), and its results were delivered to the team for the daily evaluation meeting, for the comments to be taken into consideration.

➤ **This is where it takes us:** As for individual reflection, it was a very personal process in which the team did not intervene. As for groups' feedback, on all occasions it provided the team with useful information that allowed understanding that the training was going in the right direction and the expectations were being met. Some punctual comments related to particular methods or general training environment (i.e. timing) were taken into account immediately.



Participant of GEY ToT

With what result?

— It will do justice in assessing the results of the training to give voice to the participants themselves. In the final evaluation we concentrated on five areas: competences development, methodology, content, group dynamic and to what extent the training objectives have been met. Below you can find a selection of comments from the training participants.

1. Competences development

- „Opportunity was given to develop our competences but most importantly guidance and resources on how to further develop after the course“
- „I have learnt a lot indeed!“
- „I would have liked a more detailed personal feedback on my trainer competences as you as you as trainers were observing us for a long time“

2. Methodology

- „Now after the training I relate each of the activities to an objective and see the flow, what during the training was not always very clear. It was good to reach out to all learning styles.“
- „Participatory, specific to the content, feasible/ doable/, gave space for learning and self-reflection.“
- „There was diversity of methods, and it was dynamic. I liked the fact that we were forced to experience and reflect on our experiences.“

3. Content

- „A bit disappointed about the content. I am not saying it was not useful to debate on topics proposed but I expected to have more debates, exchanges about different approaches to GE, HR, critical vs soft GE, globalisation etc. in connection to that I perhaps expected some or similar level of understanding of GE from everyone,“
- „Relevant and well structured. I missed sometimes the “TOT” aspect but the content was GREAT!“
- „Content is the easiest to get myself more knowledge about, so it was good to only give small input on variety of topics, that each one knows where to find what and what I need more.“

4. Group dynamics

- „The group (and the team) managed to create a comfortable space for everyone. I think it’s nice each of us, in general, found our own space in the group.“
- „Diverse group with amazing team spirit, supported by good exercises. I felt stressed often so I think that was reflected in group dynamics as we all did in some way ‘run for coffee’“
- „Sometimes tension was visible and a bit of lack of respect of one another’s opinion/approach“

5. To what extent the training objectives have been met

- „I think the objectives were balanced between TOT and GE.“
- „The GE concepts and methodology is too Eurocentric. If it’s to be embraced elsewhere, there needs to be some revisions in consideration of social realities.“

Training session



- „There has been a weak critical reflection within the framework of the UYD. Other objectives have been strongly emphasized in the applied methods and activities.“

Thank you!

➤ This journey would not be possible without a great crowd of truly dedicated, open-hearted and hardworking people. Words will not be enough to express our appreciation for all you have done, to contribute to this experience – be sure, that behind those words, there is our sincere affection.

➤ Gratitude goes in particular to the group of participants – a unique twenty that gave their heads, hands and hearts to this process.

➤ We also appreciate help and cooperation of other training teams and participants at the 15th UYD – your welcoming of our contributions made it a great experience.



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