

TRAINING COURSE FOR FACILITATORS

of Study Sessions held by Youth Organisations
in Cooperation with the European Youth Centres

1-6 October 2018, European Youth Centre Budapest

REPORT



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Report of the Training Course for Facilitators of Study Sessions held by Youth Organisations in Cooperation with the European Youth Centres

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SUMMARY

This is the report of the *Training Course for Facilitators of Study Sessions held by Youth Organizations in Cooperation with the European Youth Centres* that took place at the European Youth Centre Budapest from 1-6 October 2018. The Training Course addressed the needs of youth organisations and other youth work institutions to develop their members' expertise and skills to act as competent facilitators for study sessions.

Study sessions and other educational activities supported by the Youth Department of the Council of Europe play a significant role in the development of European-level youth work. They also foster the dissemination and recognition of the core values of the Council of Europe. Non-formal education youth activities rely on competent and motivated volunteers or staff members to deliver quality programmes that help their communities and organisations achieve their objectives. Since non-formal education activities focus on competences, competent teams of facilitators and trainers are a core factor ensuring the relevance and the quality of the educational youth activities run in cooperation with the European Youth Centres.

Non-formal education has a clear role in securing equality of opportunities for participation of young people in society, a key aim of the youth policy of the Council of Europe. Investments in the quality of non-formal education and the young people involved in its facilitation should therefore benefit to young people as both beneficiaries and actors in non-formal education. Having that in mind, this Training Course for Facilitators was firmly embedded in the tradition of non-formal education, focused on experiential learning and making use of participant-centered, purpose driven approaches to structuring educational processes.

Aim and objectives

The aim of the training course was to support the quality of the study sessions held by youth organisations in cooperation with the Council of Europe's Youth Department by developing the competences of participants to act as facilitators or course directors on basis of the quality standards for intercultural non-formal learning activities. Under this aim, the programme was developed to fulfil the following objectives:

- to increase participants' knowledge and awareness about non-formal education approaches within youth activities;
- to familiarize participants' with the values, mission and quality standards applying to the activities of the European Youth Centres;

- to develop essential competences and motivation of facilitators in intercultural non-formal education activities (e.g. programme design, leadership, team work, facilitating and debriefing, efficient communication, group dynamics, evaluation and follow-up) assuring quality criteria in all aspects of study sessions;
- to increase the participants' competences and motivation to introduce and deal with intercultural learning and human rights education in study sessions;
- to develop participants' awareness and skills about organising the follow-up, including the activity reports and other forms of follow-up of study sessions;
- to support youth organisations in implementing their international activities and to the implementation of the Council of Europe Youth for Democracy programme 2018-2019.

Highlights of the Training Course

- The shared ownership of the training process between trainers and participants led to a highly motivated, involved and energetic working atmosphere;
- The team managed to strike a good balance between theory and practice. While the process was highly involved, there was a strong emphasis in unearthing the underlying principles, theories and schools of thought that support non-formal education;
- The *praxis phase* worked very well as a dual strategy. By giving the participants the opportunity to run real modules for their peers, they could experience themselves and get feedback from their peers in a safe environment that allowed them to push themselves further. However, because of the strong guidance and mentoring by trainers, we ensured that the quality was high and that participants received relevant insights into the core thematic areas of the Council of Europe's Youth Department.

Main issues addressed by the Training Course

Human Rights Education, Intercultural Learning, Youth Participation and Social Inclusion were all essential issues that were addressed both transversally throughout the programme in the way the programme was planned and executed, as well as explicitly in dedicated sessions.

Non-Formal Education was addressed explicitly through inputs and presentations and through a reflected praxis of methods employed by both the trainers' team and participants.

The format of study sessions formed a core issue that was addressed in historical, practical and philosophical terms, putting a focus on the partnership between the Council of Europe and youth organisations, the unique nature of the format in international youth work and the impact study sessions can have on the work of the Council of Europe as a whole.

APPROACH AND METHODOLOGY

The educational team agreed during the preparatory meeting to use a methodology called 'Cinematic Programme Design' as the guiding design principle for the Training Course programme development. Using this approach, the team took the perspective of the participants as protagonists of a story they tell about themselves while going through the training programme, following the steps of the Hero's Journey as first established by Joseph Campbell¹ and then later simplified by Dan Harmon. The *storyfication* mind-set encouraged us to look at the training programme as a journey of transformation and to imagine vividly what the participants need to experience, feel, develop or receive as they go from session to session. We reflected on what would allow them to hold tension in challenging phases because their destination is embedded attractively in their own world and their vision of themselves in that world; what would give them the necessary safety that allows them to accept challenges and what resources would augment those challenges meaningfully.

Within this overall approach, we took advantage of a wide spectrum of educational methodologies:

- Experiential learning exercises
- Presentations on theories, models and organizational frameworks.
- Small group work to accomplish creative tasks.
- Reflection and introspection both individually and in small groups.
- Self-organised informal activities by participants.
- Participant-run programme elements.

The Training Programme consisted of the following main elements:

DAY 1

Arrival and contextualised introductions

(Monday morning until Tuesday noon)

During this phase of the programme, the team focused on establishing the group as a collective and cohesive group that can support peer-learning. We sought to harmonize the understanding in the group around Human Rights Education, the specifics of study

¹ Campbell, Joseph (1949). *The Hero with a Thousand Faces*. Princeton: Princeton University Press. p. 23.

sessions, and core concepts such as Facilitation, Non-Formal Education and Learning Styles.

Main competences addressed in this phase:

- Team-work/ Communication
- Initiative / Pro-Activity
- Knowledge about the Council of Europe
- Knowledge about Human Right Education
- Knowledge about Non-Formal Education (NFE)
- Self-Awareness regarding personal NFE approaches and perspectives

DAY 2

Skill-building

(Tuesday afternoon until Wednesday noon)

In order to prepare participants to work successfully in teams in non-formal education contexts, specifically in study sessions, we provided skill-oriented sessions on topics such as debriefing, listening, feedback, visualization, conflict transformation, giving clear instructions, programme development and human rights education praxis.

Main competences addressed in this phase:

- Ability to guide debriefing conversations
- Active listening
- Clarity in communication
- Knowledge about conflicts
- Knowledge about programme development frameworks
- Ability to visualize ideas effectively

DAY 3

Mentored learning module development

(Wednesday afternoon)

In order to give participants the opportunity to challenge themselves in a safe environment and practice the development of high-quality thematic modules, the group was split into 8 small teams and each was mentored by a member of the team. As they worked through their internal dynamics and exploring new methods, the participants

challenged themselves to rise to the occasion and contribute to their own and their peers' learning process.

Main competences addressed in this phase:

- Ability to think a learning process from its objectives
- Ability to negotiate a creative team process
- Ability to anticipate learning process dynamics

DAY 4

Peer-led thematic learning sessions

(Thursday)

Two groups facilitated in parallel learning sessions on Human Rights Education, Social Inclusion, Participation and Intercultural Learning. The teams received feedback from their peers as well as from their mentor.

Main competences addressed in this phase:

- Knowledge about Human Rights Education
- Knowledge about social inclusion
- Knowledge about participation
- Knowledge about intercultural learning
- Broad methodological tool base from a facilitator's and learners perspective
- Introspection into personal competence gaps
- Ability to give and receive feedback constructively

DAY 5

Incorporation and internalization of learning insights

(Friday morning until Saturday noon)

After the intense phase of running and participating in peer-led thematic modules, the participants reflected on their personal and team processes. We then took the long view onto the life-circle of a Study Session, from application to reporting. The participants could then catch their breath with a free afternoon and then on Saturday morning fill their knowledge or skill gaps in short sessions that were managed using Open Space methodology.

Main competences addressed in this phase:

- Initiative
- Self-Efficacy
- Introspection
- Knowledge about the Study Session life-circle

DAY 6

Transfer-strategizing

(Saturday afternoon)

To close off the Training for Facilitators, participants reflected and strategized the ways in which they can transfer their competence growth into the praxis of their youth organisations and specifically in their upcoming study sessions.

Main competences addressed in this phase:

- Introspection
- Empathy
- Self-Analysis
- Forming learning partnerships

OVERVIEW OF THE KEY FEATURES

The programme of the Training Course can be looked at in different distinct phases:

The Context of the CoE and it's educational approaches

For the first day and a half the team focused on ensuring that the group of participants had an even and firm understanding of the core underlying principles that would frame the training course. Issues such as Experiential Learning, Non-Formal Education, Human Rights Education and, of course, the format of study sessions.

Focused Skill-Building Workshops

In order to prepare participants for their future activities as facilitators, in study sessions but also beyond, the team provided a number of foundational skill oriented workshops for the group to ensure that participants would have the necessary skill base to implement activities in the context of study sessions and in other non-formal educational contexts.

Participant run thematic modules

The participants prepared and ran thematic modules for their peers. Throughout this process we ensured that participant had a team process that is comparable to the context of study sessions and other non-formal education activities; that they prepared educational experiences that were thematically focused and provided meaningful insights and learning points for their peers on topics that are of fundamental importance to the work of the Council of Europe: Human Rights, Intercultural Learning, Youth Participation and Social Inclusion; and that the teams used and practiced experiential learning exercises and operated according to the principles and values of non-formal education.

Harvesting, categorising and operationalising insights from the practice

By reflecting on the process of developing, running and receiving feedback about the practice modules, the participants were encouraged to extract the highest possible degree of sustainable competence development out of this experience. By contrasting their experiences with the needs and situational influences of their contexts, the team of trainers encouraged participants to understand and transfer their learning points so that it would become accessible in the future.

Strategising transfer from the Trainer Course into participants' contexts

The participants developed concrete steps and strategies that will help them incorporate and integrate their learning advancements into their praxis, particularly in their engagements in teams of study sessions that will shortly happen in the European Youth Centres.

Conclusions and recommendations regarding the programme

The team of trainers was very satisfied with the flow of the programme and the effects achieved through its implementation. Using *Cinematic Programme Design* as a underlying design principle for the programme development, proved useful and resulted in a training flow that was logical, involving, energetic and capitalized on the momentum that was created throughout.

The dual strategy with the thematically focused praxis sessions was a great solution to ensure that the relevant content areas were covered, but also to let participants experience a realistic facilitation situation themselves and give them space to grow through their peers' feedback.

PARTICIPANTS' EVALUATIONS

Overall impression

Most of the participants of the training course had their expectations met. For some, the course even exceeded their expectations in terms of how it was implemented and how much they have learned. Some expectations that were not completely matched were related to the absence of general information on the organisation of study sessions and the lack of space for practicing skills and reflection on practices.

The methodology of the training course was highly appreciated by most of the participants - the variety of methods, various training styles and approaches and the general flow of the course. The training was deemed valuable and an important resource for the development of the participants' role as a facilitator, despite the previous experiences in facilitating youth work and offering space for individual reflection. The methodology has been perceived as learner-centred, particularly from the very beginning of the course when participants were invited to start the training course in the role of a facilitator. Some presentations were conceived as possible methods for future facilitation and interaction with participants. In general, the participants' knowledge and awareness about non-formal education approaches within youth activities increased significantly.

The training course managed to meet all the set objectives almost completely (rating above 5 from 1-6). The objective that was reached the least was the one related to the participants' awareness of, and skills about organising follow-up activities, including the activity reports and other forms of follow-up of study sessions.

Learning outcomes

Personal Level

Attitudes

- Inspiration for implementation of new educational methods in the future teams of study sessions;
- Personal empowerment to take an active role in the team of the Study Session;
- More confidence and encouragement to act in the role of a facilitator;
- Raised awareness on the importance of the inclusive learning environment;
- Peer support from colleagues and informal network;

- Motivation to take the role of the Course Director of the study sessions;
- Motivation to apply through the allied organisations for a future Study Session;
- Motivation to be more engaged in the Council of Europe Youth Department activities.

Skills

- Skills to develop a learner-centred programme that would respond to the needs of its participants;
- Skills for the planning of the sessions, debriefing and facilitating;
- Skills and motivation to work in international teams;
- Skills for giving and receiving feedback and developing trust in teams;
- Active listening skills;
- Facilitating skills developed through performing practices;
- Presentations skills;
- Visual tools;
- Reflection tools;

Knowledge

- Different approaches to the concept of non-formal education;
- Developed knowledge and expertise to act as a facilitator;
- Better understanding of the learning process of participants;
- Experiential learning cycle approach and learning styles;
- Hero's journey theory and Cinematic Program Design;
- Understanding social inclusion;
- Knowledge and information about the Council of Europe and the Youth Department;
- Information about the Council of Europe Trainers Pool.

Organisational level

- Organizational empowerment;
- Understanding of how the organization can better shape study sessions to be more relevant to its target group;
- New relations, networking, pool of facilitators. The knowledge and skills transferred to other facilitators;
- The continuation of the cooperation the organization has with the Council of Europe.

Challenges

The following challenges were identified by the participants in relation to their learning

- A large amount of content in the second working day was for some participants inspiring, but some others said to be overwhelmed and faced difficulties processing all the information;
- The input by the guest speaker on the fifth working day was criticized as being not to the point and therefore not practical enough for the participants. Further, it took more time than initially planned, which influenced the rest of the programme of that day;
- The various levels of experience among the participants was sometimes challenging for the group and not always perceived as creating an ideal space for learning from each other, yet rather an obstacle to personal learning. Going deeper into sharing each other's professional background during the first days of the Training Course could have helped.

Evaluation of the features of the course

The residential seminar as a whole and particularly the reflection groups and practice phase have been highly evaluated (average mark above 5.5 out of 6). The same goes for the theoretical frameworks and the possibility to reflect on the future opportunities as a facilitator in educational activities in cooperation with the Council of Europe.

The E-learning part of the course received slightly lower marks (average 3.89 out of 6) than the other features of the Training Course for different reasons. For some participants there was not enough time for activities to ensure the personal learning. Some participants commented that the opportunity to use the e-learning platform as a means to get to know the other participants was used very little. Topics that were identified for the follow-up of the e-learning phase are the addition of practical challenges within facilitation and the sharing of experiences among participants in order to foster peer support, group-based learning and networking.

More than half of the group would not change anything in the calendar and the duration of the training course. The rest of group had remarks that are mostly related to the timing of the training course and are further explained in the following section, Proposals for Changes.

Two-third of the participants would not change anything about the methodological approach. Some participants would appreciate more experiential activities in the programme. Taking note of the programme of the Training Course in general, some participants said to prefer a more practical dimension to the course.

In relation to the participants' profile and selection, there is a high satisfaction among the participants. The diversity of the group was perceived as very beneficial. In line with this, the team of trainers was evaluated by virtually the entire group as very satisfactory. The input of external experts was appreciated, although the need for more expertise from inside the Council of Europe was mentioned more than once.

The support for follow-up was highly valued by the participants. Some of them, however, asked for a more structured and more extensive follow-up process. A couple of participants would have preferred to do the evaluation of the course at a later stage.

Proposals for changes and improvement

- To provide more concrete information on study sessions: structure/programme/follow-up/report/technical details of the programme, etc. in the info-pack for participants;
- To ensure that the timing of the Training Course does not overlap with Erasmus + deadlines;
- To include in the invitation letter for visa the dates for the welcoming evening and the farewell party;
- To initiate the e-learning process closer to the selection time of participants and to ensure longer timeslots for modules;
- To create a Facebook group before coming to the residential activity in order to support the getting-to-know-each-other process;
- To send the program with the timetable to participants before the start of the residential seminar;
- To provide more space for introducing participants' organizational backgrounds;
- To have more expert visits for sharing practical tips;
- To provide more real-life examples;
- To provide more information on the timeline and quality standards of the study sessions;
- To reduce the number of inputs in order to ensure enough space for reflections after the sessions;
- To better structure the last day of the Training Course, e.g. to collect the topic for the open space beforehand, so that participants can prepare;
- To use the expertise and knowledge of participants more often as a resource.

INTENDED FOLLOW-UP BY PARTICIPANTS

Participants have identified the following areas for their follow-up activities:

- Directly as a team member in preparation and implementation of the following (as of October 2018) approved study sessions:
 - Study Session "How is Peace possible", EYCS, October 2018;
 - Study Session "Local to European: Transferring practices of Democratic Youth Participation", DYPALL, 18-23 November 2018, EYCB;
 - ENIL Study Session on Mental Health and Independent Living;
 - Study Session "Be the change" - youth against racism, populism, anti-Semitism and Islamophobia, IFM-SEI;
 - 'For an inclusive education' SOLIDAR; 'Reclaim your Narrative' Study Session;
 - Study Session on Youth Work policy in Europe and CM Recommendation on Youth Work;
 - Study Session 'Gender & Peace' Service Civil International (SCI) and VYRE April 2019, EYCS;
 - Study Session on employment issues of young people from disadvantaged neighbourhoods, EYCB, April 2019, by Youth Social Rights Network;
 - Study Session on Using the advocacy campaign as a tool and a process in order to work within the framework of the HRE, May 2019, EYCS.
- as a team member (course director or facilitator) within the study sessions that have been already applied for (e.g. DBYN; the application on gender and youth participation);
- to apply for a study session in the future; e.g. within the (post)colonial network from Y-PEER side; on gender equality and LGBTQI+ topics; on empowering participation of young people in decision making process in schools;
- to encourage their organisations to find a partner in the field of political youth participation in order to apply for a Study Session in the near future;
- designing and facilitating educational activities at the international level in Cooperation with the Council of Europe - apart from study sessions (events such as the next event of EuroDIG, activities of the Advisory Council of Youth);
- to be engaged in the Council of Europe Trainers' Pool and, therefore, to contribute to the implementation of study sessions;
- to participate in other international youth activities (e.g. a conference in Thessaloniki, from 29 November to 5 December, focusing on HRE, Positive Narrative on Diversity and Inclusion; Training courses e.g. Erasmus+ Training on colonial counter narratives,

Trainings for EVS volunteers integrating HRE in these trainings and in other activities - Girl Scouts of the USA);

- to plan and facilitate youth work activities at the local and national level; in training courses within formal education – in schools with teachers and children; directly in working with young people;
- at the personal level to follow-up their personal learning plan (redline in work, interests, passion, challenge and try out different topics);
- to start being more active at the international level;
- to continue being active as a facilitator in their own organization;
- to share the learning outcomes with their organisations through written reports;
- To use and adapt various methods in their practices (e.g. the ladder of participation to local authorities and to “question” how they provide opportunities to young people;
- to improve the training session on Dignity-land at the University, where the knowledge is within the group, instead of “telling them”, including e-learning in the trainings of trainers).

Appendix 1: **LIST OF PARTICIPANTS**

Participants			
Country	Surname	Name	Organisation
<i>Armenia</i>	Harutyunyan	Ani	Youth Social Rights Network
	Yeghiazaryan	Diana	European Confederation of Youth Clubs
<i>Azerbaijan</i>	Aliyeva	Gumru	Y-PEER
<i>Belgium</i>	Moreira	Inês	Erasmus Student Network
	Ruge	Anuschka	IUSY
<i>Finland</i>	Gallardo-Sanchez	Jessica	Nuorten Kotkien Keskusliitto – Unga Örnars Centralförbund NKK ry
	Kallio	Natalia	IFM-SEI
	Lertkittisuk	Korrapin	World Association of Girl Guides and Girl Scouts (WAGGGS)
<i>France</i>	Deweer	Vanessa	Youth Express Network (Y-E-N)
<i>Germany</i>	Gut	Lisa-Teresa	Don Bosco Youth-Net ivzw
	Manavska	Pavlina	World Student Christian Federation Europe
	Schauer mann	Elisabeth	EuroDIG - European Dialogue on Internet Governance
<i>Hungary</i>	Oganyan	Eduard	CCIVS - Coordinating Committee of International Voluntary Service
<i>Ireland</i>	Halawa	Fatma	FEMYSO (Forum Of European Muslim Youth And Student Organisations)
<i>Republic of Moldova</i>	Besleaga	Dorina-Alina	The Republican Center for Children and Youth ARTICO
<i>The Netherlands</i>	Damlakhi	Razan	VYRE
	Jansen	Lenno	De Ontwikkeling
<i>Romania</i>	Petrus	Alina-Valentina	
<i>Russian Federation</i>	Gorunova	Vera	
	Skorik	Natalia	Service Civil International
<i>Serbia</i>	Milutinovic	Jelena	Human Rights Education Network – HREYN
	Pantelic	Marija	The Alliance of European Voluntary Service Organisations
<i>Spain</i>	Gürlek	Alper	Youth Peace Ambassadors Network
	Paez-Gularte	Shesica	IFM-SEI
<i>Switzerland</i>	Scherrer	Dominik	DSJ - Dachverband Schweizer Jugendparlamente
<i>"the Former Yugoslav Republic of Macedonia"</i>	Krstevska	Marija	Center for Intercultural Dialogue
<i>Turkey</i>	Akin	Gülşah	Community Volunteers Foundation
	Ünal	Beyza	European Network on Independent Living
	Yetişgin	Cansu	Federation of Young European Greens - FYEG
<i>United Kingdom</i>	Pehlivan	Fehime	Service Civil International (SCI)
	Willis	Charlie	European Network of Independent Living Youth Forum

Educational team		
Bragagnolo	Francesca	Facilitator
Küntzel	Bastian	Facilitator
Tomic	Vojislava	Facilitator
Council of Europe		
Chardymova	Natalia	Educational Advisor
Manevski	Stefan	Educational Advisor
Molnár	Zsuzsanna	Programme assistant
Ouellet	David Anthony	Trainee
Van de Woestijne	Jesse	Trainee

Appendix 2: **AGENDA AND PROGRAMME AS IMPLEMENTED**

30 September 2018

Arrival of participants

19:00 Dinner
20:30 Welcome evening

1 October 2018

09:15 Welcome by Gordana BERJAN, executive director of the European Youth Centre Budapest

 Introduction to the training course

 Programme and working methods
10:00 Team building and getting to know each other activities, group work rules
11:00 Break
11:30 Experiential Learning Cycle
13:00 Lunch
14:30 Facilitation vs. Training, what makes a great facilitator?

 Role and tasks of a facilitator
16:00 Break
16:30 Introduction to study sessions: story of partnership between the Youth department of the Council of Europe and Youth organisations, Testimony by Agnes SAROLTA FEZEKAS, former course director of ESN-ENIL Study Session.
18:00 Reflection groups
19:00 Boat trip and dinner

2 October 2018

09:15 Nerdshop, knowledge based workshops on the following topics:

 a) Non-formal education
 b) Programme design
 c) Learning theories
11:00 Break
11:30 Learning and types of learners, dealing with learning needs

	Stakeholder analysis
12:30	Setting-up a study session programme
13:30	Lunch
15:00	Extracting learning from experience: debriefing and facilitation
16:30	Break
17:00	Skill shop, workshops on the following topics: <ul style="list-style-type: none"> a) Communication b) Active listening c) Feedback
18:30	Reflection Groups
19:30	Dinner
Evening	Organisation market

3 October 2018,

09:15	Skill shop, workshops on the following topics: <ul style="list-style-type: none"> a) Conflict transformation b) Using visual tools c) Presentation skills d) Working in teams e) Tips and tricks for facilitators
11:00	Break
11:30	Working in small groups – practice the delivering of a session
13:00	Lunch
14:30	Preparation for practice
16:30	Practice session from group A
18.00	Feedback, debriefing and conclusions
18:30	Reflection groups
19:30	Dinner

4 October 2018,

09:00	Practice session from group B
10.30	Feedback, debriefing and conclusions
11.00	Break

11:30 Practice session from group C
13.00 Feedback, debriefing and conclusions
13.30 Lunch
15:00 Practice session from group D
16.30 Feedback, debriefing and conclusions
17:00 Break
17.30 Learning outcomes from the practice sessions
Group feedback and individual consultations
19:00 Reflection groups
19:30 Dinner
21:00 Celebration and party

5 October 2018

9.30 The process of preparation, delivering and evaluation of study sessions: long view
11:30 Possible issues, challenges and risks in Study Session preparation and implementation
Problem solving
13:00 Lunch
Free time

6 October 2018

9.00 Self-assessment of competences as a facilitator
Setting personal learning plans
11:00 Break
11:30 Open space
13:00 Lunch
14:30 Devising follow up action plans
Planning the next steps in the preparation of study sessions
Next phase of e-learning
16:00 Break

16:30 Evaluation
17:30 Closing of the training course
19:00 Barbecue dinner

7 October 2018,

Departure of participants

Programme table

Monday, Oct. 1 st	Tuesday, Oct. 2 nd	Wednesday, Oct. 3 rd	Thursday, Oct. 4 th	Friday, Oct. 5 th	Saturday, Oct 6 th
Welcome Space	Formality, Informality and Nonformality in Learning,	Parallel WS: Visual Thinking, Clear Instructions and Understanding Conflict Cinematic Programme Design	Practice Session: Human Rights Education	Debriefing the Praxis, individually, in praxis-teams and reflection groups.	Making sense of the week's learning Additional resources for continued development.
Coffee-break	Coffee-break	Coffee-break	Coffee-break	Coffee-break	Coffee-break
Debriefing Welcome Space, Introduction to Experiential Learning Welcome by Gordana BERJAN.	Learning Styles and Stakeholder-analysis of Educational Events	Human Rights Education in Study Sessions Making Teams	Practice Session: Intercultural Learning	Study Sessions – the long view: Guest: Agnes A Study Session Timeline	Open Space to address remaining skill-gaps.
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Facilitation vs. Training, Defining Terms	The fine art of Debriefing	Teams preparing thematic practice sessions	Practice Session: Youth Participation	Free Afternoon	Follow-Up, Next Steps and Networking
Coffee-break	Coffee-break	Reflection Groups	Coffee-break		Coffee-break
Study Sessions – A Story of Partnerships	Listening to Understand, Feedback		Practice Session: Social Inclusion		Evaluation and Closing
Reflection Groups	Reflection Groups	Dinner	Dinner and Celebration of the Work		Garden-BBQ and Celebration
Dinner on a Boat on the Danube	Dinner				