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Peers 2.0: Peer Education for Democratic Citizenship



Report of the study session coordinated by the International Falcon Movement - Socialist Educational International (IFM-SEI) in partnership with the European Youth Centre (Budapest) of the Council of Europe

22 February - 3 March 2019, European Youth Centre Budapest

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



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0. Contents

1. Executive summary	4
2. Overview	6
2.1. Aims and objectives	6
2.2. Participant profile	6
2.3. Council of Europe's work on peer education and training	7
3. Programme	9
3.1. Programme overview	9
3.2. Education: what it means to us and why it's important	9
3.3. Our journey as educators and trainers' skills from A to Z	10
3.4. Democratic citizenship, participation and inclusive approaches	11
3.5. Group led learning and practice	12
3.6. Developing follow-up projects	12
3.7. Participants' contributions and personal development	13
4. Outcomes and follow-up projects	14
4.1. Establishment of IFM-SEI Pool of Socialist Educators (POSE)	14
4.2. Socialist Education toolkit	14
4.3. Common Ground 2020 - Cooperation Centre and Arts Centre	14
4.4. Feminism study session proposal	14
4.5. Localised projects	15
5. Reflection and evaluation	16
5.1. Participants' feedback	16
5.2. Reflection on objectives	17
5.3. Learning outcomes of participants	17
6. Conclusion	19
7. Appendix	19
7.1. Useful educational resources	20
7.2. List of participants	21
7.3. Team	22
7.4. Timetable	22



1. Executive summary

This is the final report of the Peers 2.0: Peer Education for Democratic Citizenship study session, conducted by IFM-SEI in partnership with the Youth Department of the Council of Europe at the European Youth Centre in Budapest on 22 February - 3 March 2019. The study session brought together a group of 23 young participants from inside and outside of IFM-SEI from across Europe. During the study session, the participants were equipped with the knowledge, skills, attitudes and confidence to be peer educators and educators in their own communities and networks. The group approached the topic within the framework of Socialist Education, a pedagogical theory of non-formal education based on socialist values, approaches and methodology.

This eight-day activity offered a high-level capacity building training experience for peer educators and young trainers in order to support the development of competences to enact quality peer education and Socialist Education on a national and global level. In light of shrinking space for youth organisations across Europe it is particularly important to have sustainable structures to support peer education and youth work. This study session was the springboard for the establishment of the IFM-SEI Pool of Pool of Socialist Educators (POSE) - a member-led global, sustainable trainers' network to increase quality and reach of non-formal education in IFM-SEI and our member organisations - and set the groundwork for a Socialist Education toolkit due to be published in January 2021. The establishment of the POSE is an idea that has been in the pipeline for many years and is a core part of the Strategy and Work Plan 2016-19 of IFM-SEI. It has finally been able to come to fruition with the support of the Council of Europe and this study session.

This study session filled a gap that was left by the inactivity of a training network that IFM-SEI used to be part of in the past in collaboration with our party political sister organisations and, as a result, there has been a lack of a structure in which to train potential new peer educators and trainers in IFM-SEI. This has had a knock-on effect in our work where there has been a deficiency in terms of the regeneration of our young peer educators and trainers. While we value incredibly our existing educators, this study session has given IFM-SEI a new lease of life to enhance the overall quality and reach of our educational work in IFM-SEI and fostered a new, younger generation of educators and trainers. The opportunity to utilise the expertise of the Council of Europe Youth Department in Education for Democratic Citizenship and Human Rights Education has been invaluable to offering a rich and excellent training.

The focus on personal development and commitment of the participants went over and above the expectations of the delivery team. There was a lot of emphasis on self-reflection and feedback during the study session, which was only possible due to the atmosphere of trust and commitment of the group. The study session was greatly enhanced by the participants' contributions that varied

from graphic facilitation to meditation to creative writing. The outputs from the study session were impressively strong and meaningful, and the follow-up projects are tangible and realistic. As a result, the study session should have a significant impact on the work of IFM-SEI in the longer-term perspective, in turn impacting positively on our member organisations and the wider youth sector through our networks and partnerships. Peers 2.0 has provided a platform for future sustainability of the movement with some of the outcomes already blossoming and some that will come to life in years to come.

The participants of the study session were impassioned and compassionate throughout the seminar and were very conscientious of each other's needs and experiences. There was a range of experiences within the participant group and this naturally led to some of the more experienced members taking on supporting or mentoring roles for their peers, in the spirit of the theme of the study session. The participants made the study session as productive and challenging as it was and we have no doubt that they will work together further in the future through the POSE and other platforms. This study session has truly made IFM-SEI member organisations and our European regions stronger and has built bridges between IFM-SEI and other participating organisations. IFM-SEI is thankful for the continued support of the Council of Europe Youth Department in our work and acknowledges the impact it has on the wider youth sector. A big thanks also goes out to the educational team of Peers 2.0 for all of their efforts.

Carly Walker-Dawson
Course Director and IFM-SEI Secretary General





2. Overview

2.1. Aims and objectives

The aim of the study session was to train 25 young educators in non-formal education with a focus on democratic citizenship in order for them to be actively engaged and potentially become part of the future pool of trainers of IFM-SEI.

The objectives were the following:

- Acquaint participants with theory and practice on education for democratic citizenship and non-formal-, peer-, socialist- and human rights education.
- Equip participants with the competences, tools and resources to guide their own pathway as educators
- Build a community of peer educators in the field of socialist education
- Familiarise participants with the work of the Council of Europe and the Youth Department
- Provide space and support for participants' follow-up projects in their own realities

2.2. Participant profile

We invited participants from Council of Europe member states with the following criteria:

- Experienced members with a background of peer educators, facilitators and/or trainers
- Potential applicants of a future pool of trainers
- People who work regularly with young people and children
- Motivation to work on a follow-up project, share their learning with other members and groups
- Priority to applicants at risk of marginalisation and/or discrimination
- Aged 16-30 with preference to those aged 25 or under
- From IFM-SEI organisations, other partners and other youth organisations

The study session was not exclusive to IFM-SEI members as we felt that it could bring added value to have participants with other experiences and can contribute towards building new partnerships. Participants were required to be multipliers of the topic following the study session, implementing projects in their local groups or communities. There was an effort to engage young men to try to promote gender balance in the study session - a challenge in the past in IFM-SEI and one that continues to exist.



The participants were selected based on their application answers based on criteria established by the programming team on four main areas: their motivation, experience or plans as an educator, what competencies or skills they could bring to the study session, and how they plan to multiply their knowledge after the study session. During the selection the team took into account the gender, geographical and organisational balance of participants.

The age range was broad, from 19 to 32, with the average participant age being 24 years old. There was a wider range of experience in the group than had originally been anticipated by the educational team, however this heightened the rich peer education experience that took place and allowed space for those with more experience to share their expertise. The majority of the participants defined as women with only six men participating meaning that roughly three quarters of the participants were women. There was diversity in the group in terms of identity with many participants self-defining as LGBTQI and disabled, and this diversity was also reflected in the educational team. This created the opportunity for sharing of experience and rich discussions around identity and how this influences us as educators.

The geographical balance in the group contributed to the rich experience in the group and there was a lot of opportunity for cultural exchange with regards to education. 12 countries were represented at the study session from different regions of Europe however it was perceptible there were clusters of participants from certain countries, in particular Finland, Georgia and the United Kingdom. There was lack of participation from the Balkan countries and Baltic states, which could have offered a wider European context. Six of the participants were not from IFM-SEI organisations, meaning that around a quarter of the participants were from other youth organisations, including participants from organisations specialising in the fields of disability, sex education and medicine. This brought a welcomed diversity of experience and expertise to the study session and has fostered future partnerships outside of IFM-SEI.

2.3. Link to Council of Europe's work on peer education and training

We recognise the strong and impacting work that the Council of Europe has undertaken and is currently delivering on the topics of peer education and training. We felt it important to highlight this work to the participants to share with them information, ideas and inspiration from the Council of Europe. A number of Council of Europe resources were used during the study session both in terms of methods delivered and the presentation of materials to participants, including Compass and Bookmarks. One of the evenings was dedicated to a resources market whereby participants became acquainted with a number of Council of Europe materials. The T-Kits from the Council of Europe-European Union Youth Partnership were fundamental to the training skills elements of the

programme, especially T-Kit 6: Training Essentials. The study session highlighted the Charter on Education and Democratic Citizenship and Human Rights Education, as well as the Partnership's quality standards in non-formal education.

The study session itself ensured the continuation of the Human Rights Education Youth Programme and contributed to the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, based on the conclusions of the review, as it promoted EDC/HRE and the Charter to 23 young people, and we promoted the further dissemination of the Have Your Say in the non-governmental sector. The study session supported the dissemination and implementation of the Committee of Ministers' recommendation on youth work through equipping 23 young people with competencies in youth work through peer education. Through creating a youth-led Pool of Socialist Educators the study session actively contributed to removing barriers for youth civil society to organise itself and participate. Multiple discrimination and intersectionality were explored through tackling the topics of inclusion and disability from an educational perspective.

This was complemented by an input by Gordana Berjan, Director of the European Youth Centre Budapest, who presented to the participants the history and core work of the Council of Europe Youth Sector in relation to the topic of the study session. Specific input and feedback was given by Council of Europe trainer, Sabine Klocker, and a member of the Advisory Council on Youth, Carly Walker-Dawson, who was also the Course Director.



3. Programme

3.1 Programme overview

We could describe the programme of the study session having six different parts that were visited over the eight days:

1. Education: what it means to us and why it's important
2. Trainers' skills from A to Z
3. Democratic citizenship, participation and inclusive approaches
4. Group led learning and practice
5. Developing follow-up projects
6. Participants' contributions



3.2 Education: what it means to us and why it's important

Education is something we do as human beings in a two-way process of transferring and exchanging knowledge, values, skills and attitudes. We believe that education is never neutral and that through education we impart a perspective on the world created through our experiences. When we talk about political education it is important to have a distinction between being political and party



political - the two are not the same. We believe the personal is political - the notion that what happens in our personal lives is a product of the system in which we live and is a political issue - and this comes through in our role as an educator. An educator is someone who creates an experience for others and facilitates a self-reflection process. Through non-formal education we aim to foster experiential learning and give young people the opportunity to be critical thinkers and develop their own perspectives on the world. Educational systems can perpetrate power structures, divisions and inequality and thus it is fundamental that we consider inclusion and participation as educators.

During this study session, we explored some of the 'big' questions around education. Can education ever be neutral? Should everyone be able to be an educator? How much choice should be involved in education? What are the barriers to good education? From there, the participants explored different types of education and the theory behind non-formal education and participation, and reflected on a deeper concept of education. The group explored peer education, how it is realised and what are the advantages of using a peer-based educational model. The participants were given space to reflect on their own competences as trainers and were able to have a reflection on the different roles one can take as an educator. The introduction to Human Rights Education theory and practice was introduced through a Compass activity, which opened up the floor to explore the concept of Socialist Education, a theory and practice unique to IFM-SEI. This concept was further developed collaboratively by the participants throughout the training.

3.3 Our journey as educators and trainers' skills from A to Z

As educators it is important to remember where we've come from on our journeys as educators in order to map our future progression. We see the value in taking time and space to encourage others as you were once encouraged. We recognise that we hold privilege in the role of an educator and we must be aware of this. Self-directed learning and setting learning plans and goals is often underestimated and we often lack time to bring together and reflect on our learning and development. Through this training we offered ample space for this process, regardless of the experience level of the participant.

An intensive training of trainers programme was implemented during this study session. This includes reflecting on group dynamics, the role(s) of an educator, as well as giving and receiving feedback. The participants were able to practically apply the input from 'programme design A-Z' in a simulation of planning an educational activity. A variety of trainers' skills workshops were offered to participants from mentoring/coaching and dealing with difficult participants, to dealing with triggers and disclosures to debriefing. This comprehensive training programme was tailored to the level and needs of the participants and offered concrete skills for their future work.

3.4 Democratic citizenship, participation and inclusive approaches

In order to see meaningful social change towards a more just and equal world for which we are fighting, we must explore how education links to activism and policy change, in a three-pronged to enact change. We realise that we often work and act within our own spheres in echo chambers and it is important we interact within our wider communities and societies to promote our socialist values. Democratic and community engagement can be seen on a number of levels: micro (close relationships), meso (close community) and macro (societal). We must see how we can reach out on all three levels as educators. Education and policy change are not mutually exclusive - we need to be able to challenge and change mindsets through education to enact policy change.

There is a gap between policy and practice when it comes to inclusion, including within our own organisations, and inclusion is often an afterthought. We should use the social model of disability as a basis for exploring inclusion and applying inclusive education methodologies. We believe in the promotion of equality of outcome, recognising that different people have different starting levels and we need to take a needs-based approach. Role models are invaluable in our education efforts - participants must be able to identify people like themselves in education and as educators - and it is important that we practice what we preach when it comes to inclusion. Inclusion does not have to be expensive and the most important element is attitude.





In the study session participants were introduced to different types of participation, moreover, to the different layers of participation, and explored how participation and education go hand-in-hand. The group was introduced to the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) as a core tool to underpin these theories. Inclusion was a cross-cutting theme throughout the study session, enhanced by the participants' sharing of their own experiences on the topic, and inclusion was explored starting with the social model of disability. Participants created their own energisers in order to simulate the inclusion of participants with different, and sometimes conflicting, access needs.

3.5 Group led learning and practice

'I hear and I forget. I see and I remember. I do and I understand' - Confucius. It is thought that we tend to remember 10% of what we read and 90% of what we say and do. Simulating is deemed to be the real thing as it is the most effective way to learn. This is something we explored in theory of non-formal education with the participants during the study session thus it was only right to make sure this was reflected in our study session programme.

The heart of the study session for many of the participants was the 'group led learning and practice' phase. Participants were given space in small groups to plan and deliver non-formal educational activities. The participants who stepped into the boots of an educator were then given feedback from their peers and the educational team. The participants were challenged to challenge themselves, putting themselves out of their comfort zone in order to enhance their learning. Topics explored include dealing with conflict, environmental awareness, and creating safe spaces. The created content was shared with all of the rest of the participants after the study session for future use. This practice offered vital feedback for their future work inside and outside of their movements and contributed significantly to their personal development.

3.6 Developing follow-up projects

Multiplication is essential to be able to make an impact on a wider level than the activity in question. The participants were given the opportunity to create practical outputs from the study session, either through their own localised or specialised projects, or through joining a working group prepared and supported by IFM-SEI. The participants were given the chance to develop the Pool of Socialist Educators (POSE) of IFM-SEI, develop a Socialist Education toolkit or develop quality standards in non-formal education for IFM-SEI. The initial two proposals were taken forward by the participants and the outcomes are outlined in more detail in section 4. All follow-up projects received critical feedback from other participants for the development through a quick fire questions

round. Each follow-up project group committed to making one small step by the end of the study session, for example making a social media post or arranging a future meeting.

3.7 Participants' contributions and personal development

It is essential in a high-level training such as this to allow the participants space to share their own expertise and give them the space to learn from each other. An array of self-led sessions took place throughout the eight days. Workshops on graphic facilitation and creative writing were inspiring and dynamic spaces for participants and team members to be able to unleash their creativity and learn new educational approaches. Participants also brought to the table workshops in meditation, circus skills and hip hop dancing. One of the participants delivered a training skills workshop on disability and inclusion, and participants were able to take an active peer support role throughout the programme. These elements came together in a creative and dynamic way for the enjoyment of all.

Personal development was a common thread throughout the study session, with a start of reflection on our own backgrounds and realities, furthermore, analysing our own competences. Participants were given tools for self-assessment and feedback, in addition, they delivered their own daily reflection groups. Several participants requested personal feedback sessions from specific team members, outside regular sessions, which was a great source of learning and personal development.





4. Outputs and follow-up projects

4.1. Establishment of IFM-SEI Pool of Socialist Educators (POSE)

The Pool of Socialist Educators (POSE) is an initiative that will be launched in IFM-SEI to create and develop a pool of educators. The POSE planning had two aspects - structural and educational. The pool will be open to IFM-SEI members up to the age of 30 and will provide a pool for member organisations and the international umbrella organisation to source experienced educators for projects and programmes. The POSE will be self-coordinated and there will be an emphasis on creating a mentorship system. The POSE will have an educational development aspect and will foster a sense of community and support through creating a network of ambassadors for Socialist Education. There will be a political lead for the POSE in the IFM-SEI Presidium (board) and steps will be made to try to deliver at least one Training for Trainers course per year.

4.2. Socialist Education toolkit

The aim of this toolkit is to create a Compass-style comprehensive toolkit on Socialist Education with theory and activities for educators, which is aimed to be completed by January 2021. The project will begin with a consultation to collate good practice and existing material. The pedagogical concept of Socialist Education will be developed as a key element of this project. Follow-up face-to-face meetings will be a core element of this piece of work, with a testing phase in August 2020 at the IFM-SEI international camp.

4.3. Common Ground 2020 - Cooperation Centre and Arts Centre

Two groups of participants worked on developing programme for the upcoming IFM-SEI international camp, Common Ground, taking place in August 2020 bringing together up to 5000 children and young people. Each programme area will be delivered for a variety of children and young people over 10 days from all across the globe. The Cooperation Centre and Arts Centre were planned in detail during the study session and included the development of possible themes, workshops, schedules, materials and teams to make it happen.

4.4. Feminism study session proposal

Two of the participants worked on developing a proposal for a future study session on the topic of feminism, an initiative of the IFM-SEI Feminist Network. The study session outline was created, with the aim to bring together experts on the topic of feminism to share their expertise and create

common projects. A potential output of the proposed study session is a toolkit on intersectional feminism. The study session application will be submitted for the next deadline.

4.5. Localised projects

4.5.1. Code of Conduct training in Slovenia

Participants from the Slovenian Falcons worked on drafting a Code of Conduct for their movement and a plan to deliver training on the content, both with leaders in the movement and the child and youth members of their movement. This practical project will combine policy and training, which will have a lasting impact on their organisation and furthermore it is a valuable exercise in putting policy into practice.

4.5.2. Localised project on socialist education and democracy in Georgia

This project will see the delivery of a series of multiple activities on the topic of socialist education and democracy in Georgia. The envisaged output of the project is for participant-led campaigns on socialism and democracy to be created and delivered online. The project targets young people new to socialist education to promote a wider understanding of the concept.



5. Reflection and evaluation

5.1 Participant feedback

91.3% of the participants said their experience was positive or very positive as a whole. The participants reflected that they were able to see peer education as part of a bigger picture and as part of a framework rather than something just enacted on a local level. The trainers' skills workshops were well received and felt to be something important to be able to take back to their home contexts. The space for participant-led, optional parts of the programme was appreciated, as was the group led learning parts that allowed them to challenge themselves and put into practice the theory to be able to deliver an educational programme that they had designed. The variation of methods was well received as well as the input of the Council of Europe resources and programmes.



The participants reflected that they would have liked to have gone into more depth in some topics and would have liked more high-level content, and similarly the team reflected that it would have been more beneficial to have explored fewer topics in more detail. There was a feeling of a broad level of experience among the participants, which meant that some participants didn't feel challenged enough. There was a reflection from the participants that they didn't always challenge each other enough and disagreements weren't aired. This meant that it was felt that the group dynamics did not go to a deeper level for some of them. The participants felt that some of the facilitation was not as good as they would have expected for a high-level training and some of the discussions in the plenary were slow or hard to follow-up on.

The large amount of space allowed for reflection and feedback allowed the participants to have a consciousness and self-reflection about themselves both as educators and the journeys that had brought them to the study session. The participants' personal learning was a key part of the study session. The participants reflected that they enjoyed greatly being at the European Youth Centre in Budapest and the facilities that were offered there. Many of the participants expressed excitement about the next steps after the study session, especially the creation of the Pool of Socialist Educators (POSE).



5.2 Reflection on objectives

The table below shows the average rating of each of the objectives according to the participants, with 5 being fully achieved and 1 being not at all achieved:

Objectives	Rating
Acquaint participants with theory and practice on education for democratic citizenship and non-formal-, peer-, socialist- and human rights education	4.0
Equip participants with the competences, tools and resources to guide their own pathway as educators	3.9
Build a community of peer educators in the field of socialist education	4.1
Familiarise participants with the work of the Council of Europe and the Youth Department	3.8
Provide space and support for participants' follow-up projects in their own realities	4.4

5.3 Learning outcomes of participants

Knowledge

The participants gained knowledge on the non-formal education theory, socialist education theory and human rights education including Kolb's experiential learning cycle and Dale's cone of experience. The participants gained knowledge in peer education and theory of group dynamics, as well as democratic citizenship and participation including Hart's Ladder of Young People's Participation. The participants were introduced to the social model of disability and inclusive practices. The group members also gained knowledge on Council of Europe policies and programmes. The participants developed their knowledge on how to plan an educational process, as well as different types of education and educators.

Skills

The participants gained skills in how to plan and deliver an educational process, as well as how to give and receive quality feedback. They developed their evaluation and reflection skills, as well as key trainer skills including mentoring and coaching, dealing with difficult participants, disability inclusion, debriefing, dealing with conflict, and dealing with triggers and disclosures. They were able to gain skills in working as a team and adapting to different people's needs in a mixed environment. The participants were able to gain presentation skills, public speaking skills and debating skills. Another vital skill they developed was project planning skills. The optional parts of the programme gave the participants the chance to develop their circus skills, dance skills, graphic facilitation and creative writing skills.



Attitudes

The participants reflected that by the end of the study session they felt more competent and had greater confidence to deliver socialist education and human rights education in their home settings. The participants were able to develop attitudes about the importance of inclusion, how education is always political and how education is a core tool for democratic participation and social change. They also were able to be self-reflective on their own journeys and challenges in order for them to develop as educators. Due to the peer education focus in the programme and the peer education dimension within the group the participants were able to be more empathetic and supportive of others. The participants were better able to understand others' points of view, becoming more considerate and thoughtful towards others throughout the eight days.

Tools

The participants benefitted from new non-formal educational tools and methodologies to use in their organisations and communities. They also received tools and resources from the Council of Europe and IFM-SEI to deliver non-formal educational programmes. The participants were presented with an array of evaluation and self-reflection methods, as well as tools for giving and receiving feedback. The opportunity to share resources meant participants could share their own educational tools and the session outlines for the entire group led learning and practice sessions were shared with the participants following the study session.

6. Conclusion

On the whole, the study session was successful in terms of equipping the participants with the competences needed to become confident educators in their home settings and provide a platform for IFM-SEI to develop our pool of educators. Despite the differing levels of experience in the group, experiential learning and peer education were put into practice through the study session. Many topics were covered, however it may have been beneficial to reduce the amount of topics to allow for a deep analysis and exploration of some topics.

There was a strong feeling by the end of the study session that the participants could see the next steps in their educational journey and there was potential for future collaboration. The diversity in the group gave richness to discussions and outcomes and the way each participant brought in their expertise and experience meant that the participants gained a lot in terms of new knowledge, skills, attitudes and tools. The group led learning and practice was a unique opportunity for many of the participants to challenge themselves and receive critical feedback, something that there is rarely space allocated for as an educator. The space allocated to self-reflection and self-led learning gave an added richness to the study session.

The projects coming out of the project are far-reaching and diverse, as well as being realistic and tangible. Rarely has IFM-SEI seen such a successful final follow-up to an educational activity and the participants are excited for the ongoing development of the Pool of Socialist Educators (POSE) and Socialist Education toolkit, as well as them being vital resources for IFM-SEI. The outcomes from the study session will complement closely the strategic work plan of IFM-SEI for the mandate 2019-22 and we are thankful to Council of Europe Youth Department for supporting us again to drive forward our work and for supporting tirelessly the work of youth organisations and the youth sector as a whole.





7. Appendix

7.1 Useful educational resources

- **CoE-EU Youth Partnership T-Kits** - handbooks for use in training and study sessions
<https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>
- **Council of Europe Charter on EDC/HRE**
<https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>
- **Council of Europe Manual for facilitators in non-formal education**
<https://rm.coe.int/16807023d1>
- **Domino** - Manual for young people on peer group education projects
<http://www.eycb.coe.int/domino/01.html>
- **Have your say!** - manual on the participation of young people
<https://rm.coe.int/16807023e0>
- **Compasito** - Manual on Human Rights Education with Children:
<http://www.eycb.coe.int/compasito>
- **Compass** - Manual on Human Rights Education with Young People:
<http://www.coe.int/en/web/compass>
- **A-Z of Good Discussion** - resource on consensus decision-making
https://issuu.com/woodcraftfolk/docs/a_to_z_of_good_discussion
- **Visual facilitation cookbook**
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1430/VF-cookbook-web.pdf
- **Seeds for Change publications** - campaigning and cooperative project management tools
<https://www.seedsforchange.org.uk/resources>
- **IFM-SEI publications** - IFM-SEI has created many non-formal activities
<http://www.ifm-sei.org/resources>



7.2 List of participants

Name	Organisation	Country
Christina Schauer	Kinderfreunde Rote Falken	Austria
Jasmin Trogen	IFM-SEI	Belgium
Anuschka Ruge	IFM-SEI	Belgium
Basak Van Hove	IFM-SEI	Belgium
Aggie Taylor	Woodcraft Folk	Denmark
Amanda Majuri	Nuoret Kotkat	Finland
Natalia Kallio	Nuoret Kotkat	Finland
Jess Gallardo Sanchez	Nuoret Kotkat	Finland
Ruby Kelman	Woodcraft Folk	France
Liza Gejadze	Georgian Falcons	Georgia
Slava Mezhdoyan	Umbrella	Georgia
Soso Chachanidze	Institute for Democratic Change	Georgia
Gemma Solans Rodríguez	SJD-Die Falken	Germany
Tommaso Caldarelli	-	Italy
Marta Gędek	IFMSA	Poland
Erina Rener Borovič	Slovenian Young Falcon Union	Slovenia
Sara Ugrin	Slovenian Young Falcon Union	Slovenia
Arnau Masclans Serrat	Esplac	Spain
Shesica Paez	Esplac	Spain
Bethan Manton-Roseblade	Woodcraft Folk	UK
Charlie Willis	ENIL Youth	UK
Monique Todd	Naz Project	UK
Patrick Farrell	Woodcraft Folk	UK

7.3 Team

Name	Organisation	Country
Sabine Klocker	Council of Europe trainer	Austria
Judit Lantai	Freelance trainer	Belgium
Carly Walker-Dawson	IFM-SEI	Belgium
Itziar Pérez Quirós	Esplais Catalans	Spain
Natascha Dmytrenko	Freelance trainer	Ukraine
Ben Bonnerjea	Woodcraft Folk	UK

7.4 Timetable

	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9		
	Friday 22 February	Saturday 23 February	Sunday 24 February	Monday 25 February	Tuesday 26 February	Wednesday 27 February	Thursday 28 February	Friday 1 March	Saturday 2 March	Sunday 3 March		
08.00-08.45	Arrivals		Creative writing morning charts		Morning meditation		Creative writing morning charts		Salsa dance rise'n'shine			
		Breakfast										
09.30-11.00		Opening, introduction and team building	Why do we do education?	Socialist education & HRE practice and theory	A-Z of programme design	Group led learning and practice	Group led learning and practice	Free morning	Planning follow-up projects	Departures		
		Coffee break										
11.30-13.00		Opening, introduction and team building	Non-formal education theory	Socialist education & HRE practice and theory	A-Z of programme design	Group led learning and practice // Mid-term evaluation	Group led learning and practice	Trainer skills workshops in parallel	Planning follow-up projects			
		Lunch										
14.30-16.00		Opening, introduction and team building	My role(s) as an educator	Group dynamics	Community and participation	Free afternoon	Group led learning and practice	Trainer skills workshops in parallel	Presentation of follow-up projects			
		Coffee break										
16.30-18.00		Our backgrounds and realities	Peer education	Self-assessment and feedback	Inclusive approaches	Free afternoon	Becoming a confident educator	Socialist education theory & development	Next steps, evaluation and closing			
18.00-19.00		Reflection groups					Reflection groups					
	Dinner											
20.30+	Welcome evening	Wine and cheese evening	Jamming/juggling session	Visual practice workshop	Resources market		Dinner in the city	Hip hop workshop	Final party			

