

Alliance of European Voluntary Service Organisations



**Report**

Study Session

“Basic Skills of running a training course  
with an international focus”

EYC Strasbourg 25<sup>th</sup> January – 1<sup>st</sup> February 2004

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## 1. INTRODUCTION

This was the fifth time that the Alliance had the opportunity to run a study session at the EYC. Based on the feedback from the previous study sessions, and the needs expressed by the member organizations of the Alliance it was decided to change the focus from advanced trainers, to people who were just starting as trainers in the Alliance. All member organizations were therefore invited to send participants who had not yet been trainers at Alliance trainings, but who soon start doing trainings.

On the application form applicants were asked to write down their expectations for the study session, and these expectations combined with the needs of the organizations were then used by the prep-team to decide on the objectives of the study session. The objectives were:

- To Exchange ideas and experiences
- To understand the role and responsibility of a trainer
- To be capable of planning and structuring a training
- To gain confidence to deliver a training
- To be able to run sessions (introduction, facilitation, debriefing, evaluation)
- To have a common understanding of the topics (covered in training)
- To gain knowledge of methods and activities

### 1.1. LANGUAGE/COMMUNICATION

The working language of the study session was English, and the interpretation facilities provided by the EYC was not used. While deciding on whether to use interpretation can be a hard decision to make, the fact that the applications for the study session showed that all applications spoke English at a good level combined with the fact that there was no big second language group. In addition to this the previous Alliance study sessions have shown that this general works without any major problems.

### 1.2. THE REPORT

At the first day of the study session eight participants signed up to be reporters from the study session, and this is report is the result of their work during and after the study session. The reports team was:

Paul, Abi, Onur, Zoe, Martina, Katarina, Marina, Kamil

The reporters decided to split into pairs, each of which was responsible for reporting for half a day at a time. When doing group work, the reporters collected notes from other participants that was then used to write the final report. In addition to this, some parts of the report were written by other participants and the prep-team. The prep-team would like to thank the reporters and everyone else who contributed to the report.

### 1.3. EVALUATION

#### 1.3.1. Ongoing evaluation

During the seminar evaluation took place daily in six evaluation groups. The groups were split on the first day and met at fixed times every day to evaluate the activities that had taken place that day. The evaluation methods used were decided on in the groups, and the sessions were either facilitated by a prep-team member or one of the participants. When ever needed issues that arose during the evaluations were

discussed during prep-team meetings and the result mention were mentioned before the first session the day after.

### 1.3.2. Final evaluation

On the final day of the study session a final evaluation of the entire study session was performed first in the evaluation groups and then with the whole group. After the group evaluations everybody was invited tell how they felt about the study session while focus on the following three points:

- One thing they really liked and would like to keep as it is
- One thing they thought should be kept, but changed before it was used again
- One thing they did not like and would like to be thrown out

In addition to this all participants were given a questionnaire that they had to fill out and hand before leaving. Before the end of the program a closing exercise was used to give everybody the chance to say goodbye the other participants.

## 1.4. THEME

During the prep-team meeting in December it was decided that the theme of the study session should be “Love Boat” (based on the 70’s TV show). The theme was used while decorating the plenary room, the welcome evening, and at lots of other occasions.

## 1.5. PARTICIPANTS

Name	Organization	Country
Abi Norman	Concordia UK	British
Bojan Beronja	YRS-VSS	Serbian
Anthony Brault	Concordia France	French
Daniela Mladenova	MAR	Bulgarian
Douglas Smith	UNA Exchange	British
Dusana Slimáková	INEX Slovakia	Slovak
Evelin Garduno	VIMEX	Mexican
Frank Dingemans	CB	Belgian
Ivana Vesela	INEX Slovakia	Slovak
Ivette Arenas	VIVE Mexico	Mexican
Kamil Lysik	FIYE	Polish
Kardi Henno	Estyes	Estonian
Liv Gunnarsen	MS	Danish
Nicolas Maneval	Concordia France	French
Marine Vahanyan	HUJ	Armenian
Martina Irasova	INEX-SDA	Czech
Ondrej Kàblea	INEX-SDA	Czech
Onur Dag	Gençtur	Turkish
Paul Drury	Concordia UK	British
Pavel Nalapko	Estyes	Estonian
Rianne Gijbers	SIW	Dutch
Marina Sarli	C.V.G	Italian
Simone Stolz	IBG	Austrian
Sundong Lee	IWO	Korean
Katerina Tsekoura	C.V.G.	Greek
Vessela Vitcheva	MAR	Bulgarian

<b>Name</b>	<b>Organization</b>	<b>Country</b>
Xurde Arenas Rodriguez	SVI	Spanish
Zoe Goss	UNA Exchange	British
Özgür Bekbas	Gençtur	Turkish

#### **1.6. PREP-TEAM**

<b>Name</b>	<b>Organization</b>	<b>Country</b>
Anna Kuzina	Estyes	Estonian
Astrid Weber	IBG	German
Dines Justesen	MS	Danish
Katja Bärwald	UNA Exchange	German
Ruth England	Concordia UK	British
Hélène Barkovic	Educational Advisor/External trainer	

#### **1.7. GUEST SPEAKER**

Francois Ribaud from UNAREC was invited to the study session as a guest speaker as a representative of the Alliance Executive Committee (EC). He was present from Friday the 14<sup>th</sup> to Saturday the 15<sup>th</sup>, where he took part in the session on the future of the Alliance Training for Trainers.

## 2. PROGRAM OF THE WEEK

	Sunday 25.01.04	Monday 26.01.04	Tuesday 27.01.04	Wednesday 28.01.04	Thursday 29.01.04	Friday 30.01.04	Saturday 31.01.04	Sunday 01.02.04
8:30	Breakfast							
9:15	Energizer							
9:30	Welcome/ Intro	Speed Dating II	Project management	Introduction to Practical part Preparation	3. Workshop	Training in the Alliance Structuring a training		
11:00	Coffee Break							
11:30	Treasure hunt	Roles of a trainer	Methods	Preparation	4. Workshop	Open Space		
13:00	Lunch							
14:30	Arrivals	Group building	Roles of a trainer Facilitation & Debriefing	Free afternoon	1. Workshop	5. Workshop	Open Space	
16:00	Coffee Break							
16:30	Group building Introduction to Evaluation	Facilitation & Debriefing			2. Workshop	Evaluation of workshops		Evaluation
18:00	Daily evaluation groups							
19:00	Dinner							
20:00	Welcome Ice breakers Drinks	Speed Dating I	Intercultural evening	Dinner in town	Daily evaluation groups		Dinner	Farewell Party
	Departure day							

## 3. SUNDAY - DAY 0

### 3.1. PROGRAM OF THE DAY

	Arrivals
20:00	Welcome, Ice breakers, Drinks

### 3.2. ARRIVALS

When we arrived at the EYC we received the folder with some papers about the study session and the instructions for our two first tasks. The first task was to make a bag to start our “journey” on the Love Boat, from the materials provided (paper, string, glue, scotch tape, scissors, pens, pencils...) and put three things inside:

- A secret that we do not mind sharing with others
- An extraordinary talent of ours
- Something that we cannot live without it

The second task was to draw a heart and put our picture inside. The prep-team, during dinner, took pictures of all participants and they gave them to us in order to use in our second task. After dinner we went to the “Austrian room” and we placed our pictures on the Love Boat poster that was separated in different levels (aquarium, cabins, dining room, entertaining room, deck). The prep-team presented each other introducing their role on the Love Boat. Afterwards we sat in a circle and we had our self-presentation, telling our name, our organization and the possessions in our bag.

### 3.3. WELCOME, ICE BREAKERS

The prep-team opened the study session with a welcome to the participant and the presentation of the theme “Love Boat”. Then the participants were asked to present themselves and their bag which they prepared beforehand.

## 4. MONDAY - DAY 1

### 4.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	Welcome, Intro
11:00	<i>Coffee break</i>
11:30	Treasure hunt
13:00	<i>Lunch</i>
14:30	Group building
16:00	<i>Coffee break</i>
16:30	Group building
17:30	Introduction to evaluation
18:00	Daily evaluation groups
19:00	<i>Dinner</i>
20:00	Speed Dating I

### 4.2. WELCOME, INTRO

Reporter: Marina, Catherine

At the beginning of the session, the prep-team presented the program of the training explaining all details and sessions. Then all rules of staying in the EYC were explained. After this participants were invited to split up in 3 working groups (reporters, energizers, social committee) by signing their names on a flip chart prepared by the prep-team.

The prep-team ran a session on the Alliance, its main activities and aims.

### 4.3. COUNCIL OF EUROPE HUNT AND ALLIANCE PRESENTATION

Aims and Objectives:

- To get to know the Council of Europe
- To get to know more about the EYC
- To get to know more about the aims, objectives and priorities of the CoE
- To get to know the building

Reporter: Marina, Catherine

Task: There were six strategic places at the EYCS. All participants were split into groups and given a sheet of paper with 6 clues which guided them to these places through the building. At each point they found a prep team member who asked the groups different questions about the Council of Europe. After the participants found the correct answer, they got a piece of a puzzle. The first group who completed the puzzle won a prize.

History of Study Sessions within the EYC:

A presentation of the history of the Alliance study sessions at the EYC and aims of the training followed the treasure hunt about the Council of Europe.

Here is a short overview of the history of the study sessions during the last years:

2004		<b>NEW</b>
Basic Skills for running a training with an international focus EYC Strasbourg		
2003 Study Session Part II EYC Strasbourg	“Methods and Methodology of Training”	
“Aims, Objectives and Structure of training”	2002 Study Session Part I	
2001 Study Session Part II	“Methods and Methodology of Training”	
“Aims, Objectives and Structure of Training”	2000 Study Session Part I	

Important facts about the ALLIANCE:

The ALLIANCE of European voluntary service organisation is a young and growing network:

- It was founded in 1982
- It's an International Non-Governmental Youth Organisation (INGYO)
- It's a member of the European Youth Forum
- Represents national organisations running international voluntary service projects (international work camps)
- Recently it has 39 member organisations in 29 countries

The main aims of the ALLIANCE are:

1. To provide voluntary organisations with the opportunity to discuss and exchange experiences and information within Europe
2. To facilitate and improve the cooperation between voluntary service organisations
3. To respect the autonomy and independence of member organisations

#### **4.4. GROUP BUILDING**

Reporter: Marina, Catherine

Aims and Objectives:

- to experience being in an international group and how working in a group can look like
- to get to know each other
- to do something creative and active (together)
- to examine how the group functioned and for the individual to examine his/her role within the group
- to learn new methods/games which the participants can use at their national organisations

Programm:

1. Flying Carpet and debriefing
2. Blind Square and debriefing
3. Performance of “Titanic” with different styles

Task: Prepare a (creative) 5-10 minute long presentation of “Titanic” in the style of a comedy. You have 40 minutes preparation time.

Here are three different reports of the groups: We picked a piece of paper with a topic on it. The team played a song and we decided if our topic was related to that song and got into groups depending on our song. Which was: thriller, comedy, science fiction, and horror.

#### 4.4.1. Group 1 – Science Fiction

Group members: Onur, Anthony, Sundong, Paul, Doug, Liv, Valessa  
Prep-team member: Dines

We worked fast as a team, all cooperating, with Paul encouraging us along the way. We were the fastest flying carpet in Strasbourg, due to Sundong flying on Onur’s shoulders. We used our initiative with the blind square.

Thanks to Liv’s knowledge of sci-fi movies, we had great ideas for our play.

#### 4.4.2. Group 2 – Comedy

Group members: Katarina, Abi, Martina, Bojan, Ozgur, Daniella, Marina  
Prep-team member: Anna

The flying carpet was easy as we all carried each other on our backs. The Blind square was more difficult, lots of arguments. After we realized that we had to communicate from the beginning to express ourselves, to split up the task, and to encourage everybody to take part and to inform what was going on.

For our theatre, one of us became the director and the rest took on a role that they wanted to do. We communicated well and listened to each other—it was successful.

#### 4.4.3. Group 3 – Horror

Group members: Frank, Zoe, Evelyn, Pavel, Simone, Kamil, Marina  
Prep-team member:

The magic carpet was fine as Pavel directed from the back and Zoe initiated from the front. The Blind Square took a while, as our first idea didn’t work. But as we felt defeated, Evelyn encouraged us to try again and we changed our tactics to success.

Our play was hard because we had a lot of ideas and we couldn’t decide on a final strategy. In the end, because of the time limit though, it all fell together and instead of talking we just got on and did it.

### 4.5. PLENARY FEEDBACK

Reporter: Marina, Catherine

The performances were all excellent and showed a massive amount of talent within the group – particularly under Anthony’s miniskirt. We came together in plenary and discussed what the difference was in the way our group worked before and after the group building sessions. We agreed that the theatre was a more difficult task, but we had done it better, with lots of discussions, people playing more equal roles, all interacting and listening to each others ideas.

*We discussed the following questions and found answers which we listed up:*

What are the components necessary for group work?

- Discussion
- Task Division
- Good atmosphere
- Organized
- Listen and respect
- Order
- Time Limit
- Clear task set
- Awareness
- Communication

*Why do group building?*

- To understand each other better
- Cooperation
- Appreciating working together
- Getting out of your box, and work as a team
- Practical problems
- Learn more from each other in a different way
- Collect games for leaders
- Show different talents
- Everyone feels useful
- Quieter people can be excluded, this exercise helps
- This small exercise is useful for real projects
- Get to know each other fast, better to do this in the first few days
- Trainer has an important role to play – it's how you play the game
- Understanding group processes
- Debriefing is the most important
- Realize things about yourself
- Use these methods in the middle of the workcamp to solve problems.

#### **4.6. INTRODUCTION TO EVALUATION**

Aims and Objectives:

- To get an understanding why evaluations are important
- To gain an understanding of what is included in an evaluation and what is not
- To become more aware of the different methods and activities which can be used and why you use them

*Why do we need evaluations?*

- Summary
- Results
- To see where problems appear
- Identify strengths and weaknesses
- Make it better
- Compile ideas
- Participants think about what they have done
- Share with others
- Consciousness of what we are doing
- Are people satisfied?

We decided that it is important to distinguish between de-briefing (thinking about what you did) and evaluation (measuring worth).

*How do we do evaluations?*

- Discussion – both negative and positives
- How did you feel?
- Forms and questionnaires
- Blow up a balloon, to the size that represents how you feel about it and explain why

- Divide room into bad, good, and neutral
- Hugging people closer if you enjoyed it
- Putting people on different levels
- Trainer needs to know what he wants to create before he can evaluate
- The secret box
- Always ask for different opinions
- As a trainer be objective

*How will we do it this week?*

Divide into evaluation groups and try different methods. In our practice, we will do an evaluation.

#### **4.7. DAILY EVALUATION GROUPS**

Through the whole week the prep-team members offered a evaluation meeting for the participants in fixed groups. This was a good opportunity to reflect about the topics of the day and the methods, but it gave also space for the participants to feedback to the prep-team about the programme. If necessary, the prep-team adapted the programme or the contents of the sessions and included the suggestions of the participants as much as possible into the planning of the programme. They used different evaluation methods each day. For an example, you will find small reports of different groups below:

##### **4.7.1. Group 1**

Group members: Onur, Liv, Marina, Katarina, Pavel  
Prep-team member: Astrid

We talked about our trip, the accommodation, welcome party, and plenary room, which we found rather official to work in (this was brought up during our earlier plenary discussion).

##### **4.7.2. Group 2**

Group members: Zoe, Elena, Kamil, Anthony  
Prep-team member: Helen

We used the hand evaluation, where each finger has a different area. Starting with the thumb:

- Something I liked
- Something to take care of
- Something I did not like
- Something that engaged me
- Something that means little to me

We agreed that for the first day, it had been really good to get to know everyone. We were interested in sharing experiences and problem solving. We also thought that the role of a trainer is that he becomes useless by the end of the session! Then they will have succeeded! It was suggested that we try and do a self-evaluation at the end of each day.

##### **4.7.3. Group 3**

Group members: Abi, Bojan, Ozgur, Martina, Simone  
Prep-team member: Katja

Our method of evaluation was to find ourselves on the picture with a tree and different nice and funny figures on it. The point was to describe why we've chosen the figure and express our feeling according to our choice after the first day. The interesting point of evaluation was the misunderstanding about what is the system of

making evaluation groups for the next days. Almost everybody was expecting to have the people in the groups changed to know everybody quite well and were not satisfied to stay in only one group during the whole week.

#### **4.8. SPEED DATING**

Aims and Objectives:

- To present the participants own national organisation to the others
- To get important information about other member organisations
- To exchange knowlegde about trainings and methods used in member organisations inside the ALLIANCE
- To become aware about the diversity of international workcamps and trainings of member organisations

Instructions: "Speed Dating" is not only a new and fast way to date more than one person in a very short time, is can be used to get to know organisation as well. Each participant found a time schedule at their table to fill it with meetings ("dates") with a participant of another organisation. The aim was to get as much information as possible from other organisatons about their trainings and their work in general. Speed dating has many links with the typical Alliace "bilateral" during it's Technical Meeting in March anually, where all member organisations exchanges their programmens and arranging how they will work together during the season. The meeting is usually held in a relaxed but workin atmosphere where representatives of national organisations meet each other. It's concentrated on facts and information and as well an opportunity to have a chat with colleagues from different organisations.

Report: we "dated" in pairs with different organizations, organizing a top speed schedule of 10 minutes per person. This started on time, but with everybody so enthusiastic about their organizations, (especially Bojan, who went through every single page of his 101 page presentation document), it went on far longer than expected. But it was a good chance to get an idea of what everyone was doing.

## 5. TUESDAY – DAY 2

### 5.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	Speed dating II.
11:00	<i>Coffee break</i>
11:30	Roles of a trainer
13:00	<i>Lunch</i>
14:30	Roles of a trainer
15:15	Facilitation & debriefing
16:00	<i>Coffee break</i>
16:30	Facilitation & Debriefing
18:00	Daily evaluation groups
19:00	<i>Dinner</i>
20:00	Intercultural evening

### 5.2. SPEED DATING

We continued with the speed dating process, but the general feeling was that we needed more time, people still wanted more information. There were some suggestions about adapting the timings as the natural trend was for 5 or 6 people to come together to listen to each other. The exchange of information was done better in bigger groups with more people. Another suggestion was to have 2 minutes each in the plenary to introduce their training schedule.

### 5.3. ROLES OF A TRAINER

Reporter: Martina, Abi

Aims and Objectives:

- To give a first inside in roles and responsibilities of a trainer
- To gain awareness of different parties involved in training and potential for conflicts
- To become aware of why you want to be a trainer

We did two morning sessions. In the first activity we were split into 3 groups to discuss the roles of a trainer from the point of view of participants, the trainers and the organizations. In each group we discussed 3 main topics:

1. What are your aims and objectives for a training course?
2. What would an ideal training course look like for you?
3. What are your expectations of the trainer?

After 25 minutes we had to present the information back to the whole group. Result of working in groups:

*From trainer's viewpoint:*

1. Aims and Objectives
  - Give skills, share games
  - Share experiences and ideas
  - Identify, strengths, weaknesses
  - To give confidence, inspiration, motivation
  - To teach to have empathy

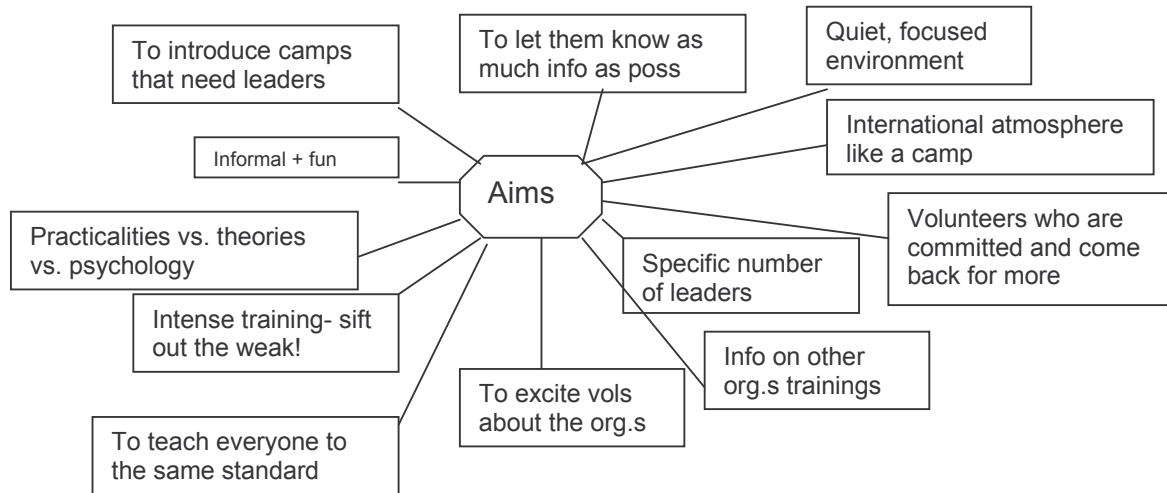
- Change of ideas, looking at it from point of view of trainer and participant
2. Ideal training
    - Good balance of participating and theory
    - Well-organized prep-team
    - To understand reasons for all sessions and games
    - Enjoyment for all
    - Positive and critical feedback
    - Debriefing and evaluation
  3. Expectations
    - To facilitate the learning process of participants
    - To learn from the participants
    - To enable participants to work in an international environment
    - To work with open minded participants

*From the participant's viewpoint*

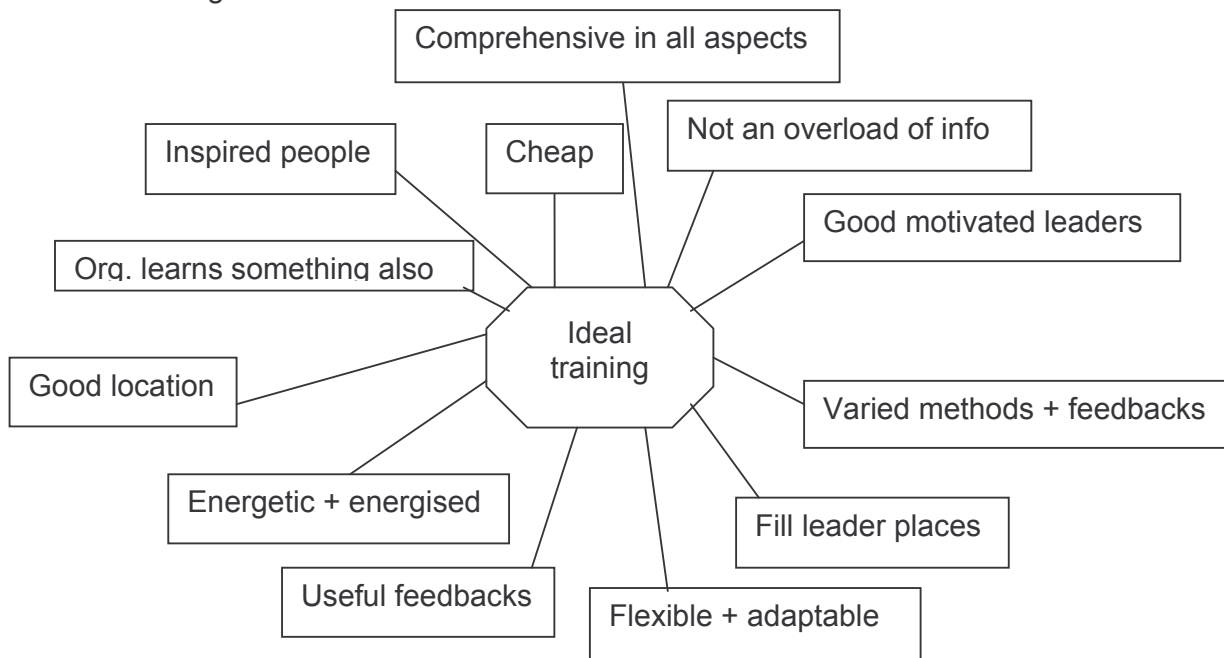
1. Aims
  - To learn new skills, both practical (cooking receipts, games, free-time activities) and theoretical (difficulties that can appear, real responsibilities leaders have),
  - To feel good and encouraged (fun, group feeling, new friends, encouragement from trainers),
  - Personal development (creativity, functioning within a group, communication and leadership techniques).
2. Ideal training
  - Have balanced both practical and theoretical parts,
  - Good, friendly atmosphere, make it fun,
  - Intercultural awareness,
  - Participants should leave with many questions in their minds and ready for their own decisions and not to have a feeling they have to follow exactly what they have been taught.
3. Expectations
  - Trainer should not be the teacher who knows everything the best, there should be free space for everyone to express himself; trainer can help the participants to realize something they have not thought about before or find some new skills they have.

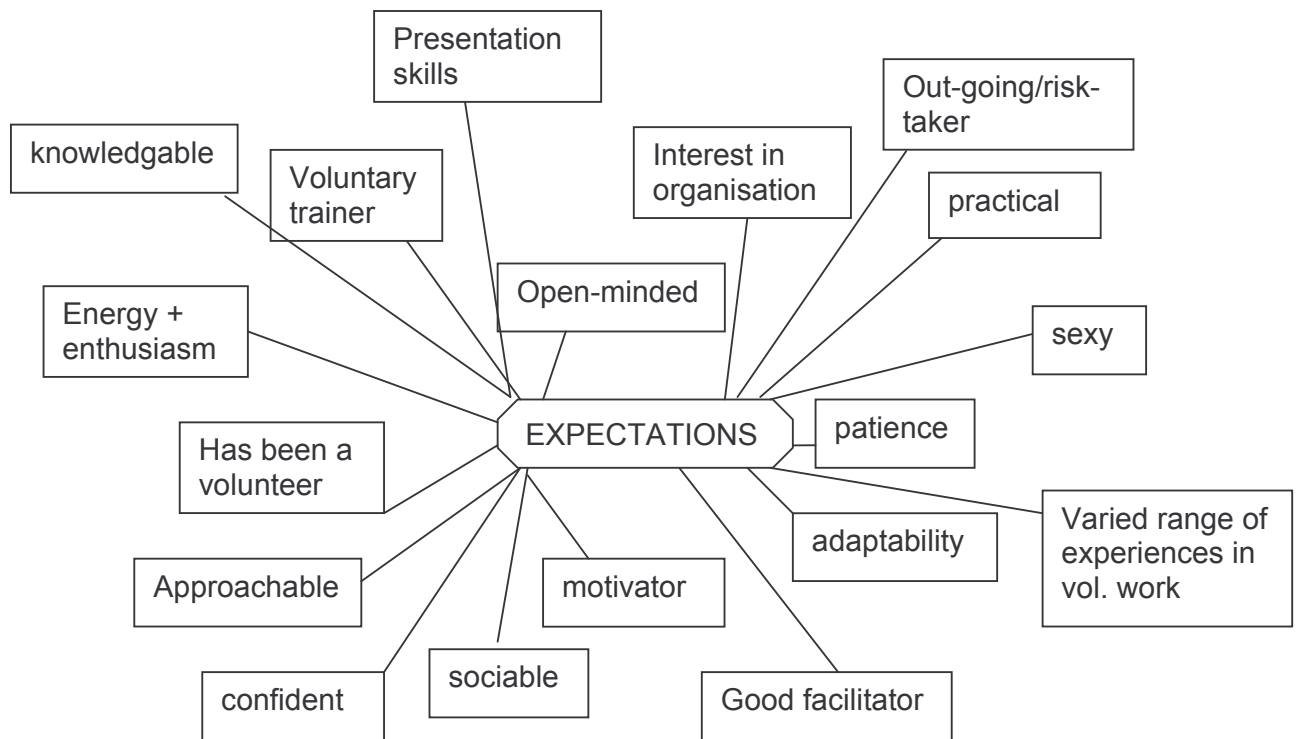
*From the organization's viewpoint*

Aims



Ideal Training:





**Expectations:**

The task for the second activity was to discuss in groups (6 groups) our experiences with trainings and what is the ideal trainer for us. The discussion ended up with making a collage presenting our opinions about the topic discussed. Then we presented our collage-posters to other groups. It was good that for the presentation we were still divided into 2 bigger groups (3 and 3) so the presentation was efficient and no one got bored because of hearing so many similar presentations.

**5.3.2. Yellow group**

Group members: Marina, Frank, SunDong, Ozgur, Antony  
 Prep-team member: Anna

Firstly participants shared their previous personal experiences in the field of trainings, both as trainees and as trainers. There was a wide range of experience inside the group. Some participants had never participated at a training before, some of them had. In spite of this fact all participants agreed on the skills that a good trainer has to have. The result of the discussion was represented on a poster with a collage and with a series of balloons where the participants wrote keywords and threw them for the audience to catch and read.

**Qualities of the trainer:**

- Good in motivating and supporting participants
- To have charisma
- The way the trainer talks to people make the people more involved
- To be inside the group, to show how analyze problems within a group, but not solving them
- Good humor
- Empathy
- Patience
- Open minded
- Flexible
- Not ironic

## 5.4. FACILITATION

Aims and Objectives:

- To gain an understanding of what facilitation is and what it isn't
- To become more aware of how facilitation affects the outcome of training activities
- To discuss about the values, pedagogical options under different facilitation styles
- To draw some conclusions for the facilitation of International Youth Activities

Definition of Facilitation:

1. to make easier or less difficult: free from difficulty or impediment (to facilitate the execution of a task, facilitating free cultural interchange, measures intended to facilitate economic recovery)
2. to lessen the labor of (as a person) ASSIST, AID

When used in connection with training activities facilitation is used to describe the things the trainer does to make it easier for the participants to reach the aims and objectives of the activity. During a group discussion this can include asking questions that makes the participants think about the current topic in a different way, or makes it easier for everyone to contribute. Facilitation can however also include the things a trainer does to prepare the locations before the activity starts. E.g. make sure the room is clean, that all the needed material is present (space facilitation).

Reporter: Kamil

The group was asked to come to the plenary room, but without the normal kindness that the trainers usually displayed.

Here the trainers played "bad trainers" who are rude, bored, not interested, confrontational, arrogant. They provoked the group using this method. The group knew that this is not real reaction from them that it is only exercise so the participants of group were sure of that. The participants started to defend themselves from such behavior and started to send fast replies (sometimes in the form of jokes) then trainers said that it was only exercise. This play was important to show us what trainers should not do, then we talked about that, also trying to find out what is facilitation and because of the contrast find such advantages and things that make trainers friendly for participants. Also quite important was that our reaction became very fast, very offensive—the group did not like dictators.

Results of the participants of a brainstorm about their understanding of facilitation:

Another word for facilitation could be "making things easier."

Some thought on facilitating a seminar:

- Good atmosphere
- Using props (materials)
- Not interrupting
- To check results
- The right time
- Place and trainers
- Encourage participants
- Asking questions
- Organized
- Listening

- Enjoyment
- Control
- Balance
- Selection of methods
- Speaking clear
- Selection methods and activities
- Adaptation
- Self confidence
- Flexibility
- No distractions

*7 Deadly Sins of Facilitation (from Engage! Interact!)*

We were given seven examples of possible ways to run a seminar—these highlighted things that should be avoided in facilitating a seminar.

1. Enforcement Affirmation
2. Designer appearance
3. Ignorant Questions
4. Pointless Pushing.
5. Enjoying the Bullshit
6. Cold Soup
7. Effortless Expertise

Then we prepared little improvisations to show these sins: e.g. two trainers asking participants about very easy things, so they patronize the participants and show they are stupid, or maybe participants do not want to ask such questions. There is no understanding, no esteem between them and in fact the group is not taking part in that what happen during the seminar. In another sketch trainer is very excited because of the “expert” who will show something to the volunteers. But this expert is too wrapped up in his own ideas, volunteers do not need to know all the unnecessary details, and only trainer is happy. Preparing the sketches were quite easy because people already knew each other and work in couples or groups had gone very well. That made easier the process of work and gives opportunity to learn faster and in a better atmosphere. Then we discussed about whole subject of facilitation. We agreed that a trainer should take care even about small things because a few small things together can bring success or disaster, that is why he should be well prepared and every seminar should be important for him, bringing him a new experience.

The group was satisfied from the way of showing this subject. Participants had chance to feel how it would feel when the trainer provided an unfriendly atmosphere, full of misunderstanding, or not wanting to share their experience—such practical lesson is a good support for theory about facilitation.

**5.5. DEBRIEFING**

Aims and objectives

- To gain an understanding of what a debriefin is
- To demonstrate the need for proper debriefing of work activities and to outline the processes and sequence of steps involved in the process.

*Method*

Reporter: Paul

The group was split into two. One group did the facilitation session while the other half did the debriefing.

The debriefing group was asked to form a circle. Without providing any explanation of the topic or the reasons for the task the participants were then asked to take off their shoes. They were then asked to rotate around the circle of shoes until the trainers said for them to stop. The participants were then told to put on the persons shoes that were in front of them. Reluctantly the participants put on the shoes, some struggling to fit into undersized shoes. We walked again in the circle. Then they were told to remove the shoes and put their own ones back on again. Then they were told without any further instruction to debrief the activity amongst themselves, whilst the trainer remained quiet and effectively “invisible.”

The debriefing sessions started hesitantly. Without a structure to follow or a facilitator to chair the discussion it proved very difficult. They first described the task and then talked about how we felt about it. People said they felt strange to be in other people’s shoes, and it was interesting to experience other people’s realities. They said that it felt good when they were back in their own shoes and made them appreciate them more. Some people could not fit into the shoes. After a few long silences we decided to make a summary. Then this part of the session was called to an end by the trainer.

The group then moved to another location and began to briefly discuss the previous task and agreed that debriefing can be difficult. The trainer then introduced the typical process involved in tackling a task by displaying the following stages on the wall:

Forming → Storming → Norming → Performing → Mourning

We agreed that sometimes debriefing is not necessary (for example in the case of energizers). However, we felt that often it is necessary. The group was then asked to explain exactly “*why*” they felt this. The following list was assembled:

- To further group building
- To clarify the purpose
- To get to know others opinions
- To analyze
- To avoid misunderstandings
- To summarize the results
- To Improve
- To identify what went wrong
- To understand if the goals were achieved
- To discuss feelings

The group went on to discuss “*how*” the debriefing should be conducted. The following list was assembled:

- Say what happened
- Discuss feelings
- Analysis
- Description of learning points
- Summarize results
- Outline improvements
- Relate it to the topic
- Link it to real life
- Make final conclusions

This order was decided upon after lengthy discussions between the participants. Finally the group assembled again to debrief the debriefing task undertaken earlier. The reasons for the activity were explained and any confusions which remained were discussed until all of the group was happy that they had fully understood the value and steps involved in debriefing and how it differed from evaluating.

## **5.6. INTERCULTURAL EVENING**

Reporter: Martina

Social committee organized an evening where everybody presented specialties of their countries—mostly drinks and food. There were some games included as well, such as presenting different countries with pantomime gestures and a blind-folded food tasting competition, where participants had to guess which country the food was from. It was surprising for me (Martina) that in Mexican food you find very spicy stuff not only in main dishes, that are mostly salty, but also sweets can be with a bit of chili in it... Hmmmm.

## 6. WEDNESDAY – DAY 3

### 6.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	Project management
11:00	<i>Coffee break</i>
11:30	Methods
13:00	<i>Lunch</i>
14:30	Free afternoon
16:30	<i>Dinner in town “La Bourse”</i>

### 6.2. PROJECT MANAGEMENT

Aims and Objectives:

- To explain what a projekt is in terms of training
- To analyse it's steps and elements
- To gain an understanding of how project management can be used in international youth activities
- To discuss and divide the different steps in project management such as preparation, during and after a project

In the plenary the prep-team introduced the schedule of the day and divided us in two groups by counting in French “un – deux.” Responsible for the 1<sup>st</sup> group were Dines, H  l  ne and Ruth, for the 2<sup>nd</sup> one were Anna, Astrid and Katja. The aim of the groups was to analyze the structure of a training.

#### 6.2.1. Group “un”

The 1<sup>st</sup> group moved to the “balloon room”<sup>1</sup>. To introduce the task they presented the project as an elephant and to structure the program we need to eat the elephant, meaning that we need to divide the elephant (program of the training) in several pieces. Participants were interrogated about the tools they need to eat the elephant (fork and knife).

*How to eat the elephant?*

- Cutting it in small pieces (session)
- Cooking the elephant
- Keeping some pieces for later (planning)

When we plan a training course we have the need to pass from a current situation, through time, to a desired one:

Current situation (need) → Time → Desired situation (results)

---

<sup>1</sup> Up from the welcome evening, when we decorated one of the rooms (opposite to the plenary downstairs) with balloons, we named it “balloon room” for all.

After that participant were divided in three groups of five by the method of “molecules.” Each group was invited to have a brainstorming about all the items needed to plan or run a training session. After this, participants were invited to place the words on the board dividing them into:

- Before
- During
- After

We then attempted to place the ideas into more specific clusters:

- Aims and needs of the organization
- Aims of the training
- Resources (accommodation, time, money, materials, volunteers)
- Profile and recruitment of participants (promotion and invitation, info pack)
- Concrete objectives (topics to present)
- Methods (HOW to present)
- Contents (welcome, theory, practice, party, free time, theme)
- Program details (structure, timetables)
- Technical issues (practicalities, materials, food)
- Ongoing evaluations
- Ongoing communication and feedback between prep team and participants

### **6.3. METHODS**

Aims and Objectives:

- To understand the basic different of learning styles
- To gain knowledge of a number of different methods that can be used in trainings.
- To start thinking about the pro's and con's different methods
- To gain a basic understanding of how to select a method, and to adapt it to the needs

Reporter: Martina

We were divided into four groups working with our trainers on different methods that can be used while running a training. We were discussing the pros and cons of different methods and giving examples of our own experiences.

Types of methods:

The following is a list of some of the methods that are used in Alliance trainings:

- Evaluation Exercise
- Energiser
- Filming
- Peer training
- Brainstrom
- Buzz groups
- Case study
- Role play
- Discussion
- Snowball
- Lecture Demonstration
- Creative arts
- Confrontation
- Closing exercise

Task: Participants had to check if they know each method and if they had a common understanding of them. For each method they tried to find examples from their own backgrounds.

At the end of the session we were given the task to prepare a small workshop on a silly topic. There were two themes:

- How to prepare a perfect cup of tea,
- How to boil an egg.

Then the groups met, two and two, and made the presentation.

Finally we completed the session by talking about factors that would influence our choice of method to use.

### 6.3.1. Report of Group 1

Group members: Dug, Zoe, Martina, Pavel, Evelyn, Paul  
Prep-tem member: Astrid

Reporter: Martina

We had fun preparing and the session was not serious at all. The important thing for me (Martina) was to realize how hard it was to pick only one method and use it accurately. It took such a long time! We were full of different methods we had just discussed. Everybody wanted to implement so many things. We ended up with using an energizer which we considered to be not only easy and funny, but also one of the techniques we were actually training in the most :-)

### 6.4. FREE AFTERNOON

Trip to Strasbourg. We spent time in chocolate shops, monoprix, fnac, the bodyshop mainly due to Katarina. A real cultural experience. And we scared the locals by doing energizers in the main square. But also the cathedral, la petite France and a beer bar (by the way, don't try and order anything else but beer in a beer bar and do not reveal your bottom *inside* the cathedral).

Dinner was a typical "tarte flambé" night and one table beat the record with 21 pizzas (lets call them by their real name) – with the help of the waiter. So some groups were happy to walk home, to help their stomachs, and some went on to the bunny bar to karaoke.

## 7. THURSDAY – DAY 4

### 7.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	Practical part
11:00	<i>Coffee break</i>
11:30	Preparation
13:00	<i>Lunch</i>
14:30	1 <sup>st</sup> Workshop
16:00	<i>Coffee break</i>
16:30	2 <sup>nd</sup> Workshop
18:00	Daily evaluation groups
19:00	<i>Dinner</i>

### 7.2. PRACTICAL PART

Aims and Objectives:

- To become able to plan and structure a training session
- To become more aware of the role and responsibility of a trainer
- To gain confidence in planning and running a session
- To work on a topic which is very important for participants work in their organisation and to improve their knowledge about it
- To practice how a session in a training course can look like and to get to know how to prepare this.
- To choose and adapt different methods and activities in an international group

Reporter: Martina

The morning started with a very big task to get ready for performing our own session on different topics. The day before we wrote down our preferences on the following topics:

- Communication
- Group development
- Motivation
- Intercultural learning
- Leadership skills

The day before we got a paper with the different topics for the next two days. Each participant could make a first and a second choice. In the beginning of this session the prep-team told us in which group we will participate and on which topic we will work on. It was interesting to see there were not enough people who chose leadership skills—this is quite important even for trainers 😊. Each group had one trainer available to help with preparation if needed and also was provided with some materials to help and inspire.

### 7.3. 1<sup>ST</sup> WORKSHOP - COMMUNICATION

Group members: Frank, Ivette, Liv, Onur, Abi  
Prep-tem member: Astrid and Helene

Reporter: Abi

### 7.3.1. Preparation

Firstly we got together to discuss our own experiences of being trained in communication. We explained ideas, theories and exercises that had been presented to us and wrote them down to be looked at later. We realized we'd got ahead of ourselves and stepped back to look at what our aim would be and what our objectives would look like.

Our aim was to realize the importance of communication within an international camp, and to highlight the difficulties when we are not efficient in our communication or when certain factors are involved (such as, only being able to use words and no action or expression).

We had many objectives and many different ideas of how we might present these issues—there was a lot of disagreeing, but eventually we narrowed down our ideas to what we believed was essential and then disagreed a bit more! There was a lot of healthy debate in our group and we covered a lot of opinions and spent a lot of time trying to convince the others of the relevance and need for something. There was good connection and understanding in the group—we all spoke our thoughts and fun in the process.

### 7.3.2. Program

Our program consisted of an introduction brainstorming what communication means to us, and setting out our objectives and aims. We then presented a role play of how different ways of communicating to someone the same information has very different effects on the person, e.g. screaming at the person will only induce panic and not the desired effect. We then presented an exercise where participants were back to back—one person had a diagram and had to explain how to draw the diagram to other person who then had to draw it! Some people were given plain paper and others with squares, some were given the diagram in landscape and others in portrait- lots of other factors proved to be problems as well, such as talking in sizes—English people do not know how large a 2 Euro coin is!

We then held small debriefing sessions and attempted to illustrate and apply these ideas and problems in workcamps. Our conclusion had to be dropped, as there was no time for it!

### 7.3.3. Reflection

Being the first group was an incredibly difficult thing to do and the actions of others greatly influenced our session that we did not realize—but was a good lesson for all involved. The lateness of one group meant we started late and did not realize our time was knocked off—so we were unable to complete our conclusion. Due to this situation everyone was very uncomfortable about feeding back any critical comments—so I feel like we did not learn very much from our audience—I can only take away with me what I learnt from within the group—which I am sure is a very different idea from how we were perceived from outside the group.

## **7.4. 2<sup>ND</sup> WORKSHOP – GROUP DEVELOPMENT**

Group members: Sundong, Kadri, Katerina, Marina (HUJ), Doug, Bojan

Prep-tem member: Ruth

Reporter: Katrina

#### 7.4.1. Preparation

We were in the group of group development and our target group was participants who wanted to be trained for camp leaders. We had 2½ hours to prepare it and 1 hour to present the whole session.

At the beginning Ruth (prep-team member) gave us some written materials, explained them a little bit and said that whenever we thought we needed help we could ask for her.

First thing to do was to agree on how we were going to organize the planning. After that we decided to make a schedule for the planning.

1. Reading materials (10:30 – 11:00)
2. Aims and objectives (11:00 – 11.15)
3. Methods and methodology (11:15 – 11:30)
4. Structure (11:30 – 12:30)
5. Schedule (12:30 – 13:00)
6. *Lunch* (13:00 – 13:30)
7. Facilitation and rehearsal (13:00 – 13:30)
  - Find the materials needed
  - Make the place comfortable
  - Set up the time limits

The bad thing is that at the first two hours we were talking (in time, smoothly, perfect, bit ..) only about group building. And then Sundong said that group building is one of the ways to accomplish group development, but not the only one. Then we felt like “OK, it’s time to panic.” But fortunately the team spirit worked too good and we did everything in almost 45 minutes. The problem was that the terms were not clear to use before we started. So we agreed that group building is a tool to achieve group development. So we had to keep the following in mind:

**What** is group development?

**How** can we achieve a good group in a camp?

**Why** is it important?

So we concluded that our aims and objectives would be to let the participant understand the what, how, and why.

After a quick brainstorm we decided to introduce the first theme as a quick lecture, using a flip chart, and then show them ways of achieving this through group building, and in the end to answer the question why it is important. So we chose as methods: energizer, presentation, working in smaller groups, and a closing exercise.

We then agreed on the following draft schedule for the workshop:

16:30 Introduction (Doug)

16:40 Energizer

- Molecules (Marina)
- Clapping hands (Sundong)

16:50 Group work

17:05 Presentation of group work and discussion of results

17:20 The key tips

17:25 Closing exercise

#### 7.4.2. The session

For the introduction Doug started by presenting our aims and objectives of the session, and then presented the schedule (on a flip chart). Katerina then explained that they would play two games to give them an idea of ways to achieve group development. So Sundong took the floor and said to everybody to stand side by side in a circle and everybody had to clap his hands right after the one before him. It was a bit difficult to do and caused some people problems. The Marina took the floor and told the participants to play molecules. That was a good way of splitting up the participants in three groups of six so we could continue to the next step. But we had the number of participants wrong and we had four groups of six instead of 3 groups. So at the last moment Katerina had to apologize for the mistake and split the four groups in of three.

In the smaller groups the participants had to discuss the following three topics:

- Group development during the work
- Group development between participants
- How can it be improved

After the discussion each group had to present the results of their discussion to the other participants. Sundong and Katerina facilitated the first group, Marina and Doug the second, and Bojan and Kadri the last.

The Kadri took the floor and concluded that there was always a balance between the three groups (people, relationship, and procedures) so that our aim is fulfilled.

We then moved the group into the other room and played a closing exercise which was: Everyone is sitting on a chair, side to side, making a circle. The first one is rubbing his hands on the person on his right hand side, who then had to do the same to the person on his right hand side.

#### 7.4.3. Debriefing and evaluation

First we asked the participants how they felt, if they thought they had understood the aims and objectives of the session and if they had any remarks. They said that the clapping energizer made some of them a bit embarrassed because that could not do it well. It was also mentioned that the problem with splitting up the groups was not good and confused them a bit and that we had to adjust the tasks to the groups needs. But they said that they like the way we worked and that they understood what is meant by group development.

The prep-team said that we did a great work for the debriefing, we worked as a team, we were on time, and we had achieved our goals. Even if the session was not perfect we went through all of the things we had learned about planning a session, a got to try to facilitate and run a session. Changing the room was also mentioned as a good idea.

## 8. FRIDAY – DAY 5

### 8.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	3 <sup>rd</sup> Workshop
11:00	<i>Coffee break</i>
11:30	4 <sup>th</sup> Workshop
13:00	<i>Lunch</i>
14:30	5 <sup>th</sup> Workshop
16:00	<i>Coffee break</i>
16:30	Evaluation of workshops
18:00	Daily evaluation groups
19:00	<i>Dinner</i>

### 8.2. 3<sup>RD</sup> WORKSHOP – MOTIVATION

Group members: Daniela, Marina, Martina, Pavel, Rianne, Xudra

Prep-tem member: Anna

Reporter: Martina

#### 8.2.1. Preparation

The first step in our group was to express everyone's motivation to join the group and find out what does "motivation" mean for us. It showed we have chosen this topic, because we intensively felt motivation is something very important to be aware of, but at the same time very hard to explain or train, because it's included in every activity you are actually doing and once you start to talk about it, it loses its spirit.

We started with brainstorming two questions:

- What is motivation?
- What motivates/demotivates you?

The brainstorm went on well—we had many things to say. But my personal feeling was we are not getting any further. We had no idea how to put these motivations and demotivations into order and give structure to them. It was very helpful for us to get some materials from our facilitator that inspired us. As we felt this topic to be very theoretical and we experienced other groups using methods of games etc., we wanted to try something that is usually seen as more boring part of a session—the lecture.

#### 8.2.2. Program of the session:

1. Introduction
2. Dividing into two groups – Cooking pizza:  
Everyone gets paper with an ingredient for pizza (water, flour, cheese, tomatoes, shrimps, and pineapples) then there must be groups formed according to ingredients needed for pizza, there cannot be two same ingredients in one pizza; at the end every group must give its pizza a name.
3. Two groups working separately on two topics (motivation, demotivation):
  - Brainstorm using the method of throwing an imaginary ball to each other while trainers were writing down ideas,
  - Lecture on the model of Maslow's pyramid of needs with links into real life,

- Structuring the demotivations and motivations according to levels of pyramid,
4. Meeting of both groups back in plenary and comparing the pyramids.
  5. Game – Life pyramid:  
Everyone gets a paper with different needs the task is to put the people into the shape of a pyramid and talk with them about the place there are inside the pyramid and what do they think about it.
  6. E-forces: presenting a model that backs up the theory of what motivation is.
  7. Distributing handouts with practical tips on how to motivate people and “Red flags”—what could be the sign of volunteer losing motivation.

#### 8.2.3. Reflection

Just before performing the session we found ourselves quite unprepared and stressed. There were quite essential changes made just before the session started and some of us felt really uncomfortable with it. The session started very well and the people were interested, but just after we presented the Maslow's model it was seen how we were losing their attention. Something went wrong and we did not know what it was and could not help it at that moment and felt really frustrated about it.

#### 8.2.4. Conclusion

Even though we were finishing our session with very despairing feelings it was the session that had the best debriefing. We got a lot of feedback and everybody has learnt a lot out of it.

Some hints to remember:

- You really have to prepare well if you want to work with a theory and apply it,
- Be ready to discuss with your audience and not to be pushy,
- Let the participants speak and express themselves otherwise they feel useless,
- Once you let participants speak, do not try to give your better and best suggestions unless they ask for it or get stuck,
- Be aware of your role, you are not a participant, but a trainer and participants perceive you like that (the psychological effect is very strong),
- Share the roles with other trainers and have them well divided.

### **8.3. 4<sup>TH</sup> WORKSHOP – INTERCULTURAL LEARNING**

We started with a great energizer where we had to get into a circle, and tell the person on our left, how we say hello in our countries. They then turned to the next person in greeted them. It was really surprising and interesting.

Then we had an international identification exercise. Paul gave each of us a chart with questions on it. You answered the question and followed the correct line to the next question. This eventually led us to a particular country. We found most people chose a different country to the one they lived in. This showed us that stereotypes are not always correct.

Then we were given a piece of paper with Eskimo, Japanese, or French written on it. We had to go around the group greeting the others in these ways (e.g. rubbing noses) to find our fellow group members.

In our groups, we looked at a case study of a situation where cultural differences caused problems. Here are the examples:

1. You are a participant on a work camp in Japan. You have just arrived and everything is going well. That is until a Japanese girl arrives late. When you are all greeting each other you go to kiss her on the cheek. She seems very uncomfortable and quickly moves away from you...

- How does this make you feel?
- What could your leader do to make the situation better?

Additional question...

- What things might an international volunteer think is strange in your country?

2. You are placed on a workcamp in Morocco. On your day off you go to a local market. You try to buy something from a trader. You offer him your money with your left hand, but he refuses to serve you. He says something to you which you do not understand. He looks at you angrily. It seems you have offended him...

- How does this make you feel?
- What could your leader do to make the situation better?

Additional question.

- What things might an international volunteer think is strange in your country?

3. You go to Bulgaria to join a workcamp. On the first day you are talking to a Bulgarian member. It seems that communication is breaking down. You just asked him a simple question to which you were expecting him to answer with yes. However, he is shaking his head at you. You ask him again thinking that maybe he has not understood you properly but he still shakes his head.

- How does this make you feel?
- What could your leader do to make the situation better?

Additional question.

- What things might an international volunteer think is strange in your country?

We discussed why it happened, how you felt and what the leader would do. Then we shared our own experiences.

Then we brainstormed on things that people would find strange about our own country. We presented these ideas to the whole group and grouped them under Feelings, Leader Action, and Own Country.

#### 8.3.1. Evaluation

We agreed this had been the best workshop. The activities were well planned and showed their aims. Although we also thought that it was a fairly fun and maybe an easier topic to do.

#### **8.4. 5<sup>TH</sup> WORKSHOP – CONFLICT MANAGEMENT**

Instead of a report of the group, we will present you the introductory material that the prep-team gave to the participants in order to prepare their sessions:

Dear group,

you are going to prepare a session on conflict management, and will be responsible for running and evaluating the workshop. You will have 2 1/2 hours of preparation time to plan the workshop, which should last one hour followed by 15 minutes of evaluation.

The purpose of planning and running the session is to try out some of the things we have been discussing during the session, but also to give you room to experiment with new methods which you would like to try. The workshop will hopefully give the others some ideas of what a session on conflict management can look like, but the workshop does not have to be perfect, do what you can in the available time.

- Before you start planning the session it might be advantageous to discuss some of the following questions in the group so you all agree on what you want to focus on.
- What is a conflict?
- What are the advantages and disadvantages of different ways of handling conflicts?
- Are conflicts always bad?
- What are the most challenging aspects of managing conflicts?

Based on this discussion you should be able to agree on the aims and objectives of the session, and start working on the structure.

While planning the different parts of the session try to remember the workshop, and think about how the methods you select might affect the outcome of the session. If you know a specific method that you like you can use it, or you can take the opportunity to experiment, trying a new method that you think is interesting.

Please use the empty session plan as a frame while planning the session.

The rest of this hand out includes different types of information about conflicts and how to handle them that you can use while planning your session.

Important points for your presentation:

- Consider using different methods to keep the attention of the audience during the entire session
- Make a schedule for the session and try to stick to it
- Start by explaining what the aims and objectives of the session are, and try to conclude on these at the end of the session
- Decide how you want to run the evaluation at the end of the session, how you facilitate the evaluation
- Kick-start the audience in order to catch their attention. E.g use energisers.

- The submitted material is meant as a possible inspiration for you to use or disregard as you please. Don't hesitate to ask for help if you are in need of ideas or inspiration.

Good Luck and Have Fun!

## **8.5 EVALUATION OF WORKSHOPS**

Reporter: Abi

We got into 4 groups and were all given a large piece of paper on which to write our thoughts on various issues. The papers were then circulated and we continued the brainstorming, adding and commenting on previous ideas already written on the paper. We continued this until all issues had been brainstormed and written about. We then came back and fed back to the whole group.

The topics we focused on were:

- How went the preparation of the session? (Problems/difficulties?)
- How went the session itself?

These questions were asked to the group who run the session. And the following questions were for all participants:

- How was it to participate in the session?
- What are the results and outcomes of the session
- What can be improved/changed the next time? (

This session was particularly important as it informed the prep team of what we hadn't covered, what we wanted to know more about, and how they could structure our last day.

We all used the evaluation and debriefing in the end of the sessions intensively to feedback from our experience we made while preparing, running or participate in the different workshops.

## 9. SATURDAY – DAY 6

### 9.1. PROGRAM OF THE DAY

08:00	Wake up
08:30	<i>Breakfast</i>
09:15	Energizer
09:30	Training in the Alliance
10:00	Structuring a future training
11:00	<i>Coffee break</i>
11:30	Open Space
13:00	<i>Lunch</i>
14:30	Open Space
16:00	<i>Coffee break</i>
16:30	Evaluation
18:00	Daily evaluation groups
19:00	<i>Dinner</i>
20:00	Farewell party

### 9.2. TRAINING IN THE ALLIANCE

Reporter: Martina

In morning there was a presentation by the Alliance treasurer François. He gave us brief information on how the Alliance came to the idea of doing Training Courses like ours. The thing that inspired us and attracted (at least some of us) was a working group on training needs which was build at the general assembly in 2003. That group should serve as a platform to exchange experiences and possibly work more not only on training need and development, but also on new topics and ways to use this resource of trained and hopefully experienced people.

### 9.3. STRUCTURING A TRAINING

Reporter: Martina

The first task was to work out a brief program for TtT 2005. We were working in groups again and tried to include things we missed or felt to be important to work on more. Then every group presented the program in front of the others. Most of the groups were actually preparing the program for our own follow-up. There were some nice new ideas about making workshops on topics that are not that close to our own experience, it means not only trainers of future camp-leaders. We were thinking about a trainer in a wider context. It would be nice to have some hints on work with different social groups. There was also suggestion to try to focus more on what are the possibilities to co-operate within the European Union.

### 9.4. OPEN SPACE

The prep-team introduce the Open space technology to the participants as a technique which gives them the opportunity and space to cover the topics they missed during the training. Due to the fact that there was not enough time for a “real” Open Space, the method was adapted to the limited time and the conditions of the participants.

After a short introduction and a brainstorm about the topics of the workshops, the participants started to fill the empty agenda with their ideas and needs. The whole afternoon was filled up with these workshops. You will find a reports of a very intensive workshops – as an example of the discussed themes - below:

Reprot of Liv's trouble-shooting group:

Liv, Zoe, Ondra and Abi discussed how to keep active volunteers of an organization ACTIVE. We talked about what the next steps for volunteers after a workcamp could be- setting up their own camp, for example. To continue creating new projects and ideas by the volunteers themselves. We talked about setting up an international event or maybe a week-end seminar in your own country where volunteers are invited to come along with their ideas and start to put them into action. At the event we would provide them with the knowledge and motivation they would need to set up their own camp.

We also talked about other events to keep volunteers involved and spreading their ideas and contacts, e.g. week-end events within our organizations, meetings between different organizations in the same country to share ideas and experiences, leader's reunions, the post-camp event

### **9.5. EVALUATION OF THE STUDY SESSION**

The last part of the study session was designated to evaluate what the participants experienced during the last 5 days in the EYC in Strasbourg.

The prep-team had chosen different methods to evaluate:

1. Questionnaire which was given to the participants to fill it individually
2. Evaluation in the "daily evaluation groups"
3. Plenary presentation of the participants of the things they liked, they disliked and which they would have changed

Reporter: Martina

It was interesting, very long and quite emotional :-) The positive topics referred most to the very good group feeling, meeting nice and interesting people that will be very hard to leave, having a great time through the whole study session and learning a lot. The negative topics that come up were complaining of bad kitchen concerning both staff and meal, uncomfortable pillows, too small toilets and being tired of parties.

### **9.6. THE GOODBYE**

Reporter: Abi

We got into one final big circle and went from person to person telling them how we felt about them, life, anything and goodbye. This took forever and was very sad, but also quite liberating and new for me to speak so openly about my feelings to someone else's face- I gained a lot from this experience but also had trouble dealing with the more awkward goodbyes where I struggled to find something to say.

Later on we spent the evening partying (rather depressedly) and writing letters to each other to put into their bags.

The secret friends were revealed by going around and kissing everyone to see if they kissed you in return and revealing their secret to you.

### **9.7. CONCLUSION**

This study session was a great opportunity for the Alliance to work on the topic of basic skills which are necessary to run a training course with an international focus. The feedback and the evaluation of the participants were more than positive. And the prep team is hoping that they will continuing their volunteer work with trained and reflected skills. As well this study session helped the Alliance to become more aware

about the needs and skills of volunteers and staff members in their member organisation. This will be included in the development of new training courses and study sessions in the future.

## 10. APPENDIX

### 10.1. GAMES AND ENERGISER

**Circle:** All participants have to make a circle following the alphabetical order of their names. To check if the circle is correct all participants, starting from A, have to tell their own name.

**Ball:** In a circle you are throwing a ball to somebody and you must say your name and then the name of the person you are throwing the ball to. You can pass the ball only to another person that has not already caught it once. We tried several times in order to reduce the time of the game to 30 seconds.

**Blanket:** In two groups two people are holding a blanket and members of each group are hidden so that the other group cannot see them. From each group one person is chosen to sit facing the blanket and at the moment that the blanket is down you have to say the name of the person that you are facing before he says yours. The loser becomes a member of the other group. The winner is the group that has more players. After the name games there was music (Paul and Özgür were playing the guitars and Nicholas drums and all the others were singing) drinks and talks. And also some more games.

**Pig:** One person takes an object and announces it is a pig. The object is passed around the group and everyone in turn must say which part of the pig they would like to kiss. The object then circulates the group again, but this time you have to you're your neighbour on the area you chose previously.

**Molecularcar:** Participants, standing in a circle, are invited to play a game in which everybody has to touch their head, then the shoulders, then the knees and toes (the last part you do twice). Then they continue by touching their eyes and ears and mouth and nose, followed by head, shoulders, knees and toes (the last part you do twice). Everybody has to sing. The rhythm of the game increases more and more.

**Horse Racing:** The participants are supposed to create a close circle, where everybody is near each other and each one is a cowboy. There is one facilitator and everyone follow his orders. With the first order, everyone starts to clap on his own knees. If the facilitator says "There is a rock" everyone is supposed to jump in the air, if he says "There is a tree" everyone is supposed to kneel down, if he says "Turn left" everyone claps on the knees of the person who is on his/her left, if he says "Turn Right" everyone claps on the knees of the person on his/her right. If he says "There is journalist on the right/left" people turn to that direction, tie their arms and smile for the photo in a cool way. If the facilitator says "There is a beautiful girl on the right/left", people turn to that direction and swing hands while they smile for the girl. Have a nice race!

**I saw a bear in my dream:** Everyone comes together and they stay very close with each person's shoulder touching the others. They make a line and they only stand up at the beginning. The facilitator stays at the beginning of the line and says "I saw a bear in my dream last night and he did like this" and he raises his right arm in the straight direction. After he does this, everyone does the same. Later he says "I saw a bear in my dream last night and he did like this" and he raises his left arm in the

straight direction and everyone does the same. Again he says “I saw a bear in my dream last night and he did like this” and he kneels down on his knees but knees not in the floor. He finally says “I saw a bear in my dream last night and he did like this” and when everybody is in the same situation, kneeling down (bending their legs at the knee) and arms out straight ahead and everyone’s shoulder should be touching closely. In the end, the facilitator pushes the person near him with his shoulder and this goes like a wave and everyone falls down one by one.

Bear: Firstly, one participant lied down pretending to be a dead tree. They could not move and they had to have their eyes closed. A bear (facilitator) was trying to make them move, laugh, react in order to have them out of the game? The last who resist on the floor wins.

Hat tat tat tat:

Make a circle!

HAT TAT TAT (clapping hands on thighs to the rhythm)

HAT TAT TAT

GOOLI GOOLI GOOLI GOOLI (wiggling fingers in front of chin and above your head)

HAT TAT TAT

AWAYO AWAYO (swaying arms from side to side above your head)

GOOLI GOOLI GOOLI GOOLI

HAT TAT TAT

Repeat with more speed. Then on all the HAT TAT lines you must slap the thighs of your neighbor on your left, and all your GOOLI’s—you must wiggle your fingers in front of the person on your right—do not forget the AWAYO’s in between! Repeat faster and faster until you can do no more!

Earthquake: People are divided into groups of 3. In each group, two of them join hands and raise them in the air to form a house. The third person (inhabitant) stands in the middle- whichever way the inhabitant is facing tells you which of you is the left wall and which is the right wall. So, there is an image of a house with two walls and one inhabitant inside it. There should be one person leftover (homeless person), they have the choice to change all the walls or inhabitants around, while at the same time finding a place for themselves. If they shout “right wall”, all the right walls have to swap places, and the homeless person must find a new home quickly. The same happens if they shout “left walls” or “inhabitants”. If they shout “earthquake” everyone must change places and make new houses.

Pamela Anderson: Make a circle. Think of several things or persons you can imitate within three people: e.g. Toaster, Popcorn, Pamela Anderson, Marliyn Monroe, Mafia, Washing Machine, James Bond, Food Mixer. The facilitator demonstrates how each person must act if you are in the middle or on either the left or right side of the person chosen to be Pamela Anderson (for example). One person is in the middle of the circle and has to choose somebody to imitate the thing or the person. If this person or the persons on his left or right do not act fast enough [for example within 3 seconds] he/she has to go to the middle of the circle.

### Hold Me Up!

We made a circle, got a paper with number on it, remembering this number but keeping it secret. We were holding each other's arms and followed the instructions of the leader. If he says somebody's number that person should lean on the arms of his neighbors, trust them and believe they will be supported by them and then jump up lifting their feet off the ground. We made a first try with number seven and it worked. Then the leader exchanged the paper number seven with another paper and we did a second try. It was number twelve. After that everybody fell down as we all had the same number on the paper.