



Education and Culture DG
'Youth in Action' Programme



FACILITATING LEARNING

**How to design and manage
learning / educational processes
in short-term Youth in Action projects?**

3rd – 7th March 2012, PREDDVOR, SLOVENIA

Trainers: Simona Molari and Matej Cepin



JUGEND für Europa
Deutsche Agentur
für das EU-Programm
JUGEND IN AKTION



1. Introduction

As Youth in Action is an educational programme, "learning" and the development of competences are or should be core elements of each Youth in Action project. But as so often, this is more easily said than done, especially when the activity itself is as short as the average youth exchange or training and networking activity. So how to make them a real learning process for participants in spite of their short duration?

In order to answer this question the training course will first look into learning in general, exploring how learning works for each of the course participants, then supporting the findings with a bit of theory about learning, and then transfer all this to the specifics of facilitating learning in international activities. On this basis the training course will have a deeper look into each phase of a short-term activity (preparation, activity, follow-up) and explore how it can be used to support the participants' learning process.

We are convinced that all the phases of a project are important for the participants' learning process. Therefore, "Facilitating Learning" consists not only of the training course itself, but includes a preparation phase with an introduction into the topic of learning and follow-up / mentoring phase with support and feedback for the development of participants own projects (until June 15th 2011). It is therefore required that participants contribute actively to all the phases of the training course.

2. General data about the training course

Aim of the training course

The training course "Facilitating Learning" aims at developing competences to facilitate learning processes within short-term Youth in Action Projects, with a particular focus on youth exchanges.

Objectives

Participants had the opportunity to:

- develop competences to create and support structured non-formal learning / educational processes in the framework of short-term Youth in Action projects;
- explore the concept of key competences for lifelong learning and its relevance for short-term Youth in Action projects;
- understand the importance of the different phases of the learning process (preparation, activity, follow-up) and the participation of young people in each of them;
- explore the specific learning potential of international projects (in comparison to national ones);
- experience Youthpass as a tool for the recognition of non-formal learning in Youth in Action.

Target group

"Shaping learning" was an international training course open for **youth workers** in charge of managing short-term Youth in Action projects.

The participants should:

- be in charge of managing short-term Youth in Action projects;
- have at least once applied for a short-term Youth in Action project (e.g. youth exchange, training and networking activity);
- be engaged in all three phases of the activity (preparation phase, activity, follow-up / mentoring phase supporting the further development of own projects);
- attend the TC in full length and actively participate in all activities.

Programme concept

Programme itself was basically structured in 3 parts. Aim of the **1st part** was to discover principles of learning through the following topics:

- Where does learning start?
- How do I learn?
- How do I know that I learn?
- How do I facilitate learning?

Most frequently used methods included role-playing, individual tests, group discussions, outdoor activities and similar. Work was focused on reflection of every individuals learning processes – through observing themselves and others participants had the opportunity to gain new knowledge about learning processes.

The **2nd part** (day 3) was kind of a transition between 1st and 3rd part. Its main topic was learning in international youth work activities. It consisted of 2 subtopics: 1) characteristics of learning in international youth work activities and 2) Identifying possible learning situations in short-term international youth work activities.

The **3rd phase** (days 4 and 5) was the “how-to” phase. The aim of this phase was to develop methods, reflect facilitation / coaching styles and informal learning outcomes in every specific phase of project cycle:

- Project Planning
- Preparation of the project
- The Activity
- Evaluation, follow-up, reporting and dissemination.

Pre- and post- phase of learning were also included into this TC to increase learning outcomes and to transfer knowledge into practice of youth work more efficiently. **Pre-phase** was done through so called “Personal Learning Journals” where participants had the opportunity to reflect upon their formal, informal and non-formal learning situations before the TC. **Post-phase** is still running and consists of individual work between trainers and participants on their own future projects (counselling, coaching).



Programme of the TC

2 nd March	3 rd March	4 th March	5 th March	6 th March	7 th March	8 th March
Arrivals	<p>WHERE DOES LEARNING START?</p> <p>Getting to know each other</p> <p>Learning objectives</p> <p>Time table</p> <p>Intro to TC</p> <p>Outdoor activity</p> <p>Learning experience</p>	<p>HOW DO I KNOW THAT I LEARN?</p> <p>Self-assessment</p> <p>Key competences</p> <p>Youthpass</p> <p>Life long learning</p>	<p>LEARNING IN INTERNATIONAL YOUTH ACTIVITIES</p> <p>Specifics of international youth work as a field of learning</p> <p>Facilitation of learning processes in international youth work</p>	<p>LEARNING IN INTERNATIONAL YOUTH ACTIVITIES</p> <p>“How to” Phases 1 and 2: Planning and preparation</p>	<p>LEARNING IN INTERNATIONAL YOUTH ACTIVITIES</p> <p>“How to”: Phase 4: follow-up, evaluation, dissemination</p> <p>IMPLEMENTING YOUTHPASS PROCESS</p>	Departures
	Lunch	Lunch	Lunch	Lunch	Lunch	
	<p>HOW DO I LEARN?</p> <p>Sources of learning</p> <p>Formal, non-formal, informal</p> <p>Learning styles</p>	<p>HOW DO I FACILITATE LEARNING?</p> <p>Planning learning</p> <p>Debriefing, reflection</p> <p>Steps</p>	Free afternoon in Ljubljana	<p>LEARNING IN INTERNATIONAL YOUTH ACTIVITIES</p> <p>“How to”: Phase 3: Activity</p>	<p>Closing the cycle</p> <p>Participants' own Youthpass</p> <p>Evaluation</p> <p>Introducing mentorship phase</p>	
	Dinner	Dinner	Dinner	Dinner	Dinner	
Welcome evening	Presentation of Youth in Action	Intercultural evening	Dinner in Ljubljana	Salto SEE presentation	Free evening	

Participants' profiles

20 participants aged from 20 to 45 participated in the course. Participants came from Albania, Bulgaria, Cyprus, Denmark, Estonia, Germany, FYRO Macedonia, Malta, Norway, Poland, Portugal, Serbia, Slovenia and Turkey.

Participants had different level of experience and represented a good mixture of youth work / professional backgrounds. The group as a whole was much more skilled in planning short term international youth work activities as projects than in planning learning process of these activities. So, in this perspective the training programme was responding to their profiles very well.

Trainers

Team of trainers was composed by Matej Cepin (Slovenia) and Simona Molari (Italy). The good mixture of their experiences, approaches and methods was an enriching element for the success of training course. During the preparation meeting and later during the training course trainers developed a good and stable model of cooperation that allowed them to discuss emerging issues efficiently and respond to participants' needs.

Furthermore, the team was composed by Tadej Beočanin (Slovenian NA) and Maija Lehto (from SALTO SEE). A very good collaboration between the team members was really much appreciated and had an impact to the relaxed and constructive atmosphere in the team work.

3. Programme flow

Timing	Session - how do we call it	Objectives – why do we do it	Detailed methods - how do we do it	Material - what do we need	Who
Arrival day, 2 nd March (Friday)					
WHERE DOES LEARNING START?					
21.00	Welcome evening	<p>To start to get to know each others</p> <p>To encourage informal communication</p> <p>To start the group building</p>	<p>Step 1 (15 min): Informal welcome and intro by Tadej. Circle of names and countries with “give me the right and left hand for my hobbies” name game.</p> <p>Step 2 (10 min): Practicalities and announcements (where and when we meet tomorrow, check if everything is ok, rooms, smoke policy...)</p> <p>Step 3: Participants get material to produce their own paper tie, they should write their name and 3 main characteristic of themselves, two are true and one is a lie. With welcome drinks going around with their papers ties and discover what is true and what not.</p> <p>Welcome drink and informal being</p>	<p>Paper, scissors and pen to make ties, paper tape</p> <p>Welcome drinks (alcoholic and soft drinks) and snacks!</p> <p>Soft music and nice atmosphere in the mirror room at the castle</p>	Simona & Matej
Day 1, 3 rd march 2012 (Saturday)					
9.00	Intro TC	To start officially the training course	<p>Step 1 (10 min): Tadej officially welcomes people at the course briefly explaining their decisions to host the course.</p> <p>Introduction who is the team, who is doing what</p>		all

			in the TC, team roles and technicalities. Trainer presents short what is the program of the day		
Getting to know each other	<p>To start to know each others</p> <p>To start building the trust in the group and the group atmosphere</p> <p>Raise awareness on the learning principals in culturally diverse groups and environments</p>	<p>Step 1 (15 min):</p> <ul style="list-style-type: none"> -Short round with names and countries. -Molecules to learn names -Blanket competition of names <p>Step 2 (30 min): in the mirror room a group dynamic activity/getting to know "Mission Impossible" (related to culture). Participants get a paper with the instructions for the activity. Their task is that as long as music play they have 12 questions to find answers among participants. The questions in the paper is related to the different aspects of culture and people</p> <p>Step 3 (5 min): When the music stops playing participants are asked if they discovered all the answers to the questions in the letter. If not people can clarify them by asking for the missing information.</p>	<p>Music player, the music of "Mission Impossible" in long version</p> <p>Prepared letters for each participants with all questions</p> <p>Prepared papers with tasks to fulfill in the activity (see the attachments "Mission Impossible and "discovering Slovenian environment"</p>	simona	
Time Table and program view of the week	<p>To recall the main aim and objectives of the course</p> <p>To have the whole program view on the wall</p>	<p>Step 1 (15 min.): Going back to the "castle room", trainer explain the main aim and objectives of the course, and the program of the week.</p> <p>On the wall there is a prepared grid which show the different part of the week, and while explaining the different part of the program trainer sticks them on the empty spaces.</p>	<p>Colored paper, scissors, glue, tape, big paper to draw the weekly program, colored pencils and markers</p>	simona	

	Learning objectives	<p>To reflect about what do I want to learn in this course?</p> <p>To start the process of support learning, and dialogue process in learning (learning friend)</p> <p>To start the process of reflection about their learning of the day</p>	<p>Step 1: think individually and identify your learning interests , write them on a post-it and stick them on the program where is appropriate.</p> <p>-a couple of min time to see what is on the wall</p> <p>Step 2 (20 min): Individually preparing their own learning diary that they will keep for the whole week to write down their learning achievements (lighting moments)</p>	<p>Papers, scissors, tape, colors, markers, old magazines, and all kind of creative material that can be used to prepare a learning diary</p>	simona
11.00-11.30 coffee break					
11.30-13.00	Outdoor activity	<p>Participants share learning situations and results from their personal diaries.</p> <p>Teams of participants go out and try to present the answer to the question: “How does learning work?” using materials from the nature.</p> <p>Participants start to think about learning in broader context.</p>	<p>Introductory ice-breaker: “Could you show us with mimics what would you do now (Saturday morning) if you were not at the TC. Other participants guess.</p> <p>Snowball method: What is learning for me? Write a definition (individual – pairs – groups of 4 people; choose partners which you still don’t know).</p> <p>Explanation of snowball as a case of a learning method. Effects, usability, pros & cons ...</p> <p>Short input (5’): importance of symbol language.</p>	<p>Personal diaries</p> <p>Materials from the nature</p> <p>Extra materials (rope, scissors, ...)</p> <p>Moderation cards</p>	Matej

			<p>Outdoor activity: “Groups of 4 go out from the training room and try to present the answer to the question “How does learning work through a symbol using materials from the nature (wood, stones, leaves, water,...) It should consist of at least 4 different materials. Try to be very creative! You can use extra materials (rope, scissors, knives,...)”</p> <p>Groups bring their models in front of the training room. One of group members presents it. Photographing it (for further use).</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> • How do the models differ? • What do they have in common? • What are the roles of following elements in these concepts: <ul style="list-style-type: none"> ○ Learner ○ “Teacher” ○ Learning content ○ Learning environment 		
13.00 – 15.00 Lunch break					
HOW DO I LEARN?					
15.00	Sources of learning Formal-NonFormal- Infomal	<ol style="list-style-type: none"> 1. Participants share various learning situations. 2. Participants differ between formal, non- 	<p>Step 1: Forming “different groups”</p> <p>Participants stay in small groups they formed in previous session.</p> <p>Everybody gets a unique number (1-4).</p> <p>Short ice-breaker to mix people (numbers ‘1’</p>	<p>Personal diaries</p> <p>A-3 papers, markers of different colors</p> <p>Computer and speakers (music)</p>	Matej

		<p>formal and informal learning and know the characteristics of each of them.</p> <p>3. Participants know main objectives and tasks of Youth in Action Programme.</p> <p>4. Participants discover how, where and what did they learn in the fields, connected to Youth in Action programme.</p>	<p>change your places, numbers '3' change your places ...</p> <p>Step 2: Group work I: sharing learning situations Participants look at their personal learning journals and describe different learning situation they have faced in last days.</p> <p>Question for group work: "What were the most common learning sources?" Clustering of potential learning sources while reporting. Finding also the connection to the YiA program.</p> <p>Step 3: "Formal, non-formal, informal". Short theoretical input.</p> <p>Step 4: Sharing in the groups: "What was the influence of every specific pillar (formal, non-formal, informal) to your personality? How were they complementary?"</p>		
16.30 – 17.00 Coffee break					
17.00	<p>Connection to phase one and two</p> <p>Learning styles</p>	<p>to use a very short activity as a possible source of insights into learning, both individually and in the group.</p> <p>To start reflect on different elements needed in learning</p>	<p>What do I need to learn?: To learn I need... (the motivation, other people, to assess myself, to reflect on my learning, to be able to organize my learning, to be aware of my own learning) ("The Youthpass guide")</p> <p>-----</p> <p>Name of the activity: "UP, DOWN, RIGHT, MEXICAN WAVE, LEFT want to learn something?" (1 hour, outside the castle)</p>	<p>Youthpass guide, Youthpass for absolute beginners, a list of the prepared words in a big paper</p>	simona

		<p>To start to explore the concept of L2L</p> <p>To consolidate the group building and knowing each other</p> <p>To connect with the pre-phases</p>	<p>Step 1: Participants are shown a list of words, like: Up – down – right – Slovenian wave (which means shake) Left – front - back</p> <p>Trainer asks participants to move their arms in the direction according to each word.</p> <p>Short and brief discussion about how they learned to connect words with actions in their lives.</p> <p>Step 2: trainer shows a second list alongside the first one changing the order, and participants are asked to learn that in 1 minute 10 seconds and there will then be a test.</p> <p>Step 3: Debriefing after the activity Debrief centers round, how was that to try and learn this? What type of learning was that? What strategies did you use? Differing learning styles? Where was motivation in all this? Did you use others as a resource?</p> <p>Step 4: The group is given 3 minutes to devise a strategy to learn as a group. Then there is a second test.</p>		
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			<p>Step 5: debriefing after group learning</p> <p>The debrief looks at process, was that "learning" as a group? What strategies did you use? What could be improved? How can we use our insights in the future?</p> <p><i>Source: L2L project training course handouts for participants, adapted from "Games trainers play"</i></p>		
		<p>To be aware that people learn in different way</p> <p>Awareness of your own learning is an ongoing process in which you'll find continually new things about the way you learn</p> <p>To underline that the way you prefer to learn may influence the way you facilitate learning</p>	<p>Step 4 (10 min): Short explanation of the Vark models existing with PPP</p> <p>Step 5 (10 min): participants are invited to fill in the "VAK test" alone.</p> <p>Step 6 (30 min): they go into groups according to the results of the test (all visual together, all kinesthetic,...) and they work on the questions: -“what does it mean for you as youth worker? -“Which challenge do you see in the youth work you do?”</p> <p>Plenary closing</p>	<p>Prepared form of VAK test for everybody, computer and powerpoint presentation</p>	<p>simona</p>
	<p>Reflection time (30 min)</p>	<p>to keep track on what you learn,</p> <p>to give words to what you learnt,</p> <p>to reflect by writing</p>	<p>Step 1: Find a "learning friend"</p> <p>Step 2: reflection time (30 min): Participants are invited to take time to reflect about the day and the learning of the day. They are also invited to start to write on their "diary" in order to fix the lightings moments and what they don't want to</p>	<p>Prepared paper for each with the "reflection hand"</p>	<p>Simona & Matej</p>

			forget. They get a tool, the “hand”, to help them in the reflection. They can do it alone, or with their learning friend, but trainers invite them to use the possibility to share with a learning friend		
19.00 dinner					
21.00	Youth in Action Programme		Youth in Action Programme presentation, as an optional choice	Computer, PPP	Tadej
Day 2, 4th march 2012 (Sunday)					
HOW DO I KNOW THAT I LEARN?					
9.00- 9.30		To give everybody the possibility to speak and to share	Intro of the day with Energizer Messages from the group Recall of the program of the day		Matej
9.30- 11:00	Competences k-competence - Self Assessment	to look at and reflect on how and what you learnt till now To reflect on youth work experiences and competences; To get familiar with Key-competence framework for lifelong learning; To identify expertise in non-formal education and learning	Step 1 (5 min): participants are introduced to the aims of the exercise, and get a big piece of paper and access to pens, pencils and paints. Step 2 - flow (40 min): Individually people draw their "learning mountain range" (learning pathway) with up and down, round and round depending on challenges, which brought them here. Participant are asked to look back in their past and identify the most valuable learning experience, which brought them to where and who they are now (in Slovenia, youth	Big paper for each participants, pencils, pens, paints, crayons, colorful pens, A3 papers, paints, a set of “competence cards” for each person on colorful papers	Simona

			<p>workers/leader, mentor...). Where appropriate in their drawing they can add “competence cards” as recognition of their personal/professional development.</p> <p>Step 3 - Debriefing/Evaluation (45 min): In small groups (2-3 people) people share as much or as little as they want about their “learning mountain range”, indicating the most valuable learning experiences/moments, which contributed to becoming a youth worker, leader, mentor.</p> <p>Trainer ask them also to find out if there are any similarities as well as the major differences about what and how they learned.</p> <p>Coming back in the big group, some further questions could be asked if needed:</p> <ul style="list-style-type: none"> • How was it to use the metaphor for your learning? • What was challenging in finding your most important learning moments? • Was there anything surprising in your personal reflection? • What were similarities and what were differences when you shared your mountain race? 		
11.00 -11.30 Coffee break					
11:30-	Self assessment	To understand and practice	Step 4 – short <u>self assessment</u> warming-up (10		simona

13:00	<p>Competences k-competence challenge</p> <p>LifeLongLearning and Youthpass</p>	<p>self assessment and learning with others</p> <p>To see how in fact self assessment in something that we use much more than we think...</p>	<p>min):</p> <p>Each participants should stand up. Trainer kindly invite people to look at themselves and ask the question “<i>Do you think are you dressed adequate to the quality of this TC?</i>”.</p> <p>A lot of crazy/normal, or personal/less personal, funny/serious questions can be add according to the group reactions. Like if people shaved in the morning (where?), did you clean enough your teeth, did you clean yourself at all, did you change your socks, make up, hairs...</p> <p>Step 5 - short <u>debriefing</u> (15 min): how was your assessment? According to what? How far our culture can influence it?</p> <p>Based on the assessment the discussion is facilitated on the self-assessment in non-formal learning as philosophy and concept</p> <p>Step 6: Putting the frame (20 min) Power Point slides frame about LLL and key- competences and Youthpass</p> <p>Step 7 – (25 min) Participants are divided into groups of 4-5 and are asked to discuss and share the following question:</p>	<p>On the wall there are 8 big flip-charts with the 8 k-competences explanation on them</p>	
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			<p>“Which concrete tools you use in your youth work with youngster to recognize their learning achievements”?</p> <p>Trainer concludes the session by making links between the self-assessment, recognition of non-formal learning, validation and Youthpass, also by sharing examples of existing tools for assessment (recalling also the dialogue process, parallel with the learning friend)</p>		
13.00 – 15.00 Lunch break					
HOW DO I FACILITATE LEARNING?					
<p>15:00 – 18:30</p> <p><i>Coffee break from 16:30 to 17:00.</i></p>	<p>Planning learning, debriefing, Reflection steps</p>	<p>Participants describe different roles facilitator of learners takes in various situations. Participants know the model of planning learning process in youth exchanges and use it in a case-study.</p>	<p>Step 1: Initial role plays</p> <p>Participants quickly distribute into 4 equal groups. After 3 minutes of preparation each group plays different situation of “teacher-student” relationship (according to Fox). (See the grid in the other attachment) “Teacher” can be replaced with youth worker, youth leader, ... <u>Question for reflection:</u> what was in each specific situation the role of the “teacher”? What was the role of learner? In which situations can we speak about facilitator? Why?</p> <p>Step 2:: Theoretical input: Who is facilitator? What is self directed learning?</p>	<p>Computer and PPT</p>	<p>Matej</p>

			<ul style="list-style-type: none"> • Role of facilitator • Self directed learning (SDL) • Principles of SDL <p>How to facilitate SDL?</p> <p>Step 3: 3 fields of facilitators attention: people, process, product Test: me as a facilitator (8 questions, 3 angles, 1 for ‘people’, 1 for ‘process’, 1 for ‘product’) Forming a triangle and commenting it. Drawing common conclusions</p> <p>Step 4: What is a group of young people capable of in different phases of its development?</p> <p>Everybody writes on a post-it a situation that happened in the group – being a youth worker or a participant – and not feeling well about it.</p> <p>Step 5: Describing 5 stages of group development through role-playing.</p> <ul style="list-style-type: none"> • Forming 5 groups. • Every group gets written situation. • Preparation time: 20 minutes. • Presentation of every specific stage + commenting it from the viewpoint of people, process, product. <p>Final activity: Classifying situations into 5 stages. Debriefing and final conclusions</p>		
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18.30-19.00	Daily reflection time		Take time alone and you're your learning friend to reflect and talk about their own learning progress		Matej and Simona
19.30 dinner					
21.00	Intracultural evening		International and Intercultural evening		TC staff
Day 3, 5 th March (Monday)					
LEARNING IN INTERNATIONAL YOUTH ACTIVITIES					
9.00/9.30			Intro of the day with Energizer Messages from the group Recall of the program of the day		Matej
9.30	Specifics of international youth work as a field of learning	To promote empathy with others who are different To raise awareness about the inequality of opportunities in society To start to look into cultures with different perspective To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups	In the field outside: One step forward activity Step 1 (30 min): play the activity (enter into the role, activity) Step 2 (30 min): debriefing activity Step 3: participants split into 4 subgroups and discuss on the following questions. They write at the end the main outcomes on 2 different papers: "What are the added values of an international activity from the point of view of the organization , and of the youngsters ?".		simona

		To underline the ADDED VALUES of the international youth work			
		To explore the concept of international team work, communication, ICL, ...			
11.00 -11-30 Coffee break					
11.30-13.00	Facilitation of learning processes in international youth work (how to shape it plus Youthpass process)	<p>Participants look at learning possibilities from the point of view of 4 phases of YiA projects:</p> <ol style="list-style-type: none"> 1. Planning 2. Preparation 3. Activity 4. After activity (follow-up, evaluation, dissemination) <p>For every phase participants define following elements:</p> <ol style="list-style-type: none"> 5. Task of this phase 6. Possible learning situations (what could be the source of learning in this phase?) 	<p>Step 1: Intro to 4 project phases Briefly explaining what every specific phase is about.</p> <p>Step 2: Intro to the 3 cycles:</p> <ul style="list-style-type: none"> • Project cycle (consists of project tasks and learning situations connected with them). • Learning cycle (consists of learning outcomes derived from these learning situations). • YouthPass cycle (as a support cycle for the learning one). <p>Step 3: Work in 4 groups: participants split according to their experience with specific phases (1-4) of project cycle – where they can contribute the most?</p> <p>Group work: describing tasks of every specific phase and possible learning situations.</p>	Colored papers, markers, flip-chart papers.	Matej

			Reporting of groups. Debriefing.		
13.00 Lunch break					
Free time		Bus departure at 14.30 Meeting at 20.00 for the Mexican restaurant all together!	Free time in Ljubljana		Tadej
Day 4, 6 th of March (Tuesday)					
9.00-9.30			Intro of the day with Energizer Messages from the group Recall of the program of the day		Matej
HOW-TO, PHASES 1 AND 2					
9.30 – 11.00	Learning in international youth activities HOW TO: phases 1 + 2	To start the planning of learning in the different phases of a Youth Exchange or Short term activity of the YiA program To look at the different steps with the eyes of learning: Study visit, preparatory meetings, communications between partners, ... To share good practices and raise burning questions about learning in the specific phases	-Participants should look back to the outcomes of yesterday morning activity: the posters are on the wall. -4 person and 5 group according to different colors -Different tables are prepared in the mirror room with chairs. They should answer to the question: “Which are the learning potential that you see in phase one and phase two?”	Posters from yesterday, flipcharts paper, markers, tables with chairs	simona

		of a short term activity in the YiA frame			
		To promote learning in the group, from the group and with the group			
11.00-11.30 Coffee break					
11.30 – 13.00	HOW TO: phases 1 and 2	To start concrete implementation phase of the learning in the different activities	<p>The poster as result of previous session are hanging on the wall outside.</p> <p>Each participant should choose according to interest which activity to take and to work further on. They should build very small groups called "Mobile units", 2-4 person as max.</p> <p>In the "mobile units" they develop the idea looking into the learning, which is the appropriate activity to address, how to address the learning according to the activity .</p> <p>When they finish they put the paper with ideas into the mail box that trainer prepared for them.</p> <p>Come together to the plenary 15 min before finishing the session to open the box</p>	Posters from this morning, guidelines for each subgroups, flipcharts paper, markers, tables with chairs, mail box	Simona
13.00 – 15.00 Lunch break					
HOW-TO, PHASE 3 - ACTIVITY					
15.00 – 19.30	HOW TO: Phase 3 "THE ACTIVITY"	<p>Participants are able to plan learning in international youth exchanges considering:</p> <ul style="list-style-type: none"> Principles of 	<p>Short intro Workshop: Make your own juggling balls.</p> <p>Debriefing on</p>	Material for juggling balls: rice, balloons, scissors, plastic film.	Matej, Simona (juggling)

		<p>experiential learning,</p> <ul style="list-style-type: none"> • Group dynamics, • Learning styles. 	<ul style="list-style-type: none"> • Learning and knowledge, • How to process knowledge, • Phases of learning, • What to do with ‘stimula’, • Conscious, unconscious knowledge ... <p>Theoretical input:</p> <ul style="list-style-type: none"> • Experiential learning, • Kolb’s learning cycle • Use of Kolb’s learning cycle for planning learning <p>Splitting into 5 groups of 4 people according to their interests in youth exchanges (everybody writes some keywords on A-4 papers).</p> <p>Creating initial idea for a youth exchange.</p> <p>Short input: strategies of planning</p> <p>Instructions for a group work: “Create a plan (macro plan of a whole activity and micro plan of 1 day with methods) and take following elements into consideration:</p> <ul style="list-style-type: none"> • Phases of group dynamics, • Learning styles, • Principles of experiential learning <p>Group work (50 minutes).</p>	<p>A-4 papers, posters, markers.</p> <p>Computer, projector.</p>	
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			Reporting and debriefing. Every staff member taking one element into consideration: <ul style="list-style-type: none"> • Simona: learning styles • Tadej: group dynamics • Matej: experiential learning 		
19.30 dinner (we finished very late this evening and we had to cancel the Salto SEE presentation of the evening)					
Day 5, 7 th of March (Wednesday)					
9.00 – 9.30		Reflection time	Reflection time of the day before		Simona
HOW-TO, PHASE 4					
9.30-10.30	Learning in International Youth Activities HOW TO: phase 4 Follow up, evaluation, dissemination	Participants share good practices of follow-up + dissemination of results in short-term international youth activities. Participants are able to prepare effective evaluation of international youth activity.	World café. - Four tables: writing a report, planning and implementing follow-up projects and activities, conducting evaluation, dissemination of results. - Three steps (phases) of group switching: <ul style="list-style-type: none"> ○ Learning potential of this activity. ○ Characteristics of youth leader / youth worker to implement these actions. ○ Possible suitable methods. 	Flipchart, written cases	Matej
Break					
11:00 –	Salto South East	Presentation of Salto SEE	Presentation of Salto SEE representative.		Maija

11:30	Europe	representative.			
11:30 – 13:00	How to implement Youthpass?	Participants know how to implement YouthPass process into YiA projects to support learning processes.	<p>Presentation (repeating) all 3 cycles:</p> <ul style="list-style-type: none"> • Project cycle • Learning cycle • Youthpass process. <p>Importance of Youthpass:</p> <ul style="list-style-type: none"> • Tool of communication between young people and other stakeholders (employers, ...) • Tool to support learning in YiA projects. <p>Group work (same groups as yesterday afternoon – planning learning). Task: “Construct Youthpass cycle for your youth exchange.”</p> <p>Reporting and collecting feedback.</p>		Matej
13.00-14Lunch break					
	<p>Closing the cycle:</p> <p>Intro of Mentorship</p>	<p>To introduce the concept of the mentorship</p> <p>To divide participants among trainers</p>	<p>Step 1 (10 min)</p> <p>Trainer explain what is the mentorship phase, timeframe, objectives, possibilities, challenges, opportunities...</p> <p>Participants can choose, if they want, till the end of the day</p>	Grid with names of participants	simona
	Evaluation	To look back to the all program visualizing the different moments, recalling the memory	Step 1 (15 min): visual and relaxation travel to remember the different sessions of the program	Music and a place where to lay on the floor	simona

	Youthpass	Time to reflect for last day and time to finalize their adventure book (diary) and to put learning into the k-competences frame (if they want)	Step 2 (20min): participants are asked to take their learning books and to take the time to write for the last time during the seminar their learning achievements		simona
Coffe break					
	Written evaluation	To the evaluate the training course	Step 3 (15’ min): Participants are asked to fill in the prepared and printed evaluation form	Printed evaluation forms	Simona
	Closing rounds	To evaluate the training course and to close the program of the course	Step 1 (20’): Participants are invited to build a “boat” which symbolize their development during the course. After all people build their boat they are invited to place it in the lake next to the appropriate areas (e.g. Bled island, wind area, harbor, etc...). Step 2 (15 min): Closing word	Creative material	all
16.30	Departure for Bled island		Visit to Bled organized by participants		
dinner					
	Farwell party		Giving CD and certificate ceremony, cleaning up, and juggling a bit...		

4. Outcomes

According to the perception of trainers, most of participants of this TC were quite beginners in the field of facilitation of learning. During the TC, both trainers used some methods (e.g. snowball method, 'step forward' game, world café ...), and presented some concepts useful for planning learning (such as stages of group dynamics, learning styles, Kolb's Experiential learning cycle ...) Participants followed methods and concepts with a great interest.

However, there were also some sessions included into program, where strong participants' outcomes were expected. This was present especially in the 3rd part of the training course where concrete "how-to" questions were asked.

All the outcomes are photographed in case of posters and scanned in case of A-4 papers. They can be found on DVD produced on the training course.

Main outcomes include:

Sources of learning:

- Poster of clustered 'sources of learning' – created by the whole group through clustering and meant for learning in general, not only for learning in Youth in Action program.

Learning opportunities in 4 phases of a project:

- Tasks and learning potentials of all 4 phases of the project cycle:
 - Project Planning
 - Preparation
 - Activity
 - Evaluation, follow-up and dissemination
 were identified and put onto 4 posters (one poster for each phase).

How-to, phases 1 and 2:

- Through the “mailbox method”, methods useful for facilitators of learning in phases 1 and 2 (Project planning, Applying project, preparing activity) were developed.

How-to, phase 3:

- 5 concrete programs of international youth exchanges were developed; each of them including:
 - Brief program with main methods day by day
 - At least one day described a little bit more in detail

How-to, phase 4:

- 4 posters; 1 for every task of 'phase 4':
 - Evaluation
 - Report Writing
 - Follow-up
 - Dissemination of Results

on each poster replies to 3 questions:

- What is the learning potential of this task?
- Which are the characteristics of Youth Leader / Youth Worker which enable him/her to use this potential?
- Which methods can he/she use to use this learning potential?

How to implement Youthpass:

- 5 posters: implementation of Youthpass into 5 concrete programs of youth exchanges (see How-to, phase 3).

5. Evaluation

Participants’ Evaluation

Evaluation of program (5 = very good, 0 = very poor)

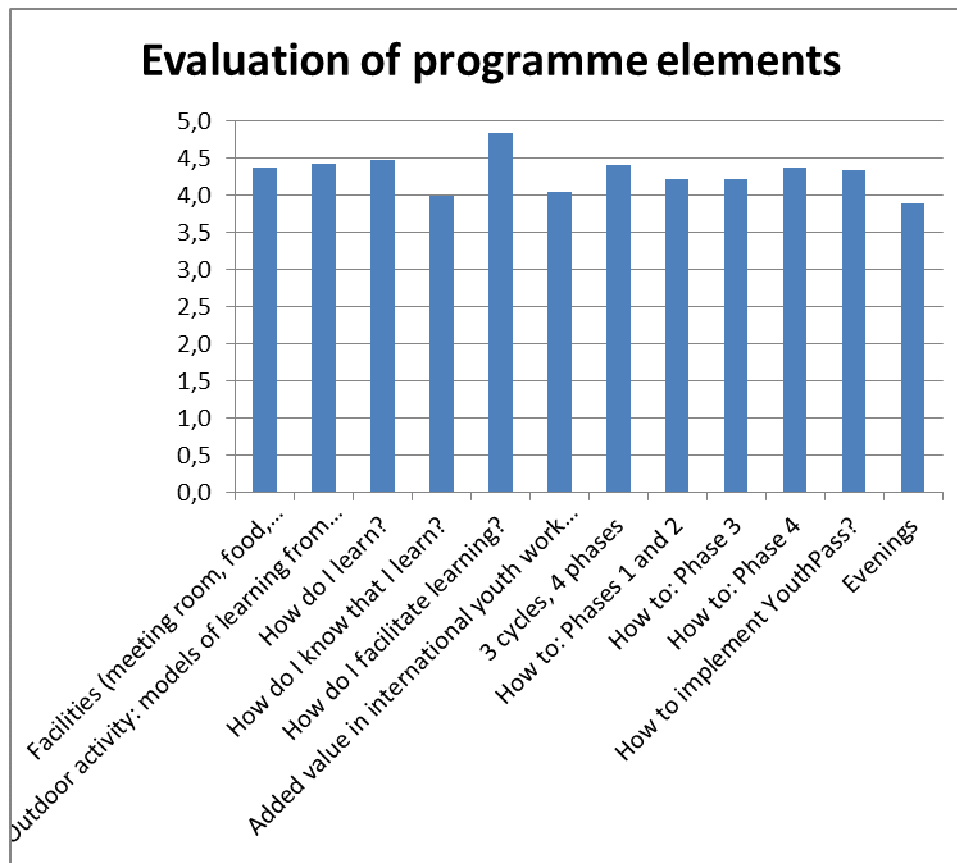
Facilities (meeting room, food, accommodation)	Outdoor activity: models of learning from nature	How do I learn?	How do I know that I learn?	How do I facilitate learning?	Added value in international youth work activities	3 cycles, 4 phases	How to: Phases 1 and 2	How to: Phase 3	How to: Phase 4	How to implement YouthPass?	Evenings
4	5	5	3	5	3	4	5	5	5	5	3
2	5	4	3	4	4	4		4	3	2	4
5	5	4	5	5	3	5	2	3	5	5	4
4	5	5	5	5	4	4	4	5	5	5	5
4	5	5	5	5	5	5	5	4	5	4	4
5	4	4	4	5	4	5	5	5	5	5	3
5	4	5	3	5	4	4	5	5	5		2
5	5	4	4	5	5	5	4	5	5	4	4
5	3	2	5	5	2	3	5	5	4	4	4
3	5	5	4	4	4	3	4	4	4	5	4
5	5	5	4	5	4	5	4	3	4	5	2
4	4	5	4	5	5	4	5	5	4	4	4
5	4	5	4	5	4		4	5	4	5	4
5	5	5	5	5	5	5	5	4	3	5	5
5	4	4	4	5	4		4	3	3	4	5

5	5	5	3	5	4	5	3	2	5	5	4
3	3	4	4	4	4	5	5	4	4	4	4
5	3	4	3	5	4	4	4	5	5	3	5
4	5	5	4	5	5	5	3	4	5	4	4
4,4	4,4	4,5	4,0	4,8	4,1	4,4	4,2	4,2	4,4	4,3	3,9

Further comments:

- The hotel / place was splendid but problems with serving food, and not good ventilation in meeting room. The hotel staff was very nice. I liked that you adjusted the TC so we could go to Bled.
- I really like world café and learning styles and mailbox method. It was amusing and really good TC. I hope I will use everything that I learned.
- I could use more HowTo (hands-on) training.
- I liked a lot. Individual – group – Task method. Although I would use 9 statements so it would be fair.
- Everything was great.
- Facilities I really liked but staff I really didn't. Programme was rated related to my knowledge and needs. Activities may be rated because I already know topic or found it irrelevant for work, not necessary that they were bad.
- This was a very balanced training in all aspects.
- How to: Phase 1: Missed time to look at and reflect as what was written on all posters.

- How to: Phase 3: Kolb was good, but planning – in groups – was a bit unclear and the results were very different which led to very big difference in the quality of the feedback. But the process was interesting when taking into account everything we had learned.
- How to: Phase 2: I missed a follow-up on the “letters” in the mailbox. But the exercise itself was really good.
- Evenings only YiA presentation we could have read it on the internet. Maybe there should have been said more about what will happen after 2012.



- About facilities: the meeting room and the place was really nice. But the food was not so good all the time.
- I especially liked the “step forward” game and the mailbox method.
- The numbers ‘5’ were the real “aha” learning experiences, the +4’ were good but not so new to me, so less learning result.
- Location and accommodation above all expectations.
- The TC was very well described before going to Slovenia, so a ‘5’ for the communication between the N.A. and the participants. The trainers were 100% result-oriented and made a very good programme with a lot of variation in methods and use of location (indoor, outdoor).
- The programme was balanced. For me was especially useful to see how to thematically and methodologically set the timetable. I also liked learning styles. Good work, trainers!

- The mailbox exercise was a little bit difficult for me to be understood and to find the right methodology. The other part of the project was clear and I feel that I learned a lot.

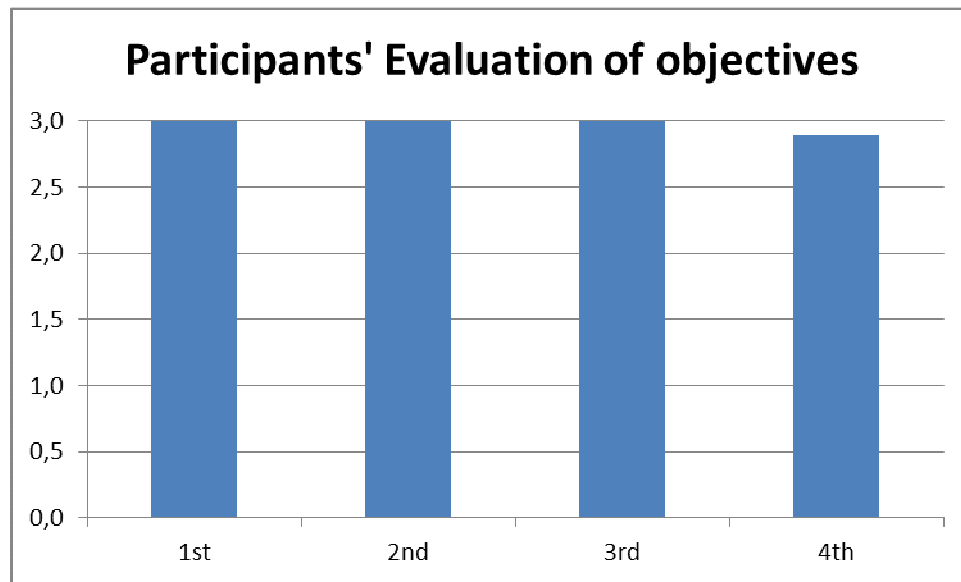
Evaluation of programme objectives:

Please Circle you agree or disagree with the following statements (1 = Disagree, 2 = Don't know, 3 = Agree)

- **Statement 1:** I have developed competences to create and support structured non-formal learning processes in the framework of short-term Youth in Action projects.
- **Statement 2:** I understand the importance of the different phases of the learning process (preparation, activity, follow-up).
- **Statement 3:** I understand the importance of the participation of young people in each of the different phases of the learning process (preparation, activity, follow-up).
- **Statement 4:** I understand the specific learning potential of international projects (in comparison to national ones).

Stat. 1	Stat. 2	Stat. 3	Stat. 4
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
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3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3

3	3	3	2
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
3	3	3	3
3,0	3,0	3,0	2,9



What are your feelings about taking part in this TC?

- I am very happy to participate in this TC. All I learned is very important and I see as very helpful in the future.
- I feel satisfied by my participation, by trainers and organization of the TC. I didn't expect to learn so much but I've experienced a lot of things. Also I met very experienced people who gave me motivation and hints how to write a project.
- I am glad I have got a lot of technical knowledge. I will use it in my NGO.
- A lot of good positive emotions, motivation.
- Feel inspired after this TC. It brought additional concept to use personally and in my work.
- Very inspiring.
- This TC fulfilled all expectations. I had quite high expectations because 6 working days is a long time to be away from the office. But it was definitely worth it!
- I'm really happy that I decided to participate. The trainers were great, the organization itself was also very good. So a big thank you to Simona, Matej, Maia and Tadej!
- Happy! ☺ It has been so well organized and planned. Good logic in the programme. Very skilled trainers. I have learned so much!!! Can't wait to put everything I have learned into practice. Dynamic of the group was really good.
- I'm very satisfied as I realized I will take back with a new awareness about the learning dimension in projects.
- Generally good. I got stressed in between because quite many times debate started to run in circles or when answering question everyone tried to give an example to clarify, although 1 or 2 examples were enough and it was clear.
- Great experience. I would recommend to everyone. Positive feelings for whole program.
- Feelings are very positive. I learned a lot, I met good people and learned even more from talking with them.
- I am glad I was accepted as a participant. I've learned a lot and I have gathered quite some ideas.
- Very good. I really like all parts of TC. I learn so much and I can use this in my future life.
- Very satisfied.
- I feel I am really lucky to have this opportunity.
- I feel that I have gained a lot. It was very well organized. The trainers were very knowledgeable in the field tackled. Every step had an aim behind it or it led to another. I really liked that.

- I could find more knowledge about each phase of an youth Exchange then I expected. I feel I’ve got a lot of knowledge in my mind to apply a project. I feel like I’m much more on the way of implementing ideas with the help of the things I got in this TC. It was a real training course!

What were the most and least useful topics addressed during the TC and why?

Most useful:

- 4 phases of the project + how to plan learning in each phase of a project. It will be directly used in the near future.
- The phases themselves, learning opportunities in each of them, methods in each of them, planning an activity, session plan and group dynamics.
- Learning how to learn, Matejs presentation, Learning styles
- I expected a bit more advanced level of the content and the group. But still very satisfied with my learning process during the TC and sharing.
- The entire concept was connected (session – session). We managed to go from point A to point B.
- Find partners interested on the same field as mine.
- The learning theories / models were very useful to me.
- The different methods we can use and connecting the theory with the practice.
- Project cycle, learning phases, “youngster-teacher” relationship.
- Theories (group dynamics, types).
- Tools, activities
- Every activity where methods of how to facilitate learning were suggested.
- How do I facilitate learning
- Creating concrete methods in a group because creating new way of facilitating is always inspiring and motivating.
- How to phases. Implementation of Youthpass. Facilitating learning phases.
- How do I learn and how do I know that I learn.
- Stages of YiA projects in order that we dealt.
- Methods, which can be used to transmit a message, theories which can be applied accordingly, all teambuilding games.
- All of the phases were so important for me.

Least useful:

- Every topic I see as important.
- Youthpass process, theories of learning.
- Youthpass course I am still sceptic it is a real useful tool
- N/A. ☺
- ☺ All good!
- Defining each individual key competence in such detail.
- Youthpass, Salto SEE (because I do youth exchange where SEE cannot take part).
- Where importance of youth and interculture was explained over and over again.
- There wasn't least useful topic. Although some of them were familiar it was great to hear from other perspective.
- Youthpass – for me personally it is more like a paper. I prefer to reflect in free way, not putting in limits, frames, competences.
- /
- How to – activity phase
- Mailbox – we couldn't have chance to debrief.
- The basic steps about informal, non-formal and formal. Since I knew them. I understood that you need to start from the roots / basics of a subject in order to continue building on it.
- SALTO topic because I've already known the necessary, useful parts.

Any other comments or suggestions:

- Thank you for giving me very important information. I really improved a lot my skills related to facilitation.
- Thank you very much.
- Great logistic and organization. Great learning intercultural experience. Good job NA and congratulations to Tadej from NA for being so supportive.

- I will pass on “thumbs up” about this TC to our N.A.
- I didn't like that most of the participants were being late all the time – maybe the trainers could say something about being on time after it happened for the first time.
- Thank you so much!
- Again I divided “usefulness” by my needs. Since my organization is strong European org. of only youth my interest there was very low. I am also used to tighter and longer schedule.
- Please invite me in future TC here in Slovenia. Keep going!
- Instead of PPT you could use flipchart for presentation. Sometimes I would like to have more clear explanation of result that must be presented.
- I liked the dynamics, flow and the ??? of the trainers.
- Thank you for a very good TC!
- Thank you so much for this opportunity. Simona and Matej were great, very helpful and knowledgeable.

Trainers' evaluation

Logistic:

- ✓ The **venue and the location** of the training course were very much appreciated. The possibility to work outside in the nature and to gain from such a beautiful landscape was of great inspiration for the whole group. The group was really willing to work outside instead of being inside.
- ✓ Tadej from the NA was always available and a perfect support for everything needed, he was a great help and everything went smooth without any problem. The team could therefore concentrate on the pedagogical aspects of the training course.
- ✓ Also the fact the each participant could have a single room was underlined as a very positive element.
- ✓ The **communication** before the training course was very good. The practical information received from the NA and the description of the training course was very much praised and appreciated from everybody.

- ✓ The resource material to our disposal was very rich and various and also very much appreciated from the whole group. Participants really recognised it as a source of learning.

Programme:

- ✓ The team is generally very happy about the training course and the cooperation between the different actors involved in the course. As there was no method that only got positive or negative feedback from participants we have the feeling that different methods responded to the needs of different learning styles. The participants evaluate that their objectives set for the course were fulfilled.
- ✓ We think that the TC was a good mixture between theory and practice: some participants praised theoretical inputs and some practical examples and concrete method debriefings. The flow of the week was good planned and each activity connected with the other, according also to participants evaluations.
- ✓ A deeper reflection should be done on the Youthpass itself, as some participants still feel a lack of trust in it or have still a feeling of being just a burocrazy issue.
- ✓ Additional improvement should be done for the evening programmes. Although the team thinks that also some self-management of the time is a good learning process.

Group:

- ✓ The group of participants had different levels of experiences, and as a whole was much more skilled in seeing international youth work projects as a project cycle and less as a learning process. From this point of view, we find this TC as a very good answer to participants' needs.
- ✓ It was valuable for them to hear our interpretation of use of the methods, and very much appreciated that we always mixed theory and practice with the clear explanation about why we do a specific activity, why we do in a precise moment, and what is the meaning.
- ✓ Profiles: in terms of learning participants were quite "beginners". If we approached them using concepts then they had the feeling that they know them already. That's why at the beginning we had a wrong impression to have a group of more "advanced" participants. There were some questions about how to apply concepts into work. They didn't connect the theory and practice so well. Their theoretical knowledge (or: knowing) was a little bit better

then the practical application of it. In the practical application they only repeated our methods – but at the end they developed their products (the youth exchanges) a little bit more.

- ✓ Motivation of participants was high, but the punctuality was really a big issue. About half of people always came late. We see it as our mistake that we didn't really brought this issue on the table during the TC, and only at the very last day it came out from one participant (that was in charge of organizing the last outdoor activity and therefore felt responsible for the changing of the afternoon program).

Team:

- ✓ The good collaboration of the team of trainers permitted also to be very much flexible in terms of re-adjusting the program on the spot according to participants needs, allowing also to re-adapt the structure of the last day because of the request of participants to finish the program a bit earlier in order to be able to visit Bled.
- ✓ Both trainers feel that we were very complementary and were as such able to provide participants various methods, approaches and styles.
- ✓ However, this complementarities were not an obstacle for the training course in any single moment. All challenges were still solved with the consensus and didn't take lot of time for discussion.