

International Democratic Initiative

Trainers Guide

Practical Tools

Introduction

Dear IDI-trainer,

Great to have you on board! With this guide we hope to serve you as a trainer and provide you with practical tools to bring your seminar in general, and specific trainings to a better end. Not only for those who have never given a training, but also some support for those who have given multiple trainings. Think of a checklist, some basic getting-to-know-each-other games and tools for setting up a training.

Good luck and enjoy!

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Different Types of Education

Informal education refers to the lifelong process, whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.).

Formal education refers to the structured education system that runs from primary school to university, and includes specialised programmes for technical and professional training. (COMPASS)

(T-Kit Social Inclusion) This formal school education is commonly based on a “vertical” relationship between the pupil / student and the teacher: the holder of the knowledge (the teacher) and the receiver (the learner). The teacher mostly delivers knowledge to the student in the form of courses and curricula. At the end of the learning pathway a written document certifies the knowledge acquired by the learner according to official criteria. These certificates and diplomas are often necessary as keys to open doors into the labour market and society. Academic diplomas mostly refer to theoretical knowledge.

Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

(T-kit Social Inclusion) Non-formal education, on the contrary, can be summarized as “learning by doing”. The learning methodology lies in the interaction between the learners and the concrete situations they are experiencing.

There are usually no teachers or lecturers providing the knowledge ex-cathedra, but the learners and facilitators construct the knowledge and skills together, in a horizontal relationship.

The educator or facilitator may be more or less active in the setting up of learning experiences for the benefit of the learner. This is what happens in youth work. It is possible to maximise non-formal education benefits for young people through the use of different methodologies such as peer education, project work, mobility projects, and more. The learners are at the centre of their own learning process and the youth workers support them in it.

Learning Styles

Different participants can have different ways of dealing with the materials you offer them. This is a short overview of the different types of learners, that you can keep in the back of your mind while giving a training and engaging with the participants.

Activists learn best from activities where there are new experiences, problems and opportunities from which to learn. They can engross themselves in games, teamwork tasks and role-playing exercises. They enjoy the challenge of being thrown in at the deep end. Activists react against passive learning, solitary work such as reading, writing and thinking on their own, and against the demands of attention to detail.

Reflectors learn best when they are allowed to think over an activity. They enjoy carrying out detailed research, reviewing what has happened and what they have learned. They react against being forced into the limelight, being given insufficient data on which to base a conclusion and having to take short cuts or carry out a superficial job.

Theorists learn best from activities where what they are learning about is part of a system, model, concept or theory. They like being in structured situations with a clear purpose and dealing with interesting ideas and concepts. They do not necessarily always like having to participate in situations emphasising emotions and feelings.

Pragmatists learn best from activities where there is an obvious link between the subject matter and a real problem, and when they are able to implement what they have learned. They react against learning that seems distant from reality, learning that is "all theory and general principles", and the feeling that people are going round in circles without getting anywhere fast enough.

Trainer Styles

Before designing your training, decide on which role you, as a trainer, want to have. You can use the trainer-triangle, including the following three types: inspirator, facilitator and professor. Be sure to link the type of training to the style of training.

Inspirator The inspirator carries a lot of enthusiasm for the subject of the training and knows how to bring this across. This person impresses by his/her experience and/or attitude.

Facilitator The trainer with a lot of attention for the participants, focusing on analyzing the way the participants react to specific parts of the training programme. This trainer looks for two-way learning communication and is trying to involve everyone equally. This person uses the knowledge and skills that are present in the group of participants. By facilitating feedback among the participants, the participants can learn from each other more than they learn from this trainer.

Professor The trainer that has all the possible knowledge about the subject he is treating during his/her training. The subject-knowledge is so deep and thereby this trainer wins in respect and attention.

General Guidelines for setting up a X-day Seminar

Theme & Goals

In cooperation with your local partners, determine the theme and goals of the training. After having decided upon the general theme and goals of the seminar, design a programme with a variety of activities. This programme can include a lecture by an interesting guest speaker (politician, civil society worker, youth worker, professor), interactive debates, working groups, etc.

Example Programme (extensive table)

	Day 1	Day 2 <i>Person responsible for the day</i>	Day 3	Day 4	Day 5
8.00 – 9.00	Meeting of the seminar team: final adjustments of the programme	Breakfast	Breakfast	Breakfast	Breakfast
9.15 – 11.00	Arrival of participants	Opening/Introduction Welcome words (15) Speed dating (20) Expectation exercise (15) Outline of the aims/expectations of the Seminar (30) Programme of the week + Reflection Groups (5) Logical arrangements (10)	Energizer Country reports from participants/working groups (10+50+40) <i>Working groups + Plenary presentation</i>	Work visit	Resolution/Strategy Drafting <i>Working Groups</i>
11.00 – 11.20		Coffee Break	Coffee Break		Coffee Break
11.20 – 13.00		Quiz <i>Introduction of terms & concepts</i>	Debate session “On which side do you stand?” (5 + 15 x 4 + 10)	Simulation / Role-play	Resolution/Strategy Drafting <i>Working Groups</i>
13.00 – 14.30		Lunch	Lunch	Lunch	Lunch
14.30 – 16.00		Energizer (10) Lecture on the current	Energizer Training	Energizer Training	Plenary Session of the Summit <i>Adoption of the text/common</i>

		state of play/introduction to the key concepts incl.Q&A (75)			goals
16.00 – 16.20		Coffee Break	Coffee Break		Coffee Break
16.20 – 18.00		Interview with guest speaker (45) Creative part (theatre/play) (60)	Working towards a common strategy <i>working groups</i>		Final reflections and follow-up actions
18:00-18:30		Reflection	Reflection	Reflection	Evaluation
18.30 – 19.00		<i>Alternative Working time</i>	<i>Alternative Working time</i>		
19.00 – 20.00	Welcome Registration Name games	Dinner	Dinner	Dinner in town	Dinner
21.00	Cultural Evening	Political World Cafe		Free time	Good bye party

Expectations Exercise

Part 1 – at the beginning of the seminar

Have three colours of post-its ready and distribute one per colour over all the participants. Every participant should *anonymously* write down:

1. The expectations of what to learn
2. The expectations of the seminar as a whole
3. The fears

Stick the post-its on the wall per type and shortly address a few expectations and fears, while involving the participants.

Part 2 – at the end of the seminar

Take the post-its down one-by-one and address the words written down – reflect on them with the participants. Were the expectations met? Why or why not? Have the fears come true? How should those expectations and fears be addressed differently next time?

(Political) World Cafe Method (taken from: <http://www.theworldcafe.com/method.html>)

Drawing on seven integrated design principles* (see: <http://www.theworldcafe.com/principles.html>), the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) *Setting*: Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table.

2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) *Questions*: each round is prefaced with a question designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) *Harvest*: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

*The seven principles:

- 1) Set the Context
- 2) Create Hospitable Space
- 3) Explore Questions that Matter
- 4) Encourage Everyone's Contribution
- 5) Connect Diverse Perspectives
- 6) Listen together for Patterns and Insights
- 7) Share Collective Discoveries



General Guidelines for setting up a Training

After having designed a varied programme and having divided the trainings among the team members, think of your personal style of training.

To help you create your training think of the 5 following steps:
Attention It is important to keep the attention of your participants. You can do this by beginning to discuss current events that are relevant to the topic of your training. For this you can use video materials or a newspaper article. Ask the participants a few questions on the material to encourage active participation from the beginning.

Participants Try to level with your participants as much as possible. Try to realize beforehand how much the participants know and how interactive you want the training to be. One group can be very well off with opening with a challenging individual task, while the other group might see this as too challenging and might need more explanation before handling the subject matter themselves.

Overview/Programme Make sure that it is clear from the beginning what your training is about. Start with an overview of the programme of the day/your training (you can use Powerpoint here). This way the participants know what to expect.

Goals/Learning Outcomes Make clear at the beginning of your training what the goals and expected learning outcomes are. By formulating these goals clearly, the participants know exactly what to expect. Make sure to come back to the outcomes at the end of the training.

Feedback It is helpful to summarize the training and its expected learning outcomes. Also allow the participants to give feedback on the training and the learning outcomes. For doing so you could go back to discussing current events, as has been suggested as an opening activity, you could discuss the feedback in a group conversation and/or you could distribute a short questionnaire.

To keep in mind:

- *Level with all the participants*
- *Encourage active participation*
- *Keep the flow of the programme in mind*
- *Be realistic in your time management*
- *Clearly divide the tasks among your team members (use the Excelsheet "Planning + Budget")*
- *Create a safe environment & "team spirit"*



Useful Tools: Name games, icebreakers, energizers

Name Games

Adjectives Game

Stand in a circle and let the first participant introduce him/herself and let the group decide on a suitable, positive adjective. The next person steps forward, repeats what the previous person(s) have said and adds his/her own introduction. Example: Person 1: "Hi, my name is Mark, I am from *** and representing ***"; the group suggests: magical, magnificent, marvellous, manly and jointly decides on Magnificent Mark. Person 2-Person X: "Magnificent Mark, ...[all the persons before him/her], my name is Patricia, I'm from *** and representing ***." So, basically with 20 participants the last person has to name 19 names including the positive adjective and introduce him/herself.

You can do the same with animals/hobbies/food that start with the same letter ("My name is Mark and I am a Monkey"/" ...my favourite food are M&Ms").

Toss-a-Name-Game

Start throwing a soft object around/across the circle of participants, with each person saying their name when they catch the object. After a few minutes, as well as saying their own name, participants then also say the name of the person they choose to throw to. Participants cannot throw to the person directly besides them. Eventually, the game can be made more difficult by throwing in more objects.

Other Games

Participants can introduce themselves by including an interesting detail (their favourite, where they got their (nick)name from) or what they are thankful for by their initials, eg: "I am Susy Gerald and I am thankful for summer and guacamole".

Icebreakers

Some inspiration for icebreaking games:

Two Truths and a Lie

Have each participant share three fun facts about themselves – one of them being a lie. The rest of the group should guess which one is the lie.

Human Bingo

Prepare a grid with personal features/facts (eg. "speaks more than 4 languages"; "has visited the United States"; "plays guitar"; "collects weird things"; etc.) and distribute one per participant. The participants should go around the room and talk to people and write down the names in the right box until they have filled all boxes. Each name can only be used once.

Introduce another

Divide the group into pairs. Each person talks about him/herself to the other. After five

minutes, the participants introduce the other person to the rest of the group. You can give specific instructions, such as “what is the other person’s favourite dish”, etc.

Other options:

- I Have Never...

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Energizers

Energizing “to-do-list”

Give each participant a token with a variety task and ask them to complete it when you say “GO!”. Tasks could be:

- Get someone to do five push-ups and sign here;
- Shake hands with someone you do not know and continue holding hands while debating the merits of your favourite ice cream flavour;

- **

The first person to complete the entire list wins.

Strike the Funny Bone

Have the participants sit in a circle. The only rule for this activity is: no laughing. Person 1 says “Ha”, person 2 (to his/her right) repeats the first “Ha” and adds a new one, person 3 repeats the first two “Ha’s” and etc another, etc. until the group starts laughing and the game restarts.

Puzzle Game

Before the activity begins, the trainer will cut up a few pictures into puzzle pieces. The participants are divided into smaller groups (as many pictures as there are available) and each participant will grab one piece of the puzzles from a bag (so all puzzles are in one bag). The activity starts by a “GO!” from the trainer and at this point, the group members will try to locate their fellow group members to finalize the puzzle. The first group to finish wins.

Other options:

- Musical Chairs

- “Keep it up” – each group needs to keep a ball in the air as long as possible

http://eycb.coe.int/compass/en/chapter_2/2_1.html

Reflection groups, evaluation, wrapping up

Reflection Groups

Reflection groups can be formed to receive feedback on the activities per day, allow the participants to share their feelings in a safe environment and deepen the relations in the group.

The participants shall be split in small groups between the trainers (so 1 trainer per reflection group). You can either decide to make diverse groups (age, gender, nationality) or you can decide to put those with similar backgrounds together to focus on the outcomes and applicability of the seminar. Each group meets regularly throughout the programme, e.g. at the end of every day. It should be part of the official programme. Confidentiality should be key within the group meeting, although the trainer will share the feedback with the organizing team to use it for the rest of the programme. You can start the first meeting with an additional get-to-know activity.

Also see: <http://www.salto-youth.net/Tools/toolbox/tool/reflection-groups.148/>

Evaluation

Before executing your programme, make sure to be aware of how you will be evaluating the seminar. Options include:

- Having a group discussion at the end of the seminar;
- Including the feedback as received from the reflection groups;
- Distributing a questionnaire and process the outcomes*;
- Evaluation session with the organizers (not only on the last day).

Questionnaire + Excel

***Requirements for IDI funding:**

- 1 page report
Be sure to produce at least a one-page report at the end of your training, in which you shortly describe the background of the organizing team, the flow of the programme, the outcomes of the trainings, the profile of the participants and any other relevant findings.
- Evaluation forms by participants
Prepare and distribute a questionnaire at the end of the seminar, be sure to collect as many responses as possible.

- Financial report
Include the travel refund forms with original receipts (numbered) and a report with a short explanation of the expenditures.

Some Guidelines for Feedback

- Consider the needs of the person receiving the feedback
- Describe behaviour, do not attempt to interpret
- Focus on behaviour that can be changed
- Be specific, clear and constructive. Give examples
- Wait for feedback to be asked for
- Do not judge
- If possible, give feedback immediately after behaviour (if asked for it)
- Allow the freedom to change or not to change
- Express feelings directly (eg. "It makes me insecure when you....")
- Also give positive feedback
- Try not to start a feedback sentence with "you..."
- Formulate feedback from your personal point-of-view
- Allow the other to respond

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List of useful links

Council of Europe – Compass – A Guide to Human Rights Education

<http://eycb.coe.int/compass/en/contents.html>

Training materials (T-Kits):

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/T_kits

Training tools SALTO-Youth:

<http://www.salto-youth.net/find-a-tool/>

Youth and the United Nations

<http://www.un.org/esa/socdev/unyin/index.html>

Eurodesk

<http://www.eurodesk.org/edesk/Welcome.do>

World Cafe

<http://www.theworldcafe.com/index.html>