



LAG Vallis Colapis

Training of Trainers "Inclusion Quest"

*23rd - 29th November 2023
Ogulin, Croatia*

Training module



**Co-funded by
the European Union**

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Executive Summary

The Training of Trainers “Inclusion Quest” aimed at providing non-formal learning opportunities for improving inclusive training and facilitation competences of participants thus contributing to quality activities of the youth worker’s community in the field of inclusion. This TC took place from 23 to 29 of November 2023 and was hosted in Ogulin, Croatia.

The course brought together 29 participants from 9 countries who were trainers, facilitators, educators, youth workers or organisers of the non-formal education in the field of inclusion. Throughout the course, participants explored concepts and processes related to non-formal education such as facilitation, programme design, evaluation and learning theories.

The training course was organised by LAG Vallis Colapis (Croatia) and supported by eight partner organisations: People in Focus (Albania), Gyumri Youth Initiative Centre NGO (Armenia), Youth Association DRONI (Georgia), Next Level e.V. (Germany), Giosef Torino - Marti Gianello Guida A.F.S. (Italy), Latvian Association for Youth Activists (Latvia), Asociación Cultural L' Ayalguina (Spain) and Efem Akdeniz Genclik Ve Spor Kulubu Dernegi (Turkey).

Aim and objectives

The main aim of Training of Trainers "Inclusion Quest" was to provide non-formal learning opportunities for improving training and facilitation competences of participants thus contributing to quality activities of the youth worker’s community in the field of inclusion.

We met this aim through the following specific objectives:

- providing space for learning and sharing experience,
- introducing inclusion methodology through the Training of Trainers programme,
- implementation of follow-up activities,
- development of a Booklet.

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Diversity of the group of participants

The training course brought together a very diverse group of participants. Some of them represented international organisations, others were nominated by local organisations and schools. Similarly, some participants had been working with non-formal education for more than 4 years, the majority had only recently started being involved in non-formal learning driven activities. The diversity of the group was also noticeable in terms of age, the youngest participant being 19 and the oldest 43 at the time of the course. The roles of participants in their own organisations varied from volunteers that were involved punctually in projects to experienced trainers and facilitators or staff members.

Training Storyline - the training's flow in action

SCHEDULE: TOT "INCLUSION QUEST"

TIME	THURSDAY 23.11.	FRIDAY 24.11.	SATURDAY 25.11.	SUNDAY 26.11.	MONDAY 27.11.	TUESDAY 28.11.	WEDNESDAY 29.11.	
8:00-9:00	A R R I V A L	BREAKFAST						D E P A R T U R E
9:30-11:00		TEAM BUILDING	TAKE A STEP FORWARD	REALITY CHECK	INCLUSIVE ACTIVITIES 1	MEMORY LANE		
11:00-11:30		COFFEE BREAK						
11:30-13:00		PROJECT INTRO	PATH TO EQUITY LAND	SEE THE ABILITY	INCLUSIVE ACTIVITIES 2	REINTEGRATION		
13:00-14:00 14:00-15:00		LUNCH + FREE TIME						
15:00-16:30		KEY CONCEPTS OF EDI	STUMBLE UPON A PARTNER	RESPONDING TO RACISM	FEEDBACK FROM EXPERTS 1	DISSEMINATION		
16:30-17:00		COFFEE BREAK						
17:00-18:30		ETS AND YOUTHPASS	TRAINER'S PROFILE	EVERYBODY NEEDS CLOSURE	FEEDBACK FROM EXPERTS 2	EVALUATION		
18:30-19:00	FIRST MOMENT	SELF-ASSESSMENT TIME					YOUTHPASS CEREMONY	
19:00-20:00	DINNER							
20:00-	WHO IS WHO?	WARM UP PARTY	BOARD GAMES	LET'S GET INTERCULTURAL	MOVIE NIGHT	GOODBYE PARTY		

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DAY 1 (23.11.2023)

During the arrival day, the participants were offered welcome refreshments and the trainers introduced the venue.

After dinner, the organizational team introduced themselves, as well as the participants. We organised some ice breakers and a few simple getting to know activities.

Getting to know each other on a very personal level!

What is a crazy/nerdish/unusual/unexpected/weird/quirky fact about you?

Objectives: to enhance group connection and comfort.

DAY 2 (24.11.2023)

SESSION 1: 9:30-11:00 Team building

We started the day with getting to know each other's activities and a team building aimed at creating a safe environment and enhancing group cohesion.

- Name game and getting to know each other (participants share their name and their country while sitting in a circle)
- *Carousel*: the participants are first in a big circle, then every other participant should step forward one step and turn to the other side so that we get an outer and an inner circle in which the couples look at each other.

Through several rounds, the participants get to know each other through some of the listed questions (these are only suggestions of questions, you can add some others or remove some of these, depending on how much time you have):

- *What/Who inspires you the most in your everyday life? / Who do you admire the most and why? (2 min)*
- *What was the last thing that you did for the first time in your life? (2 min)*
- *What is something that makes you feel unstoppable? (2 min)*
- *What's something you are really bad at? (2 min)*
- *How would you spend your last day on Earth? (2 min)*
- *Where do you go for fresh inspiration? (2 min)*

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For each question, the participants from the inner circle move a certain number of steps (arbitrarily) clockwise so that the interlocutors are constantly changing.

TEAM BUILDING "BARNGA" 75 MIN

Step by step description of the activity and materials can be found here: <http://intercultural-learning.eu/Portfolio-Item/barnga/>

SESSION 2: 11:30-13:00 Project Intro

In the following session we have explained the project's rationale, needs and objectives. We have created common rules and explored participants' expectations.

Part 1: Explain the projects aim and objectives, explain why this project.

Part 2: Go through the timetable and explain each of the sessions.

Part 3: Participants, individually, write down their fears, expectations and contributions and link them to the project's objectives.

Part 4: Agree on some basic group rules:

- Be on time
- Active participation
- Zero tolerance on violence, hate speech, discrimination, etc.
- Ask and make suggestions
- Respect when someone else speaks
- Respect each other

Part 5: Create an "ideal participant" and an "ideal trainer". Draw a character on a flipchart, divide them into smaller groups, where everyone has the task of coming up with the characteristics of the trainer and the participants, and write them on that flipchart.

SESSION 3: 15:00-16:30 Key concepts of EDI

This session introduced topics of equity, equality, diversity, inclusion, exclusion, discrimination.

Part 1: Blues and Reds (Intro to the session).

Detailed description can be found here: *Value the difference*, page 43.

For the purposes of this session, we implemented a modified version of the “Blues and Reds”.

In **Part 2** of this session, we discussed the key concepts of Equity, Inclusion and Diversity. Details can be found here: *Inclusion A to Z*, page 12.

SESSION 4: 17:00-18:30 ETS competences and Youthpass

Part 1: (10mins) Write the word “COMPETENCE” in the centre of a flip chart sheet. With the group brainstorm what this word means, elicit as many related words as you can.

Continue to the four dimensions of the competence model:

- Attitudes (the youth worker’s willingness) are the prerequisite, the foundation for competence development. They lead to
- Knowledge (gained through experience, books, the Internet, etc.),
- Skills (ability to perform a task, to apply knowledge and turn attitudes into actions), which will then lead to
- Behaviour, which is appropriate and contextual.

Through behaviour we can assess the competence level of the youth worker and whether it is sufficient for his/her work. In short: behaviour reflects the underlying attitudes of a youth worker. There is no hierarchy between the various elements mentioned in each competence area (under attitudes, knowledge, skills, and behaviours, respectively). The elements mentioned first are no more important than those mentioned last.

Finally elaborate by emphasising that **a competence is a combination of knowledge, skills, behaviours and attitude put into action. We know we are competent at something when we do it. It is not just about knowledge - but also the capacity to put the knowledge into practice.**

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Part 2: (25 mins) Ask “Have you heard of the European Training Strategy” - explain the ETS model. Check the web page for more details and a self-assessment tool: <https://europeantrainingstrategy.eu/>

Explain that we are going to learn **about 9 competences** – these will help us to express what we have learned. Remind the group what they know about **Youthpass** and in particular, **Part 3**. Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

- Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others,
- it aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition,
- it also supports the continued pathways of young people and youth workers, and...
- raises visibility of the value of European engagement.

Part 3: These 9 competences are like categories that we will use to write Part 3 of our Youthpass. So, what are they? Go through each of the competences.

Divide the group into smaller groups of 4 - 5 people. Each group gets a set of attitudes, behaviours, skills and knowledge (6 of them) which they need to assign to the proper competence (20-30 min).

Part 4: Individual time for their personal learning diary.

Ask: *Why Am I here? What do I want to discover? What do I want to learn? What are my strengths, weaknesses, opportunities or threats? How can I achieve/overcome them?*

Boyatzis self-directed learning: Who do I want to be? Have I engaged my passion and dreams? Do I know myself? Do I have my own personal agenda? Is it really mine?

Are you practicing or experimenting new habits and actions? Did you find which setting is the most appropriate one for your learning experience? Do you have a coach, mentor, friends with whom you can discuss the progress on your learning agenda?

**Goethe (Faustus): “What you can do, or dream you can, begin it,
Boldness has genius, power and magic in it!”**

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18:30-19:00 Self-assessment time: In order to reflect upon their own learning process, participants were given the chance to reflect on their learning experience by using a Doodle diary (please check Annex 2 for a copy of the diary). It is advised to assist the participants in this process, either by individual mentoring or additional questions for reflection.

DAY 3 (25.11.2023)

SESSION 1: 9:30-11:00 Take a Step Forward

In this session we tackled the concepts of identity, privilege and intersectionality through the method “Take a step forward”. This method is a powerful method that should provoke thinking about our identities, privileges, power and inequality. The activity puts participants in the shoes of another person and provides perspective of different lives, different people and different levels of opportunities.

Objectives: to understand the concept of identity, privilege and intersectionality, to promote empathy with others who are different, to raise awareness about the inequality of opportunities in the society, to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

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Methods: role play, individual and group reflection.

Aims:

- to promote empathy with others who are different,
- to raise awareness about the inequality of opportunities in society,
- to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

Detailed activity description can be found here: *Value the difference* (page 21) and *Compass* (page 283).

SESSION 2: 11:30-13:00 Path to Equity Land

This session provided space for exploring issues of social exclusion, young people with fewer opportunities and biases but also to broaden understanding of concepts of equality and equity. The activity involves small group work, imagination, and drawing. It consists of three different parts: 1) Defining the problems and brainstorming solutions, 2) Drawing the map, 3) Debriefing.

The first part is brainstorming about the Equity land and transforming their reality into future Equity land and possible obstacles in that process. In the second part participants are creating their own fantasy map to represent the landscapes of the present and the future with a path or paths running between them. Later on, participants present their maps in the plenary and in the third part - debriefing is held.

Objectives: to create space for exploring issues of social exclusion, young people with fewer opportunities and biases, to broaden understanding of concepts of equality and equity.

Methods: brainstorming, imagination, drawing, discussion, group work, interactive work.

Detailed activity description can be found here: *Compass* (page 246)

SESSION 3: 15:00-16:30 Stumble upon a partner

During this session participants were given the opportunity to share good practices of their organisations. We have created space for them to present their work with young people in the field of inclusion and also to find out what other partner organisations do and how they do it regarding the topic of inclusion. Participants have to share some main information such as the objectives of their NGO and activities they do with/for young people.

Objectives: to represent organisations and their field of work, to represent their work within the field of non-formal education on the topic of inclusion, to inspire international cooperation, to find future partners for projects.

Methods: interactive work, group work, simulation, research, presentation

For this activity we have used a simulation tool in order to simulate a partnership building activity in real life.

Step by step instructions:

1. Allow participants to create their “office” with visible and clear information (target group, activities, number of employees/volunteers, need/problem etc.). 15 min
2. Everyone visits all the offices, writes down the most important information. After that, divide them: 1 person from the country stays in the office, and the other two walk around looking for partners. 15 min
3. Partnership building activity - meetings between partners, sending “emails”, sending post to the post office, etc. They need to partner up with organisations of similar background and needs. You should get 7 groups of 4 people. You can spice up the situation by adding some elements: (power shortage, illness of colleagues, flood in the office, earthquake, Wi-Fi goes down) to evoke some real situations that can happen. 40 min
4. Reflect on the groups and explain that these groups will do "Inclusive activities" with these partners.
5. Debriefing on the importance of finding a partner, ways to find a partner, etc., promote the Q! App (<https://www.qualitymobility.app/>)

Debriefing:

What did you think about this activity before the TC?

What did you think at the beginning of the activity?

How did you feel in your role? Emphasize that sometimes you have to do the “dirty work” and things you don’t like.

How did you decide who will do what?

What is important in a partnership?

Where do you search for partners?



SESSION 4: 17:00-18:30 Trainer's profile

Facilitators of group processes have a crucial role in making programmes inclusive. Holding space for diversity means that your objective as facilitator is to ensure that everyone feels comfortable and safe, can learn and contribute. Facilitating diverse groups requires you to be open to adapt your language and methods to the group. Using inclusive language and creating space for the group to make suggestions or give feedback are two ground rules that work in most settings. In this session we have questioned the different communication styles of trainers/facilitators/educators and discussed pros and cons of different styles. Trainers presented the features of a successful trainer: usually, the trainer holds a lot of different sets

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of skills along with key competences such as working in groups, communication, project management, problem solving, conflict management, financial management and lots more.

During this session we tackled the question *"Why am I a trainer/facilitator/educator/youth worker?"* and encouraged reflection about their motivation for doing this job.

Objectives: to explore the competences needed to be a trainer/facilitator/educator/youth worker, to present and question different style of education, to understand the importance of trainer/facilitator/educator/youth worker in making a programme inclusive.

Methods: presentation, brainstorming, simulation, analysis, group work.

Part 1: Reflection journey (20 minutes)

1. Ask participants to sit back, relax, and close their eyes. Tell participants that this training is about educating adults, but now, for a moment, you are going to ask them to remember when they were in school as children.
2. Take participants through a reflection journey by reading aloud the following statements and questions slowly as participants sit with eyes closed. Pause for several seconds between each statement or question: Think back to your childhood, when you were in school. Think about how you would put on your uniform in the morning, how far you walked to get to school, how you felt as you were walking, and how you felt when you arrived. Try to remember a teacher that you liked.
 - Why was she/he a good teacher?
 - How did she/he treat the students?
 - How did she/he help the students learn?
 - What did you do in her/his classroom? How did you feel? How did you interact with this teacher?
3. Ask participants to open their eyes. Ask a few volunteers to share their reflection journeys briefly.
4. Ask participants to sit back, relax, and close their eyes again. Tell them that this time, you will ask them to remember training courses they have attended as adults (as participants, not as trainers themselves). Lead a second reflection journey using the following statements and questions: Think about trainings and courses you have participated in as an adult. Think about how you felt as you were traveling to the

training, and how you felt when you arrived. Try to remember a trainer/facilitator that you liked.

- Why was she/he a good trainer?
 - How did she/he treat the participants?
 - How did she/he help the participants learn?
 - What did you do in her/his sessions? How did you feel? How did you interact with this trainer?
5. Ask participants to open their eyes. Ask a few volunteers to share their reflection journeys.

Part 2: Fishbowl discussion (45 minutes)

Fishbowl is a strategy for facilitating group discussions. In a Fishbowl discussion, participants inside the “fishbowl” actively discuss a topic. Participants outside the fishbowl listen carefully to the conversation. They take turns in these roles to practice being both contributors and listeners in a group discussion.

Fishbowl discussion requires a circle of chairs (“the fishbowl”) and enough room around the circle for the remaining participants to observe what is happening in the “fishbowl.”

- Ask for 4-5 volunteers to be in the “fishbowl.” Only the participants in the fishbowl are allowed to talk.
- Instruct the outer circle to remain quiet, observe and take notes on the content and process of the inner circle’s discussion.
- The first few times, play the role of the facilitator yourself. Once the process is familiar, you can select a participant facilitator. The facilitator does not participate in the discussion, but poses questions along the way to prompt deeper discussion and to make sure everyone inside the fishbowl has a chance to talk.
- There are many ways to structure a Fishbowl discussion. Sometimes facilitators have half of the group sit in the fishbowl for ten to 15 minutes before announcing “Switch,” at which point the listeners enter the fishbowl and the speakers become the audience. Another common Fishbowl discussion format is the “tap” system, where participants on the outside of the Fishbowl gently tap a participant on the inside, indicating that they should switch roles.
- Regardless of the particular rules you establish, make sure they are explained to participants beforehand.

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- Allow the conversation to progress where participants take it.

Questions for the fishbowl discussion:

1. What are some differences between your experience of education as children and as adults? (10 minutes)
2. What are the qualities that a trainer should have? (10 minutes)
3. When we plan and organize trainings, we think about 3 phases: (25 min)
 - Before training
 - During training
 - After training

Before – In your experience, when you are getting ready to do training, what must you do and think about ahead of time? (5 min)

[Who are the participants, what do they need to learn, what do they need to be able to know and do (objectives), materials preparation (including review of materials), which training methods will be used, logistics (location, notification of participants, food & drink, how to create a good learning environment that upholds the principles of adult learning, etc.)]

During – When you are doing training, what must you do and think about? (10 min)

[Uphold the principles of adult learning, create and follow ground rules, ensure everyone's engagement and participation, use energizers and breaks, ensure respect, safety, and comfort, keep track of time, etc.]

- a) How can a trainer/facilitator show respect towards participants and create safety and comfort.
- b) How can a trainer/facilitator elicit/bring forth/bring out/evoke participants' experience and create dialogue.

After – After the training is over, what must you do and think about? (5 min)

[Evaluate the training by asking participants what did and did not work well, evaluate how participants are using what they learned, pre/post-test for evaluation, etc.]

Challenges – What are some of the challenges you face when you are planning and organizing training in the field of youth? How do you handle these challenges? (5 min)

Debriefing: (15 minutes)

What and how was your experience with the reflection journey/fishbowl method?

What was effective about these methods? (What are the benefits of using these methods?)

What was challenging about these methods?

What did I (facilitator) do to set up and use the methods?



18:30-19:00 Self-assessment time: In order to reflect upon their own learning process, participants were given the chance to reflect on their learning experience by using a Doodle diary (please check Annex 2 for a copy of the diary). It is advised to assist the participants in this process, either by individual mentoring or additional questions for reflection.

DAY 4 (26.11.2023.)

SESSION 1: 9:30-11:15 Reality check

For this session we have used the task from the preparatory phase (the participants had to think of a real-life example of conflicts or challenges that they experienced during their work or as a participant).

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Objectives: to share experience of facilitating learning, to recognize and deal with the challenges and potential problems effectively and before they interfere with the learning process, to propose different solutions.

Part 1: In the beginning of this session ask the group about their level of experience they have with facilitation (*who's facilitated an activity, workshop or a meeting before?, who's facilitated 3 activities, workshops or meetings before?, who has facilitated 5 or more?*).

- How could a facilitator prepare himself/herself better?
- What is it that we should always be aware of in youth work?
- How long do you need to prepare?
- How can you broaden your knowledge?
- How do you cope with problems?
- How do you solve problems?
- How is the decision-making process? What's your instinctive approach to decision making? If you're naturally optimistic, then chances are you don't always consider the potential downsides to a decision. Similarly, if you're very cautious, you might not focus on opportunities that could open up).

Part 2: Divide the participants in 4 groups (7 participants per group) respecting the following order:

- Give each participant a small paper with a colour written on it. Colours which can be written are: red, blue, green, white, black and yellow. You need 4 papers for each colour (4x green, 4x red, etc.). Ask the participants not to show their paper or say the colour they have received to anyone. This should be done in complete silence. If you have more or less than 27 participants, make adjustments by adding one more/less paper to a certain colour.
- Now ask the participants to line up according to what is written on their papers. This means they have to line up according to colours (reds together, blues together, etc.) Any colour can start or finish, it doesn't matter. When they finish, check if they lined up correctly. There can be certain modifications if you have +/- 27 participants (for example more than 1 colour in the group or 1 colour less).
- Count the participants in order to make groups of 6. You will do so by counting from 1 to 4. Repeat until each of the participants is assigned with one of the numbers from

1 to 4. In the end they have to form groups according to the number they were assigned. You will get 4 groups with six different colours.

Part 3: Ask the participants to discuss challenges they are facing or have faced in youth work (preparatory phase assignment). It can be any kind of challenge they have faced: language barrier, participants with fewer opportunities, accessibility of the venue, etc. Ask them to choose one of the challenges and say that they will work on the solutions.

Part 4: Introduce the [Six thinking hats method](https://www.mindtools.com/a/lpp1e/six-thinking-hats). More details can be found here: <https://www.mindtools.com/a/lpp1e/six-thinking-hats>

Part 5: Provide handouts explaining the Six thinking hats to each of the groups. First, the participants have to make their own hat according to the colour they were assigned in Part 1. When wearing their hat, they have to get in the role of their colour. Their task is to figure out a solution for the identified problem/challenge in Part 3 using the Six thinking hats method.

Part 6: Debriefing

What did we talk about in this activity?

Why did we talk about it?

How did you feel during this activity, in your role?

Was the hat comfortable? Ask each colour.

How did you work as a group?

Did any of the colours take advantage? Why yes, why no? Was it because of the colour or because of the person?

Groups where there were two colours. How did you work? Together, individual, was it easier?

What did you learn about yourself?

Benefits of this method (inclusivity - micro deliberation method, organized thinking, improved creativity, better thinking skills, stronger interpersonal skills,

How would you describe the role of a youth worker/trainer/facilitator?

What can you take back home and use for your work?

What's your next step?



SESSION 2: 11:30-13:00 Responding to racism

During this session the participants role play a critical incident to explore issues about:

- Racism, stereotypes and cultural differences.
- The prevalence of some forms of racism and prejudice.
- How to deal with racism in a school or other educational organisation.

This activity has two parts: part 1 is a review of what we understand by the term racism; part 2 involves drafting a policy for dealing with racist incidents in local communities.

Objectives: to deepen understanding about cultural differences and institutional racism, to develop skills for democratic participation, communication and cooperation, to promote responsibility, justice and solidarity.

Methods: role-play, brainstorming, group work, discussion.

Step by step activity description can be found here: *Compass*, page 256.

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SESSION 3: 15:00-16:30 Everybody needs closure

In this session we have explored the debriefing by deepening the knowledge and skills of "closing the workshops". Debriefing allows participants to process what they've learned. This ensures that activities aren't left unfinished, with participants wondering what they accomplished or why an activity was done. To enable participants to get the most out of activities, it is essential to provide them with an opportunity to discuss what they've learned.

Objectives: to describe and understand debriefing as an essential part of educational activities, to improve facilitation skills regarding debriefing, to reflect upon and evaluate ToT experience so far, to share experience of different styles and methods of evaluation.

Methods: group work, research, interactive work, brainstorming, discussion, world cafe.

Part 1: Say - Imagine your partner unexpectedly changes their Facebook status from "in a relationship" to "single" and then refuses to communicate with you. This sounds awfully cruel, completely robbing you of your right to find out why you have been dumped so that you can get some closure and move on.

The need for closure doesn't just apply to relationships. The death of a loved one, the loss of a job, status or a way of life are other examples of painful endings. Letting go of something that was once important can be difficult, and many people seek closure in doing so.

The social psychologist [Arie Kruglanski](#) coined the phrase "[need for closure](#)" in the 1990s, referring to a framework for decision making that aims to find an answer on a given topic that will alleviate confusion and ambiguity.

Of course, we are not talking about love relationships here and we are not getting into psychology but, we can make some connections to the educational sphere as well. Implementing something just to implement it has no meaning or impact at all. Closing a session, training, project, a job is equally important as the implementation itself. Sometimes, we get more out of a closing than during the activity itself. That's why debriefing is essential and an important part of every experiential learning (simulation, role play etc.).

Part 2: Brainstorming of debriefing (write down the answers and comment)

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Part 3: Ask - who has led a debriefing? Where? How? How many times? Comments how it went? How did you prepare for it?

Part 4: There are two assumptions behind the importance of debriefing:

1. **that the activity affected the player in a way that requires further consideration**
2. **and that there is a process needed to help the player through that consideration.**

The result of the debriefing process is that learners discover meaningful connections between the activity and their own lives, thus increasing the learning that occurs from an experiential activity.

The debrief is critical because it helps learners explore what went on, talk about their experiences, develop insights, reduce negative feelings about aspects of the activity and connect the activities to their real-life situations.

Most important **features of debriefing:**

- **expressing feelings,**
- **describing activities and**
- **exploring what was learned.**

Part 5: There are a number of models of debriefing that have been presented and refined over the years.

1. **One model presented starts with Bloom's taxonomy** and argues that debriefing that starts too high up on the taxonomy can fail. Instead, this model **starts with activities focused on having learners discuss what happened** in the event, which is based on the Knowledge and Comprehension level of Bloom's taxonomy. **After this, the facilitator encourages learners to explore how the group performed** in the event, which comes from the Application and Analysis level. **Next, the learners discuss other potential solutions to the challenges** during the Synthesis portion of the process. Finally, **in the Evaluation and Opinion stage, learners are ready to discuss how well they did with the activity.**

2. **A heavily-cited model by Kolb leads** learners through several stages from experiencing to learning. The **first stage focuses on what the learners felt and experienced** during the event. The **second stage introduces other points of view by engaging an individual's experiences with the experiences of others**. The **third stage has the learners relate the concepts in the activity to previously learned concepts** in the class and consider how the activity can be expanded. The **fourth stage focuses on enabling users to make a connection of the activity to the real world**. This then **can lead to a growing desire to have more experiences**, which starts the cycle of experiential learning anew.
3. **Greenaway further refined this model to make it easier for facilitators to remember and apply**. His four-stage active reviewing sequence starts with **Experience**, where learners **reflect and discuss the activities that occurred**. The next stage is **Express**, where the learners **consider the emotions** that they felt during the process. **Examination** comes next in this model, where **learners are encouraged to mentally detach from the experience to consider, more holistically, what happened and how well everything went**. Finally, the **Explore phase has learners thinking about the future and how the activity can connect back into the real world**.
4. **Thiagi, one of the modern leaders in corporate training**, brings together ideas of these models and extends them to his popular debriefing model. There are six stages to his debriefing process after a simulation or experiential learning activity. **First**, the learners explore how they feel after the activity. Many activities can involve stress, conflict, or negative situations, so it is important to allow the learner to express these feelings. **Second**, the learners explore what they recall as happening as part of the activity. **Third**, the learners explore what they learned during the activity. **Fourth**, the learners tie that learning to their own experiences from the real world or other things they have learned before. **Fifth**, the learners consider what happened and how what they learned might apply in a different context. **Sixth**, the learners plan out their next steps.

All of these models point to key activities that need to take place after an experiential activity, which are:

- **description,**
- **analogy/analysis, and**
- **application.**

These models typically are used in situations with a facilitator who leads learners through the process. Due to the high cost of bringing in an expert facilitator, there is a growing interest in self-facilitation. The literature review reports various attempts at self-assessment with mixed results, although a common pattern of success centres on the use of self-assessment tools. Therefore, this concept of expert-created tools that help a learner assess their own performance through reflection is an important one in developing debriefing tools facilitated by the educational game.

Part 6: World Café

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. Each element of the method has a specific purpose and corresponds to one or more of the design principles.

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 or white linen tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.
2. *Welcome and Introduction:* The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.
3. *Small-Group Rounds:* The process begins with the first of five rounds of conversation for small groups of five to six people seated around a table. When the time is up, the groups move clockwise to another table. One person stays at the table 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.

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4. *Questions*: each table is prefaced with a **question/statement** specially crafted for the specific context and desired purpose of the World Café.
5. *Harvest*: After, the small groups are invited to share insights or other results from their conversations with the rest of the large group.

Split the participants into 5 smaller groups and prepare the tables each containing one of the following topics:

1. RESOURCES FOR DEBRIEFING (human resources, financial, skills, knowledge, logistics, etc,)
2. AIMS OF DEBRIEFING
3. POSITIVE SIDES OF A GOOD DEBRIEFING
4. NEGATIVE SIDES OF A NOT SO GOOD DEBRIEF OR NO DEBRIEF AT ALL
5. HOW TO LEAD A DEBRIEF, STEPS FOR DEBRIEFING (phases of a debriefing, type of questions, support, help, facilitators attitude)

We have had a time limitation for each of the rounds: first round of discussion lasted 12 min, second 7 min, third 5 min, fourth 3 min and, fifth round 3 min.

Part 7: Debriefing by using Greenaway model

First, we are going to talk about “Experience”:

1. What did you think about this session before you came here?
2. What did we talk about in this session/what did we present?
3. Why did we present it? What are the aims?
4. What did we find out about the debriefing experience in this group?

Moving on to the next stage “Express”:

1. How did you feel at the beginning of this session?
2. How did you feel during the activity?
3. How do you feel now?
4. How did the moderators/guests feel?
5. Were there any conflicts or negative feelings/situations?

Moving on to “Examination”. Let’s detach from the experience and talk about how everything went:

1. How was the group dynamic?
2. Were you inclusive during the group work?
3. Is there anything you would change or do differently? Why?
4. Did you have enough time?
5. Was it easy to find common ground?

Last step: “Explore”. Let’s think about the future and how we can use this:

1. What did you learn about debriefing?
2. What did you learn about yourself?
3. What are you taking with you? Why?
4. What will you do when you come back home?
5. How will you use it in your daily work?



18:30-19:00 Self-assessment time: In order to reflect upon their own learning process, participants were given the chance to reflect on their learning experience by using a Doodle diary (please check Annex 2 for a copy of the diary). It is advised to assist the participants in this process, either by individual mentoring or additional questions for reflection.

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21:00 - Intercultural evening: After dinner, we have had an intercultural sharing and learning experience. The participants got a chance to represent their own country and culture. Participants were earlier informed to bring their national food, drinks, clothes, promotional materials and whatever else they prefer for presentation.

DAY 5 (27.11.2023)

SESSION 1 and 2: 9:30-13:00 Inclusive activities design

Day 5 was all about practical skills and teamwork. According to the partnership building activity on day 3 and the groups participants have formed, we started with the inclusive activities design. This means we have switched roles and that participants were trainers for a day! The participants had a task to develop, design and implement an Inclusive activity bearing in mind everything we have talked so far.

They were given the following instructions:

- template document containing the main aspects of an inclusive activity,
- the time frame: time for preparation (until after lunch) and time for implementation (15 min),
- how to give and receive feedback.

Some tips on how to give and receive feedback can be found here: *Compass* (pages 53-54)

Some of the methods for giving feedback can be found here: *Manual for facilitators* (page 131).



SESSION 3 and 4: 15:00-18:30 Feedback from experts 1 and 2

In these two sessions the participants have implemented their inclusive activities bearing in mind the time frame and main aspects of an activity.

Experienced youth workers and trainers from Croatia have provided their professional feedback.

Objectives: experience-based learning, thinking and considering the needs of their local communities, learning by doing, giving and receiving feedback, connecting to Croatian reality.

Methods: methods of non-formal learning chosen by participants, discussion, brainstorming.



18:30-19:00 Self-assessment time: In order to reflect upon their own learning process, participants were given the chance to reflect on their learning experience by using a Doodle diary (please check Annex 2 for a copy of the diary). It is advised to assist the participants in this process, either by individual mentoring or additional questions for reflection.

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DAY 6 (28.11.2023)

SESSION 1: 9:30-11:00 Memory Lane

Together with the whole group went back to where it all started - beginning of this ToT. Together we reflected upon the whole timetable and everything that has been learnt as well as the daily reflections. Trainers have created a cosy atmosphere, soft music and lead participants through their journey with meditation as a tool.

Later on, we have checked whether the expectations that participants highlighted at the beginning of the ToT were met during the ToT. We have also checked we handled the fears and challenges the right way and to what extent did the participants contribute to the group in the end.

After that, we returned to ETS competences and discussed which competencies were developed and improved. According to the competences, participants individually reflected upon the learning outcomes of the ToT and their learning diaries.

Objectives: to reflect on learning process, to understand the methods and concepts used and explained during ToT, to become aware of gained and improved ETS competences, promote lifelong learning.

Methods: meditation, individual reflection, discussion, analysis.



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SESSION 2: 11:30-13:00 Reintegration

Reintegration is an important phase in a mobility project, personally and professionally and it should never be rushed or skipped. Especially for young people with fewer opportunities. Each participant needs time and support to reintegrate, to share his thoughts and newly gained skills.

Ask the participants (this can be an individual task since it might be uncomfortable for some of them to answer in front of the group):

- How many mobilities have you had/participated in?
- Who supported you?
- How have they supported you?
- How many young people have you prepared for outgoing mobilities?
- How many young people have you supported for the follow up phase of mobility?
- How have you been inclusive in that?
- Who are people with fewer opportunities?

Tell them a story about your own experience when you, for example, went on your first mobility. Who prepared you? Who supported your reintegration? Did anyone support you? How did you feel?

Brainstorm reintegration. What does it mean for a trainer? For a young person? Write down the answers.

Explore reintegration in depth and emphasize different aspects, practical details, personal and professional aspects, possibilities, impact, resources, different roles, support, mentorship, etc. More details can be found here: *Inclusion A-Z* (page 123)

In the end, invite participants to fill out their own personal reintegration plan. Template can be found in Annex 2.



SESSION 3: 15:00-16:30 Dissemination

It is highly recommended to include this session in your timetable in order to support participants in their dissemination activities. Explain the difference between visibility and dissemination.

The participants had two tasks:

1. Carry out dissemination within their organization/school for employees.
2. Carry out an event in their community for young people, associations, youth workers or other interested citizens.

Each national group has made their dissemination plan and presented it in order to receive feedback.

Objective: to share the results of the project, to try out the tool, to explain the meaning and the importance of the dissemination.

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SESSION 4: 17:00-18:30 Evaluation

As a perfect end of this ToT we explored whether the expectations that participants highlighted at the beginning of the training course were met during the ToT. For the final reflection, we used several methods of evaluation to tackle gained knowledge, skills, attitudes and behaviours but also emotions, practical arrangements, satisfaction with trainers, methods and approach and overall satisfaction of the participants.

Objectives: to see the general impression of the participants in order to improve our future projects and activities, to support sharing between participants, to receive feedback on the whole experience and to evaluate the methodology and learning outcomes and to finalize the ToT.

Methods: online evaluation form, pie chart, satisfaction chart, attitude barometer.

SESSION 5: 18:30-19:00 Wrap up - Youthpass awards, final words, (non)closure

In this final session, we all were standing in a circle and the trainers mixed the Youthpasses and randomly shared the Youthpasses among the group. Then, each person looked at who's Youthpass he/she got and then they had to describe that person (in a positive way) in front of everyone and the group tried to guess who that person was.

Objectives: encouragement of understanding the key competences for life-long learning, to empower positive thoughts and impressions on individual level, to wrap up the ToT.

Methods: DixIT cards, group discussion, individual reflection.



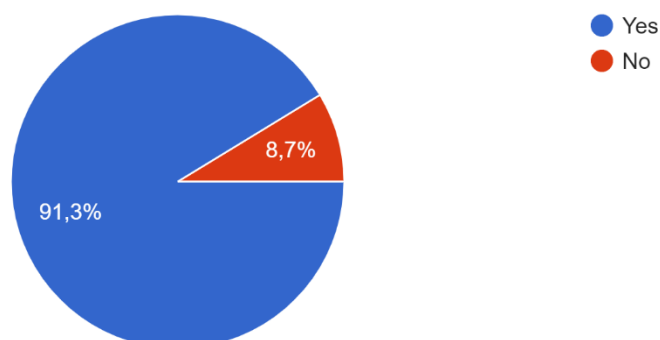
DAY 7 (29.11.2024) DEPARTURE

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Results of the evaluation

This section is an account of the main findings from the perspective of participants and the team of trainers.

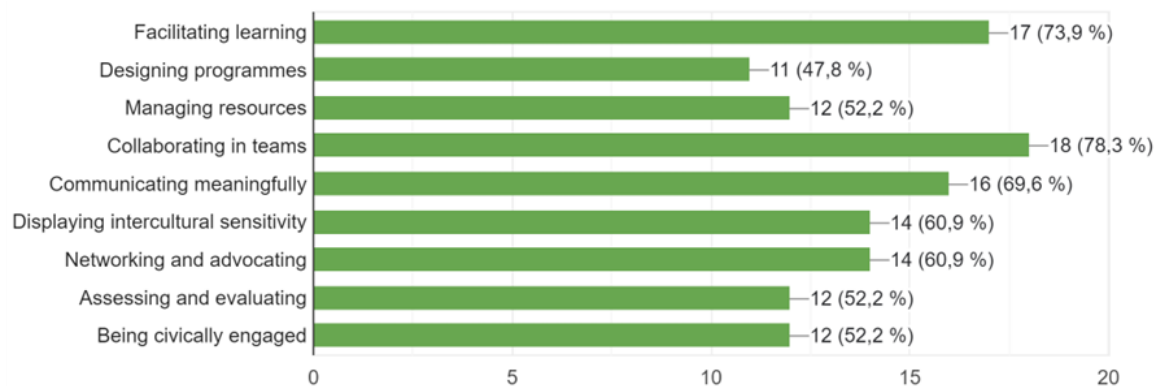
- ✓ Almost all participants indicated that this was the first time they participated in a Training of Trainers activity in the field of inclusion.



- ✓ 65.2% assessed that the project "fully met their expectations", and 34.8% that it "met their expectations". The total rating of the training is 4.56.
- ✓ 87% of participants stated that the project logic "fully met their expectations" and 13% as "met their expectations". The overall rating of the project logic is 4.87.
- ✓ knowledge in the field of inclusion increased from 2.95 (before the training) to 4.39 (after the training)
- ✓ each participant believes that this type of activity should be available through the European training calendar
- ✓ the satisfaction of female trainers was rated 4.95

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- ✓ the participants assessed that they developed the following competencies the most:
- "Collaborating in teams", "Facilitating learning", "Communicating meaningfully",
"Displaying intercultural sensitivity", "Networking and advocating".



Annex 1: List of participants

CROATIA (LAG VALLIS COLAPIS)

Valentina Čavlović

Valerija Ferenac

Mirela Pletikosić

Mirela Rimac Ešegović

Dubravka Štiglić

TURKEY (EFEM AKDENİZ GENCLİK VE SPOR KULUBU DERNEĞİ)

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Elif Çetin

Sümeyye Ülger"

LATVIA (LATVIAN ASSOCIATION FOR YOUTH ACTIVISTS)

Agnija Araka

Jūlija Nazarova

Kristīne Pavilone

ITALY (GIOSEF TORINO - MARTI GIANELLO GUIDA A.P.S.)

Maria Maddalena Consorti

Elena Padua

Michele Tranquilli

GEORGIA (YOUTH ASSOCIATION DRONI)

Monika Basaria

Tekla Tskhovrebashvili

Ana Katsiashvili

GERMANY (NEXT LEVEL E.V.)

Ahmed Al-Bumurshed

Mario Binar

Lynn Schröer

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ARMENIA (GYUMRI YOUTH INITIATIVE CENTRE NGO)

Mariam Galstyan

Hasmik Karapetyan

Ani Tadevosyan

ALBANIA (PEOPLE IN FOCUS)

Armela Duka

Stela Haxhimihali

Sindi Hysa

SPAIN (ASOCIACIÓN CULTURAL L' AYALGUINA)

Miguel Viña Carbajales

Maya González Jiménez

EDUCATIONAL TEAM

Petra Cule (trainer)

Petra Foršek Koški (trainer)

Vedrana Vidiček (facilitator)

Kristijan Orešković (Croatian Youth Network, external expert for the Inclusive Activities design sessions)

Annex 2: Templates

DOODLING DIARY (DOODLE DIARY)

Shokkin Group International

Doodling Diary can be found online on the following links:

<https://shokkin.org/materials-2020/graphicfacilitationresources/>

<https://drive.google.com/file/d/14-DAIt2j3QjKmxhLbg2kXq6oxWABY3lm/view>

INCLUSIVE ACTIVITIES DESIGN

TOPIC – short description	
OBJECTIVES	
TARGET GROUP	
METHODS	
DESCRIPTION OF THE FORESEEN ACTIVITIES	

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REFERENCES	
EXPECTED RESULTS	
FEEDBACK FROM EXPERTS	

REINTEGRATION PLAN



Co-funded by
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LAG Vallis Colapis

REINTEGRATION PLAN

WHAT HAVE I FOUND OUT THIS WEEK 

**WHAT DO I HAVE TO DO TO PUT IT IN PRACTICE?**

MY 1ST STEP **MY 2ND STEP**

WHO CAN HELP ME? *Help!*

WHAT CAN BLOCK ME?

DEADLINE? 



SAFETY
FIRST

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The World Café: <https://theworldcafe.com/key-concepts-resources/world-cafe-method/>

Quality Mobility App: <https://www.qualitymobility.app/>

Facing History & Ourselves – Fishbowl: <https://www.facinghistory.org/resource-library/fishbowl>

The de Bono Group – Six Thinking Hats: <https://www.debonogroup.com/services/core-programs/six-thinking-hats/>

Mind Tools – Six Thinking Hats: <https://www.mindtools.com/a1pp1e/six-thinking-hats>

untools: Six Thinking Hats: <https://untools.co/six-thinking-hats/>

University of Maryland, Department of Psychology – Arie Kruglanski: <https://psyc.umd.edu/facultyprofile/kruglanski/arie>