



DJS/EYCB/TOTHRE/2011/29

Budapest, 22 September 2011

**Training Course**

# Training of Facilitators

Involved in

## Non-Formal Education with Young People

**21 - 29 March 2011**

European Youth Centre Budapest

# FINAL REPORT

## Table of contents

Executive summary .....	3
Introduction .....	6
Aims and objectives of the course.....	7
Profile of participants.....	8
Methodology and programme .....	9
Results and outcomes .....	10
Evaluation of the course.....	12
Conclusions .....	13
Follow-up .....	14
Recommendations .....	15
Appendix 1. Daily programme.....	17
Appendix 2. Participants' list.....	19

## **Executive summary**

### *Rationale*

The Council of Europe is one of the key institutions in Europe in the youth field. The Directorate of Youth and Sport and its European Youth Foundation play an important role in terms of dissemination of European level youth work within the framework of the Council of Europe's youth policy. The number of trainings and educational activities organised or supported by the Council of Europe and especially the Directorate of Youth and Sport has constantly increased over the recent years.

Non-formal education activities have become recognised as an important instrument to pursue the aims and principles of the Council of Europe's youth policy. Agenda 2020 states that working with multipliers as well as supporting the development of quality youth work and its recognition, intercultural learning as a non-formal education/learning method are particularly relevant for promoting intercultural dialogue and combating racism and intolerance, as well as promoting human rights through human rights education. Within this framework, the Council of Europe put special emphasis on capacity-building of youth organisations working on different levels (from grass-roots to European level). As a consequence of the development of youth organisations, it is desired and strategic to improve the quality standards in youth work and widen the range of the dissemination of the Council of Europe's values throughout the member states and civil society in general.

Non-formal education has a clear role in securing equality of opportunities for participation of young people in society, a key aim of the youth policy of the Council of Europe. Investments in the quality of non-formal education and youth work should benefit young people as beneficiaries and actors in non-formal education. Non-formal education focuses on the development of competences, which can be interpreted as the combination of the development of knowledge, skills, attitudes, values, approaches and experiences. In line with the competences, non-formal education provides a framework for participants to actively assess their actual needs and addresses those needs considering the diversity of participants' realities and cultural aspects. These are just some of the reasons why all non-formal education activities with young people at all levels need competent facilitators that can ensure the success and fruitful learning processes with young people based on the values the Council of Europe stands for.

Study sessions and other educational activities, such as the projects funded by the European Youth Foundation, play a significant role in the development of European level youth work. They also foster the dissemination and recognition of the values of the Council of Europe. Non-formal education youth activities rely on competent and motivated volunteers or staff members to deliver quality programmes to achieve their objectives. Since non-formal education activities focus on competences, competent members of preparatory teams are one core factor ensuring the relevance and the quality of the educational youth activities run in cooperation with or funded by the Directorate of Youth and Sport. In most cases, these team members are neither professional trainers, nor experts in non-formal education practices. They are young volunteers who act as facilitators of other young people's learning processes. These facilitators must be able to understand and cater for the learning processes, be able to plan, structure, run and evaluate educational programmes. They should also be capable to facilitate individual and group learning processes and ensure a long-term impact of international non-formal education activities.

The Council of Europe's Directorate of Youth and Sport introduced the training course for facilitators in order to help in this process of capacity-building for youth organisations. This training course addresses the needs of youth organisations and other youth work institutions to

have competent and autonomous volunteers and staff capable of facilitating quality training and education processes for their membership needs. This course is part of the generic training courses run principally in a 2-years frequency in the Directorate of Youth and Sport.

The Manual for Facilitators in Non-formal Education which was developed as a result of the previous courses served as the basis for the course development.

### *Training Course for Facilitators 2011*

In 2011 the course focused on non-formal education based facilitation skills and human rights education. While in 2010 the course had a focus on facilitation within the wider framework of social inclusion activities, in 2011 the course became clearly more linked to facilitation of international youth activities with a particular core of intercultural learning and human rights education.

The course was attended by twenty-nine participants, out of more than 200 applications received. The majority of participants were youth workers, leaders and volunteers, half of which are involved in the preparation of study sessions, while the other half works on activities supported by the European Youth Foundation or other intercultural youth activities. Two thirds of the participants are active in an European Youth Organisations, networks or federation or one of its national branches, while one third is mostly active on local level. This year nearly half of the organisations represented were new partners for the Director of Youth and Sport.

The course focused on the development of the competences of participants as facilitators of a non-formal education process in line with the quality criteria for non-formal education activities of the Directorate of Youth and Sport. The course addressed the concepts and principles behind Human Rights, human rights education and non-formal learning. Participants were provided with workshops to acquire facilitation skills specifically related to planning an activity, working in international teams, working with challenging participants, debriefing and activity and providing constructive feedback. The gained skills and knowledge were utilised by participants in the practice phase, and development of ideas for follow up. Non formal educational methods were a guiding principle during the course and used in all sessions of the course. Creating a opportunity for participants to learn by doing and through observation of the trainers and reflection on the overall process they were taking part in.

For an in depth explanation of the different sessions implemented during the training course a report of the Session Outlines is available.

### *Results and evaluation*

The most important result of the training course is to have developed participants' competences in preparing, running and evaluating study sessions and other types of international youth activities.

The group of participants was efficient and dynamic, which resulted in a very cooperative active learning environment for all participants. It was visible that the understanding of the participants has been developed remarkably and the personal and professional development was one of the major achievements of the course. The performances of the participants at the workshops during the practice sessions were remarkable despite the limited time for the program elements.

Many participants expressed that they are now informed and aware of the Directorate of Youth and Sport activities, its approaches to non-formal education and human rights education as well as intercultural learning. Most of the participants were highly motivated to create new activities

together to further develop their competences and improve their cooperation in the future. One example of a result is a new application for a study session at the European Youth Centre prepared by the participants in the course for the 1st April 2011 deadline.

The majority of participants left the course with a clear understanding on the role of the educational activities in the youth field and the relevancy of such activities for the Council of Europe. Their level of experience within the group of participants varied widely, whereas some of them were already quite experienced in non-formal educational activities, some others had their first international training experience during the course. The diversity within the participants' group created challenges for the programme but mostly resulted in a remarkable enriching sharing of experiences between them.

All participants could develop their understanding of non-formal education, its theoretical background, main principles and practice its implementation. Participants also developed their understanding of the core principles of human rights education and intercultural learning and its relation with other youth activities in general. However, since the course duration was quite limited, it was not possible to go deep in such issues. Participants had the space to reflect on different aspects of facilitation and practice their skills during the course. The time allocated for the course is short, allowing only limited time to work on major issues such as human rights education and other priority areas of the Council of Europe and limited time for the preparation and implementation of the practical workshops by the participants.

### *Conclusion*

The time for some programme elements was limited in relation to the ambitious objectives set, therefore with the next course the programme should be extended with at least one more day. Facilitation as a competence consists of many different aspects which are difficult to cover in full within the time limits of such a course. Therefore it should be clear for trainers and participants that the course will focus specifically and primarily on facilitation skills and it should enhance the analytical and self-guided learning competences of the participants to enable to acquire the additional skills needed. Including young people not directly involved with study sessions led to opportunities for learning and sharing among the participants but also increased the diversity within the group making it difficult to addressing the needs and expectations of all the participants by the team of trainers. .

The overall consensus of participants and trainers is that the course was successful and plays a crucial role to ensure that the activities of the Directorate of Youth and Sport are in line with the quality criteria for the activities organised in cooperation with the Directorate of Youth and Sport or funded by the European Youth Foundation. It should also not be forgotten that non-formal education is in development and not even always recognized in different member states. Therefore this course is one of the training activities that directly supports raising the quality standards and improving the efficiency of the outcomes of non-formal education and human rights education activities across Europe.

## Introduction

The training course for facilitators is a generic training courses run in a two-years frequency by the Directorate of Youth and Sport of the Council of Europe. A Manual for facilitators in non-formal education was developed as a result of the previous courses and serves as a basis for the course development and implementation as well as a tool for all participants and others directly involved with training activities as a member of preparatory teams of study sessions. The manual presents the main concepts of a study session, their format, methodological approaches, roles of team members and facilitators, gives knowledge on all the aspects of preparation, implementation and evaluation of study sessions. Nonetheless, the manual also provides important information related to all non-formal education activities, not only to study sessions.

The training for facilitators over the last seven years has played an important part in the development of the quality level of the study sessions and other educational activities. In 2008 the course had the ambitious aim to focus on all priority areas of the Directorate of Youth and Sport such as human rights education, youth participation and intercultural learning. In 2010 the course had a specific thematic focus on social inclusion, thus analysing the role of youth NGOs running educational activities to promote social inclusion and provide space to disadvantaged young people. In 2011



the focus was more on human rights education and intercultural learning as transversal dimensions for all educational activities. It was desired to improve the understanding of participants on the basic aspects of the study sessions and other educational activities, their role and the importance for the Council of Europe and youth sector in general as well as the role of non-formal education, intercultural learning and human rights education within those activities.

This report aims to reflect on and present the practice, outcomes and recommendations of the training for facilitators. The report outlines the main elements of the programme, the experience and challenges with the format of the course (opening the participation not only for study sessions' team members but also for facilitators involved in projects financed by the European Youth Foundation in various member states and other youth activities). The report reflects and proposes recommendations made by both the team of trainers and participants to future similar courses. A separate document gathers the session outlines for each programme element. The e-learning platform [act-hre.coe.int](http://act-hre.coe.int) gathers all the materials collected and used during the course. All these documents form the documentation of the training course.

## **Aims and objectives of the course**

The training course aimed to train facilitators from youth organisation in non-formal education for ensuring a high quality standard in preparing, implementing, evaluating and securing effective follow-up of international youth training activities in particular study sessions, organised and run in cooperation with the Council of Europe's Directorate of Youth and Sport.

The objectives of the training course were:

- To increase participants' understanding about values underpinning European non-formal education youth activities;
- To familiarise participants with the values, mission, structure and ways of working of the Council of Europe and in particular the Directorate of Youth and Sport;
- To develop essential competences for facilitators in non-formal education with multicultural youth groups assuring quality criteria in all aspects of study sessions and international youth training activities;
- To explore the concepts of intercultural learning and human rights education and how these can be integrated in non-formal education activities;
- To develop participants' competences in implementing the study session cycle in particular assuring administrative and educational follow-up and dissemination of results of a study session.

## Profile of participants

Participants in the course were members (volunteers or employed staff) of international non-governmental youth organisations, national youth councils and youth networks who are conducting occasional training and other educational activities for young people.

Participants were selected by the team of trainers of the course according to the criteria set out in the call of participants. A key criteria for the selection was the participants involvement as facilitators in a study session or an educational activity funded by the European Youth Foundation in 2011.

Priority was also given to those applicants whose organisation plans to apply for a study session or a project funded by the European Youth Foundation in 2011. Additional selection criteria included participants' expressed interest and motivation, previous experiences (ensuring that they were also not over experienced and over qualified) with non-formal education activities, gender, regional and age balance. All participants had to add to their application a letter of recommendation by their organisation.

Thirty participants were selected, 29 participants took part, all of them were representatives of non-governmental youth organisations and networks on local, national or international level. Among those selected and attending the course 8 were men and 21 women coming from 23 member states of the Council of Europe, also ensuring a balance between Western European and Eastern European countries represented. Half of the participants or their organisation were directly involved in a study session. About a third of the participants were working on a project already approved by the European Youth Foundation starting its implementation in 2011. The gender distribution of participants mirrors a higher number of women applying for the course. One selected participant was hard of hearing for whom assistance and support was provided through a palantypist. Eight participants were listed for the waiting list.

During the training course it became apparent that one participant was facing a significant language barrier, however his efforts to overcome this barrier were extraordinary. The participant also made use of the service of the palantypist to follow the discussions. The group of participants in addition undertook continuous efforts to include both this participant and the hard of hearing participant in all activities, working groups and social events. The group was very motivated, inspired and committed, which resulted in a very friendly and supportive atmosphere that overcame barriers and limitations of different participants.





## Methodology and programme

The course was built keeping in mind the following three main guidelines:

1. To provide relevant thematic background on the main topics of the course: human rights education, non-formal education and the work of the Council of Europe's Directorate of Youth and Sport and the European Youth Foundation and its major values and principles, most specifically within the framework of study sessions and other youth activities.
2. To provide sufficient space for participants to develop key competences in facilitation of youth activities, starting from assessing their learning needs, and moving to the design of a session, the implementation of an international youth activity and its evaluation.
3. To provide a safe environment to practice those competences and for sharing different approaches and information about different organisations.



The training course from the onset was developed using a non-formal education approach. The programme incorporated a methodology designed to ensure the basic principles of active participation, holistic learning, intercultural learning throughout the programme. In terms of methods, throughout the week participants engaged in different activity types, as group work, group activities, presentations, workshops and personal assignments. The programme also provided space to share experience and know-how. An important element

of the training course was the practice sessions, when participants in groups of 5 to 6 persons implemented a short workshop for their peers. The practice sessions were a safe space for participants to practice their own skills in facilitation. They included time for debriefing, constructive feedback and reflection on the competences needed for facilitation.

A variety of methods was used in order to address different learning styles as well as meeting basic methodological principles of non-formal education ensuring the direct interaction between the group, participants individually and the topic.

A three-week e-learning phase preceded the residential course and allowed participants to have more information about the course, as well as to start to get to know each others. The e-learning platform became during and after the residential course the repository of the documentation of the course and the tool to keep in contact among participants and also with the trainers' team.

## Results and outcomes

The training course for facilitators provided young people from European youth organisations with facilitation skills using non-formal education approaches and developed their competences to prepare, deliver and evaluate training activities. The workshop sessions addressed the different phases of preparation, delivery, evaluation of a educational activity, all the aspects involved in facilitation, and put an emphasis on working in an international team. The workshops took into consideration explicitly the quality criteria of non-formal educational activities run by the Directorate of Youth and Sport and the experience of the educational advisors with preparatory teams of study sessions.

The practice sessions where participants could try out their newly gained skills and knowledge were marked as one of the most important elements of the programme by participants and trainers. Although the time was limited, most of the participants showed very satisfactory performances as a facilitator. They were able to show their skills in assessing needs, in programme design, implementation, debriefing, presentations, creativity, team work, time and space management, logistics, evaluation etc. Participants also developed their skills in giving and receiving feedback which helped them to identify their learning points during the evaluation and the reflection sessions, right after they facilitated one workshop during the practice sessions.

The diversity within the trainers team exposed participants to an enriching variety of training methods, approaches and knowledge which contributed to their learning experience. The aspect of learning by example was mentioned several times by participants during the reflection groups at the end of each day. Participants actively reflected on the trainers' style of facilitation and learnt not only through the content of each session, but also through observation of the team of trainers.

Participants came from a wide variety of organisations and fields of work, some developing study sessions and international trainings while other working more on national or local level. The group openness and curiosity for this diversity further contributed to the rich learning environment that was present during the training course creating possibilities for intercultural learning and understanding the challenges of having an inclusive approach when developing and implementing an educational activity. A study session application is one of the example of the synergies participants found among themselves during the training. 4 participants developed this application as a result of the awareness of the same training needs present in the their background organisations and of the similar working styles they had.

Even though human rights education and intercultural learning were major themes of the course, the limited time duration of the course prevented the team and participants to go deep into the many different aspects of these topics. The practice sessions allowed participants to explore human rights education and intercultural learning more closely and to link them to issues as gender equality or social exclusion. The awareness that participants gained regarding these two core aspects of the work of the youth sector of the Council of Europe as well as the skills to approach them in all the phases of implementation of an international youth activity are an important outcome of the training course, even though there is a consensus that more time was needed.



The training course managed to clarify the role and importance of the study sessions and other youth activities in European youth work. The majority of the participants had a better

understanding of the non-formal education approaches promoted by the Directorate of Youth and Sport, its theoretical background and its role within youth activities. Participants had a clear understanding of the Council of Europe and its values and extended their knowledge about the structures in the youth sector of the Council of Europe, the Directorate of Youth and Sport and the European Youth Foundation. The fact that some half of participants are or will be involved in teams of study sessions makes this outcome even more important and provides important chances of immediate or short-term impact of participants' learning points.

Another outcome of this course was to further train facilitators for international youth activities, and also to bring to the European training arena new facilitators that may be involved in future activities of the Directorate of Youth and Sport. As it happened this year with one of the trainers in the trainers' team being recruited from the participants in the past course for facilitators, during this course there were several participants that presented the training and facilitation skills that could possibly make them collaborators in future similar courses.

On the last day of the programme participants were able to consult with all three educational advisors about their study sessions which would take place in the coming year. In addition participants were able to ask questions about their projects that are funded by the European Youth Foundation to the staff of the foundation through a live Skype connection with Strasbourg. Three new project initiatives saw the light during the training course including a study session proposal that was submitted for the 1 April deadline, by a group of participants from different youth organisations on a cross cutting theme. This proposal was later approved by the Programming Committee on youth of the Directorate of Youth and Sport.

## Evaluation of the course

More than half of the participants attending the training course are in a preparation team for a study session in the upcoming year. This clearly positively influenced the commitment of these participants, but overall the observation was that the whole group of participants was very committed to the learning process and the concept of a study session as a non-formal education activity. Their learning expectations were clearly defined and overall the training course successfully addressed them.

The training course was able to address human rights and intercultural learning but time was missing to go in depth into these topics. During the week participants reported that they understood what human rights are but some found it difficult to see how to facilitate this topic in a study session programme, their youth projects or integrate it in the work in their organisations. This initial uncertainty was addressed in the different sessions later in the week, especially the practice sessions. In the evaluation forms participants mentioned that they learnt how to organise youth activities using human rights based approaches but the trainers' team has observed during the practice sessions that this remains a challenging issue for several participants.

Participants' evaluation of the quality of the course was in general very positive. They left the course inspired, motivated, enriched and satisfied. Some even mentioned their expectations were 'over-reached' in terms of having more opportunities to learn than expected. Some participants realised how much they don't know yet and should know and it also made them feel a little less confident at times. However, there was a substantial increase in participants self-awareness regarding their competences as facilitators and their emerging learning needs.

The course balanced in a satisfactory way the three main components of competences building: knowledge, skills and attitudes. Overall, participants appreciated the set up of the course although some suggestions were received asking for more time for some sessions and activities, and changing the order of the programme or structuring of the practice sessions differently. It was very much appreciated that the course made use of many different methods in the various activities although some participants would have preferred less presentations and even more group work.

An overwhelming majority of participants appreciated the contribution of the group of participants to their learning process, mentioning the sharing of expertise, active involvement in the programme and support given to each other. Many participants also were satisfied about their own contribution to the group atmosphere mentioning caring, listening and sharing together.

Most participants expressed an overall satisfaction with the team of trainers, their diverse experience, methods used and inputs, communication with the group, energy and enthusiasm. They felt safe to observe the trainers' team performance and learn from them. Some participants mentioned also that they observed at times a lack of balance between the quality of some sessions delivered.

From the practical point of view, there were some minor points for improvement mentioned by the participants, among those specifically concerns were mentioned environmental-friendliness and the use of materials and flipcharts. Also participants noted the WIFI is not working everywhere in the building. Overall there was extremely high satisfaction with the resources, facilities and staff working in the European Youth Centre Budapest.

## Conclusions

The training of facilitators involved in non-formal education activities is an important biannual training course for the Directorate of Youth and Sport, contributing to the successful implementation of its programme of study sessions and other educational activities funded by the European Youth Foundation. It should also be remembered that non-formal education is in development and not even always recognized in different member states. Therefore this course plays an important role in terms of having more multipliers for non-formal education and intercultural activities both at national and European level. The course is one of the training activities that directly supports raising the quality standards and improving the efficiency of the outcomes of non-formal education and human rights education activities. It also fosters the personal development of the young people and capacity building of the youth organisations across Europe. Multiplying the developed quality in the educational activities can foster the development of the youth sector and the role of youth organisations in addressing the issues related to youth in their societies and Europe.

One of the major challenges of this course was the limited time for some programme elements in relation to the ambitious objectives set. The course duration ideally should be increased with one or even two days and even then it will still be a challenge to cover the many different aspects of facilitation, provide a good basis in human rights education and intercultural learning. Therefore it should be clear within the team and among participants that the course will focus specifically and primarily on facilitation skills and it should enhance the analytical and self-guided learning competences of the participants to enable to acquire the additional skills needed. For the purpose of this year's course, it was at times difficult for participants to split their attention over the different elements of the course, for some it was too little and too difficult, while for others it was not enough and not challenging enough.

To open this course to young people not directly involved with study sessions led to positive results but also increased the huge diversity and difference within the group. This becomes a challenge for the team, having to adjust to a level addressing the needs and expectations of all the participants. The diverse experiences and backgrounds of the participants however fostered the learning from each other.

It was a general consensus to affirm that a course as this one is part of the backbone of the activities of the Directorate of Youth and Sport as it ensures that the quality criteria for the activities organised in cooperation with the Directorate of Youth and Sport or funded by the European Youth Foundation are successfully implemented.

## Follow-up

As part of the follow up it can be mentioned:

- The cooperation of the Directorate of Youth and Sport with the participants' organisations (or directly with the participants) on study session projects to be held in 2011 and 2012.
- Participants are more comfortable and confident to implement their study session projects or international youth projects supported by the European Youth Foundation.
- Participants ordered educational resources such as Compass, Compasito, Education Pack, T-Kits etc. so they can use these tools in their countries / organisations. It is foreseen also that the Directorate of Youth and Sport's materials, including the Manual for facilitators, will be disseminated in participants' organisations.
- Assessment tools – some of the participants expressed their intention to follow-up the pre-course questionnaire and assess their competences a few months after the course. The trainers should send out a reminder to the participants about their commitment to the self-assessment.
- A few ideas for international projects were developed during the course and the majority of participants who teamed up prepared a draft project proposal by the end of the week including a fundraising plan. 5 participants from 5 different organisations developed a study Session application and were able to submit it by the 1<sup>st</sup> April deadline.



Participants mentioned in their evaluation that they will follow up the course, mentioning concretely: applying what they learnt to the forthcoming study sessions, presenting a report to their organisations, initiating new projects, doing a similar training for their organisations, making a connection between their organisation and the Council of Europe, applying for a study session or a grant with the European Youth Foundation, using feedback as a tool for communication and development in their organisations, bringing human rights education into their work.

## Recommendations

The length of the course could be 1-2 days longer from two main reasons: A) the majority of participants have projects in cooperation with the Directorate of the Youth and Sport either in a phase of launching, applying or implementing a project. More time for consultations and learning of a project cycle would be beneficial for participants, their organisation and the Directorate of Youth and Sport.

B) the backbone of the course was human rights, human rights education and intercultural learning. The time allocated for developing the participants' theoretical knowledge and disclosing the topics through discussions could be longer, in order to ensure as an outcome that participants feel confident to use these approaches in their projects.

The team recommends for the next training course for facilitators the following:

- Longer sessions related to inputs on human rights education and intercultural learning. Although this course is not specifically about the mentioned topics, the experience and level of understanding and ability to work with these topics was very diverse among participants and more time was needed to secure a strong starting point that participants could use themselves in their practice;
- Longer sessions relating to facilitation of learning process and to cover issues related to the topic of facilitation of learning processes, different learning styles or preferences etc.;
- To use and refer to the Manual for Facilitators more often during the training course, for example as a reference in all the course moments when relevant;
- All three educational advisors to be present at the course (or in the building during that time) to offer extra consultation hours, apart from the organised consultation session in the programme. It would be good to open the opportunity for participants to send emails with concrete and precise questions beforehand, so the process can be more efficient during the consultative meetings.
- The consultation with the representative of the European Youth Foundation which ran through a video Skype call should be repeated and organised in a large room, so that all the participants can attend the meeting if they wish. The quality of the connection should be improved. Moreover, participants should have the task specifically to find out the course information about the European Youth Foundation before the meeting, in order to have questions and answers that refer to specific or special cases and not to repeat information that can be found on the website of the Foundation.
- If the course opening uses a open space methodology in which aims/objectives, programme, etc. are introduced, then the organisers should make sure that an official opening and introduction to the course (history of the course, application procedure, introduction of the team etc.) is also included in the programme separately.
- To plan the free day well so it is well balanced with the workshops (practice phase) run by the participants and meta-reflection session ensuring that the free day does not cut the educational process.
- To keep the system of circulation of the participants between the workshop sessions on facilitation ensuring all workshops are visited by all participants. During the practice phase and especially the meta reflection on the participants' performances it should be ensured that

trainers of each workshop are split evenly over the groups so all competences are covered in each subgroup of participants.

- Participants should be made familiar with the information uploaded on the web site of the European Youth Foundation and the grant application procedure beforehand. This would enormously help in the session on study session cycle and the European Youth Foundation grants.
- Provide resources and references for the competences which will not be worked on in detail in the course but are necessary for facilitators.
- When working on facilitation of learning process, sub-subjects related to differences in learning styles (how we learn ...), international activities, intercultural learning and the participants of the activities could be additional sub-topics to include in the next course.
- The e-learning platform could be used more specifically before the course to increase participants' knowledge about the study session cycle, the Council of Europe and all the topic with a core information basis. The time participants will spend on the platform should be clear from the very beginning in the call for participants and specific e-learning units before the course can provide this information, so that during the residential course participants can focus on specific topics.



## **Appendix 1. Daily programme**

### ***Monday, 21<sup>st</sup> March 2011***

Arrival of participants

19:00 Dinner

21:00 Welcome evening

### ***Tuesday, 22<sup>nd</sup> March 2011***

09:00 Opening and Welcome Space

11:00 Break

11:30 Group building

13:00 Lunch break

15:00 Introduction to the Council of Europe

16:30 Break

17:00 Understanding facilitation

18:00 Reflection Groups

19:00 Dinner

21:00 International Festival

### ***Wednesday, 23<sup>rd</sup> March 2011***

09:00 Introduction to study sessions and links with intercultural learning and human rights education

11:00 Break

13:00 Lunch break

15:00 Non-formal education (I)

16:30 Break

17:00 Non-formal education (II)

18:00 Reflection Groups

19:00 Dinner

### ***Thursday, 24<sup>th</sup> March 2011***

09:00 Competences of facilitators

11:00 Break

11:30 Competences of facilitators (continued)

13:00 Lunch break

15:00 Competences of facilitators (continued)

16:30 Break

17:00 Workshop design

18:00 Reflection Groups

19:00 Dinner

### ***Friday, 25<sup>th</sup> March 2011***

09:00 Feedback – what it is and how to give feedback to peers

10:00 Practice phase – Preparation of workshops run by participants

11:00 Break

11:30 Practice phase – Preparation of workshops run by participants (continued)

13:00 Lunch break

15:00 Workshops

16:30 Break  
17:00 Workshops (continued)  
18:00 Reflection Groups  
19:00 Dinner

***Saturday, 26<sup>th</sup> March 2011***

09:00 Workshops (continued)  
11:00 Break  
11:30 Workshops (continued)  
Closing and summing up  
13:00 Lunch break  
Free afternoon  
20.00 Dinner cruise on the Danube

***Sunday, 27<sup>th</sup> March 2011***

09:00 Reflection on the practice phase  
11:00 Break  
12:00 Introduction to the study session cycle (I)  
13:00 Lunch break  
15:00 Study session cycle (II)  
16:00 Break  
16:30 European Youth Foundation  
17:00 Introduction to follow-up  
18:00 Reflection Groups  
19:00 Dinner

***Monday, 28<sup>th</sup> March 2011***

09:00 Follow-up continues  
11:00 Break  
11:30 Presentation of the follow-up  
12:00 Summary and closure of facilitation  
12:15 Self-assessment  
13:00 Lunch break  
13:30 – 14:00 The European Youth Foundation – Skype meeting  
14:30 Individual consultations with the team of trainers  
15:30 Break  
16:00 Evaluation (I)  
16:30 Break  
17:00 Evaluation (II)  
Closing of the course  
19:00 Dinner  
21:00 Farewell party

***Tuesday, 29<sup>th</sup> March 2011***

Departure of participants

## Appendix 2. Participants' list

<b>Country</b>	<b>Name</b>	<b>Organisation</b>
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