



# *inspired by* **inclusion**

BE AN INSPIRING TRAINER:

Manual for self-learning of trainers from  
fewer opportunity backgrounds





# Imprint

Manual for self-learning of trainers  
from fewer opportunity backgrounds

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Welcome

## Welcome dear reader!

You are holding the 'manual for self-learning of trainers'. This manual is the result of a two-year Erasmus+ project called Inspired by Inclusion. During the project we asked ourselves who participates in volunteering programs and in international learning activities? Who are the trainers of such activities?

We realised that only very few of the participants who became trainers were from a disadvantaged background. It was hard to find trainers who, for example, have a disability, were educationally disadvantaged, or belong to a socially excluded group.

The Inspired by Inclusion project team wants to change this. Our project is about designing ways to make international learning activities more inclusive and participatory for all. It is about supporting young people with fewer opportunities to become active trainers and multipliers in international learning activities.

We first developed and tested a concept to train young people from different backgrounds. Then we prototyped and edited this manual based on the project partners' experiences.

The manual was designed with two purposes:

Firstly, it should allow you to learn all the basics to become active as a trainer.

Secondly, it offers a practical step-by-step guide on how to implement a concrete training course.

This self-learning manual is created in a simple way. We hope to increase the participation of trainers with fewer opportunities with it.

Have fun and a great learning experience!

Kind regards,

WeltWegWeiser/Jugend Eine Welt, Grenzenlos, Bezev, IN VIA, and Neo Sapiens!



## Who is behind this initiative?

Inspired by inclusion is a project funded by the Erasmus+ programme of the European Union. It was carried out by five partner organisations from Austria, Germany, and Spain:



Getragen von  JUGEND EINE WELT

**WeltWegWeiser** is a service point for international volunteering that offers information and advice on the possibilities of volunteering abroad in the field of social affairs, development and human rights.

Since 2017, the promotion of inclusion is a priority in the program: we work on breaking down barriers and making deployment programs more inclusive. The aim is to make volunteer assignments accessible to all, including people with disabilities/impairments. WeltWegWeiser is a program run by the organisation Jugend Eine Welt - Don Bosco Entwicklungszusammenarbeit. Under the heading „Education overcomes poverty“, Jugend Eine Welt supports educational projects as well as street children's programs and vocational training centers worldwide.

[www.weltwegweiser.at](http://www.weltwegweiser.at)



**Grenzenlos** is an Austrian NGO (non-governmental organisation) based in Vienna. It is a non-profit association and independent of any religions and political bodies. Grenzenlos has been involved in intercultural exchange and volunteering programmes for more than 70 years, since it was founded in 1949. Since 1999

the focus has been on the increase of mobility for people with fewer opportunities, the opening of volunteer actions in Eastern Europe, and maximizing inclusion of disadvantaged youth e.g. youngsters from migrant background or in long term unemployment.

[www.grenzenlos.or.at](http://www.grenzenlos.or.at)



**Bezev** is committed to a just, social and sustainable world in which all people have equal opportunities for development and participation. Bezev promotes inclusion and strengthens equal participation of people with impairments/disabilities in developmental and humanitarian initiatives.

Based on the responsibility of all for sustainable development, Bezev is committed to education for sustainable development. Bezev is a sending organisation for the voluntary service weltwärts and implements it inclusively. As a competence centre for the inclusion of volunteers with impairments/disabilities, Bezev advises volunteers and organisations on the inclusive implementation of volunteer services abroad.

[www.bezev.de](http://www.bezev.de)



**IN VIA** Köln e.V. is a catholic welfare organisation within the Caritas association. We work predominantly with disadvantaged young people in schools and work-related contexts to support them - regardless of their gender, origin, religion, and physical condition. Our international projects such as the voluntary services and the integrative internships abroad are an opportunity for young adults to gain a variety of experiences for their self-development and to acquire intercultural skills that are also needed in the labour market.

[www.invia-international.de](http://www.invia-international.de)



**Neo Sapiens** is a European mobility and training social entity located in Spain whose main aim is the design, management and implementation of educational, training, culture and transnational mobility projects and local initiatives to promote training opportunities on non-formal education and interculturality. It offers supporting services to professionals, schools and non-profit organisations in relation to this kind of activities and the development of pedagogic and learning materials on issues related to Global Citizenship Education and non-formal education.

[www.neo-sapiens.com](http://www.neo-sapiens.com)

## Aim of the project

- Our aim is to make international learning activities accessible to the youth. We want to give priority to people from disadvantaged backgrounds.
- To explore how non-formal global learning is used in international learning.
- To generate activities which are participatory and inclusive for all.
- To promote and encourage the participation of young people from disadvantaged backgrounds in international learning activities as trainers.

We have been working towards these aims for two years. Based on the experiences of the project partners, we developed a twofold approach for participatory inclusive learning activities in international settings. One output is this training-of-trainers manual in your hands. The other output is an extensive methods handbook. Have a look at it. You will find many good suggestions for your work as a trainer in inclusive groups:



## Making trainings more inclusive

### Methods-Handbook for Volunteer Services and International Learning Activities

This collection of inclusive methods provides suggestions and instructions for many different topics and inclusive group dynamic exercises, so that everyone can actively participate. The handbook has a special focus on how methods can be adapted in order to enable people with different support needs to actively participate in training activities.



## How to use this manual?

This manual is an extensive guide on how to become a skilled trainer and how to create a training. You can use the whole manual or just those parts that are of interest and use to you. Check your main needs, see what is most relevant to you, or explore the whole material.

The manual aims to improve your trainer skills in the field of non-formal and international learning activities. We hope that this manual helps you to reach this aim by

- giving you information on how to prepare, plan, and organise the logistics of a training course
- providing you with resources, techniques, and methods for conducting group dynamic exercises
- supporting your skills to recognize and use your strengths and capacities to facilitate participatory group activities
- helping you to understand how to work in inclusive, socially and culturally diverse groups so that everyone can participate actively.

In this manual, you will find:



**Guidelines.** Discover how to become a good and skilled trainer. Understand how to prepare the logistics of a training. Learn how to create participative and inclusive training for everyone.



**Quick tip!** Pay attention to the tips of our team and experts. They will give you important advice on how to apply the manual guidelines.



**Participants' quotes.** Read the testimonies of other trainers and participants who collaborated for this manual. They will share their thoughts and experiences with you.



**Templates and activities.** Take a look at our templates. Use them to create and plan your training. Make your work easier. Practice our activities to improve your trainer competences.



**Glossary.** Find the word description in the glossary.

## Unit 1: About the manual

This manual will support you to become a trainer. It takes your personal strengths and capacities into account. It will also provide you with new knowledge and help you to improve your skills and competences.

### But what makes this manual so special?

#### 1.1 There are not many trainers with fewer opportunities



If you want experts to talk about inclusion, you need people with fewer opportunities.

Maria, Greece



You are an expert on your own topics. Nobody but you knows more about the skills and competences that you have and that may inspire many other future trainers with fewer opportunities. This manual and the training that comes with it will support you to acknowledge those skills and competences that make you unique. It will serve you as a way to find new motivation and to develop future projects.

## But what is a person with fewer opportunities?

According to the Program Guides 2020 of the Erasmus + and European Solidarity Corps (ESC) programs, a person with fewer opportunities is a person facing some obstacles that prevent them from having effective access to education, training and youth work opportunities (p. 330). This person may need additional support due to these disadvantages (p. 6).

Persons with fewer opportunities are (young) people who are at disadvantage compared to their peers due to:



### Disabilities:

This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.



### Health problems:

Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the program



### Barriers linked to education and training systems:

People struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Other factors may play a role in these educational difficulties. For example, a bad education system that does not support you.



### Cultural differences:

Related to migrants or refugees or descendants of migrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties.





### Social barriers:

Associated with people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc. But also people with limited social skills or anti-social or risky behaviours; (former) offenders, (former) drug or alcohol abusers; social marginalisation may face social barriers.



### Barriers linked to discrimination:

Barriers can occur as a result of discrimination linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).



### Geographical barriers:

Living in remote or rural areas, on small islands or in peripheral/outer-most regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.



### Important note:

Falling into one of the categories above does not automatically make a person disadvantaged. However, knowing about them will help you to use your skills, competences and information to your advantage.



**Templates and activities.** In our methods handbook, you find many group-dynamic exercises on the topic. For example 'Move forward': This is an exercise that addresses how the social, cultural, economic, and legal background of a person influences their chances in society. Check it out!

[www.inspiredbyinclusion.org](http://www.inspiredbyinclusion.org)



## 1.2 Not all trainings and activities are inclusive - fight against social exclusion!

Have you ever felt excluded or that you have not been taken seriously? If yes, then use this manual and your experiences to make sure that others do not have to go through the same. Change people's minds and attitudes!

As described above, not everyone has the same opportunities due to social, physical, psychological, or economic circumstances. The same applies to training activities. The purpose of this manual is to empower you to become a trainer, regardless of the obstacles you have faced so far.

Moreover, this manual will help you to contribute to social equality with your activities. You will create spaces in which everyone, regardless of their background and abilities, can gain new skills and knowledge and apply them in real life. You will have the opportunity to open other people's minds and make people with different backgrounds interact and learn from each other. This can change their minds, your organisation and the whole community.

So far, even when all the partner organisations involved in the creation of an activity work towards the inclusion of volunteers with fewer opportunities, this group usually represents just a small portion of all the participants. The data collected through the European Solidarity Corps Dashboard showed that "for 2018 and 2019 young people with fewer opportunities made up less than half (43%) of the total amount of participants in the volunteering team projects [short term projects from 2 weeks to 2 months] and even less (31%) in the individual volunteering projects [long term projects from 2 to 12 months]" (UseYourHands2.0 p.18, 2020).



## But why is the number of participants with fewer opportunities comparatively so low if there is a full program that aims to support them?

The main issues are:

- Lack of information. People do not find the information about the programs and projects
- Lack of understanding. The project descriptions are sometimes too overwhelming and sometimes it is not clear (enough) who can apply
- Lack of resources. Poor economic situations might cause a barrier to participation. If someone doesn't have much money, they might have financial doubts and will ask themselves whether they can afford the participation in the activity.
- Lack of confidence. Many people are afraid to try new things, have self-doubt and/or a lack of self-confidence. This might lead to them turning down opportunities and not participating in international learning activities.

You, yourself, may be affected by one of these issues and have certain questions and doubts, such as:

- Is this training for me?
- Will there be specific support (for my disability, my past of addiction, ...) whenever I want to work?
- How much does it cost?
- Will I be homesick?- I don't want to leave my home, my partner, my parents, ...
- Reputation - What will other people think of me...
- Learning is boring. - Bad previous experiences with learning, 'educational projects', mostly with formal education like in school
- Legal issues - Can I travel, do I have the right documents, can I keep my benefits if I leave the country (longer-term volunteering), ...
- Language barriers - Maybe I do not speak the language well enough...

Doubts are valid but this may be the reason you need to focus on the important matters of the training. This project and you as a new trainer will help to create awareness and possibly create new opportunities for future trainers. For example, trainers with disabilities, impairments, or fewer opportunities can contribute by:

- Sharing how it feels to be included or excluded, for example, the importance of accessibility not only in the space used but also in the methods used.
- Showing to people and themselves that disability can also be an ability and through it counteract stereotypes.
- Creating awareness of the different existing possibilities and through it, creating even more opportunities for people in the future.

## Chapter 1.2

## Chapter 1.3

Remember that you are not alone. There are many organisations, trainers, and other volunteers who can support you on your way, and we will give you some information on where to look for them;

It is also important to remember that there are activities such as Erasmus+ and ESC, which are free of charge. You can talk with your hosting or sending organisation or even with the National Agency in your country. They may support you with this.

You will find more information on the different ways in which you can create inclusive and participatory trainings in **chapter 3**.

### 1.3 Accessible participation is needed



Allow everyone to learn,  
this should be the motto of us all.

Nastija, Slovenia



Unfortunately, most of the trainings offered are not inclusive enough. Even when there is an attempt to make a training inclusive, sometimes it is conducted in a manner that changes the rules for participants with support needs and ultimately highlights their differences. With this manual we aim to create spaces and opportunities for everyone to participate in their own unique way and to help you to create participative and inclusive training activities.

Be aware that not everyone can interact in activities in the same way as you. This may reduce people's opportunities to be part of the activity. Discover with this manual how to create learning environments in which everyone can participate from different perspectives, with different abilities, etc. In Unit 4 we will explore what Universal Design Learning (UDL) is and become skilled in this powerful approach.

But before you jump straight to the next chapters, please read the information below. The whole document speaks to you, the reader, and we ask you to follow the principles of non-formal learning whenever you work with the presented methods and ideas.

#### Unit 1

1.1

1.2

1.3

#### Unit 2

2.1

2.1.1

2.1.2

2.2

2.2.1

2.2.2

2.2.3

2.3

#### Unit 3

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

#### Unit 4

4.1

4.2

4.3

4.4

4.5

4.6

4.6.1

4.7



What I hear, I forget.  
What I see, I recognize.  
What I do, I understand.

Chinese proverb



## NON-FORMAL LEARNING

Non-formal learning takes place mostly outside of the formal education system and is voluntary based. Non-formal learning refers to planned, structured programmes and processes of personal and social education for people designed to improve a range of skills and competences, outside the formal educational curriculum.

Non-formal education is what happens in places such as youth organisations, sports clubs, and drama or community groups where young people meet. For example, to have projects together, play games, discuss, go camping, or make music or drama.

## INFORMAL LEARNING




Informal learning on the other hand is a process whereby an individual acquires values, skills, and knowledge from daily experiences and activities, and the educative influences and resources in their environment, for example, from their family and neighbours, from work and play, leisure, library, the mass media, and others.





## Chapter 1.3

The following table provides a summarized overview of these different types of education and learning:

 <b>FORMAL LEARNING</b>	 <b>NON-FORMAL LEARNING</b>	 <b>INFORMAL LEARNING</b>
Provided by an educational institution	Not provided by a traditional education institution	Not provided by an educational institution
It is structured (in terms of learning objectives, support and time)	It is structured.	Not structured
Intentional (from learner perspective)	Intentional	Not Intentional
Leads to recognised certifications and/or qualifications	Does not lead to recognised certifications/ qualifications	Does not lead to recognised certifications/ qualifications



### Non-Formal Learning Handbook for Volunteers and Volunteering Organisations

<https://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf>



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**Non-formal education** is what happens in places such as youth organisations, sports clubs, and drama or community groups where young people meet. For example, to have projects together, play games, discuss, go camping, or make music or drama.

This unit was created to give you a first insight into the ideas and purpose of this project. For us, it has been a great journey of discovering, learning, adapting, and changing. We want to share this journey with you and by doing so, motivate you to become a trainer. That is why you are now reading this manual.

## Unit 2: The trainer

### 2.1 To become a Trainer



This unit aims to provide some theoretical and practical answers for those who want to become trainers. We start with the simple question “what is a trainer?”. Then we focus on the importance of having trainers with fewer opportunities and ultimately provide some ideas on how to become one.

This material will help organizations and future trainers who are seeking to find ways of training future facilitators with and without fewer opportunities.

This manual and the people making use of it can work with any person or issue that comes up, as the trainer *“acts so that all will benefit and serve well regardless of any differences that may be in the group”* (Heider, 2014: 15).

To facilitate is an art that has to be experienced. That is why we invite you to try out the methods and techniques presented in this manual and to dare to make mistakes and to learn from them. Every experience teaches you how to adapt the methods to new and challenging situations.

More importantly, your own experiences, your own skills and competences will support your process of becoming a trainer.

## Unit 2: The trainer



You have to be ready to take the opportunities, your first activity will be the most important one, after the first step, then everything will be easier.

Mija, Slovenia



What is a trainer? Who can become one? How can I become one? What do I need to do? These and many other questions may be running through your head right now. We will go through them step by step and find answers to them.

A trainer is a person like you. A person who guides and supports people in a process called training. This can be, for example, when you play football and a person tells you how to shoot or catch the ball. This person is a trainer. Another example is the time when you learnt how to talk in front of people and someone guided you and told you how loud to speak, how long to speak, or how to keep the audience's attention. This person was also a trainer.

But maybe you are asking yourself, wait, I have never learnt this. What should I do now? These are just examples and we will cover some of them in the next chapters.

The important point the word „trainer“ is traditionally used to refer to those who shape, guide and accompany the learning processes of individuals or groups. This person does not try to lead the conversations or the work, but their role is to provide the space for discovery, questioning, and learning. It is a process that allows individuals to develop their potential by reassuring and activating people's skills and abilities (Time4Diversity, 2016).

So let's start thinking about, what do you know really well, what do you like, which topic would you be able to talk about for hours and hours which could also be interesting for a group of people.

For example, I am a trainer in the field of youth work. My job is to guide a group of youngsters who want to learn about local and international volunteering work, such as supporting kids in a school or working in a park taking care of the plants and the flowers so that other people can enjoy them.

Is there only one way of being a trainer? The answer is no, there are many and most of them can be combined or can be used depending on the situation.



**Quick tip!** To become a trainer it is recommended to be a participant first. Knowing what a training is and how it works, will help your learning process!



## 2.1.1 Benefits of becoming a trainer

Becoming a trainer can have significant benefits, both on a personal level, such as getting to know new people, becoming more confident and skilled, as well as on a professional level, such as gaining new competences and finding new job opportunities because of it.

Furthermore, becoming a trainer might impact you positively, as

- It will be an experience of a lifetime. Sometimes an eye-opener.
- Empowerment and emancipation - you might gain a feeling of achievement and independence.
- Autonomy. For young people in a restrictive context, an international project can be a liberating experience, it gives them more autonomy.
- Pride. Trainers can proudly say that they are part of a European programme and get European funds to have an international experience.
- You will expand your international networks and get to know a lot of new people who share similar ideas.
- It will be an incredible learning experience and you can gain theoretical but most importantly also practical skills.
- You may learn or improve your (foreign) language skills.
- You will experience learning by doing - It will increase your motivation to learn.
- You can boost your CV by enhancing your teaching and working experience - More and more employers want to see this kind of life experience in a CV.
- You bring some change. With a project, young people do something useful with their time and create some change in the world, and in their own lives too.
- You broaden your horizons – physically and mentally!
- You develop cultural awareness and open-mindedness.
- Enhance your self-confidence and increase your motivation.
- You gain knowledge in new subjects or on teaching methods, and generate new ideas and best practices.
- You will discover alternative ways of working.
- Exchange expertise and experience with others.
- You will open doors for yourself, your colleagues and your learners.
- And many more...



## 2.1.2 Qualifications, Skills, and Competences



If you want experts to talk about inclusion, you need people with fewer opportunities.

Maria, Slovenia



Becoming a trainer means that you are ready for new challenges and changes. The first one will be a personal one. You will change as a person as you learn new methods. Then it will be a professional one. It will give you tools that will help you in your future jobs. It is a process, through which you may find your own vocation.

It is also a process in which you may find that you have many skills and competences that make you unique. Skills and competences that you will use in different aspects of your life. It may be part of the reason why you are doing this. You want to prove that you can do more, that you are capable of something different, and that you want to show that you are a master of your own abilities.

But what are qualifications, skills and competences? Which qualifications, skills and competences do you have? Which ones are still needed to become a trainer? These are some of the questions we are going to address in this section.

### Qualifications



Qualifications express what you know, understand, and are capable of doing. Most of the time you will need an official record showing that you have finished a training course or that you have the necessary skills, etc. One example of such certification is the YouthPass.

[/www.youthpass.eu/en/about-youthpass/about](http://www.youthpass.eu/en/about-youthpass/about)



### Skills



Skills are techniques and qualities that are considered beneficial for day-to-day life, but also can be applied to different settings (for example work and education). Examples of skills include self-awareness, emotional regulation, confidence and goal-setting.

### Competences



Competence refers to a system of values, attitudes, beliefs, skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to successfully apply developed competences.

A good example for learning about competences is the Competence Model of SALTO YOUTH. This Model includes and describes 8 Competences:

### 1. Facilitating individual and group learning in an enriching environment.

This consists of creating a safe, active, and creative learning environment where the group can be supported and encouraged to learn.

### 2. Designing programs.

You develop the ability to recognize what has to be done, considering the aims and objectives of the group and the project.

### 3. Organising and managing resources.

Organising and managing resources helps you to more consistently deliver projects and services on time. Better resource management helps you to improve your training by having an insight into resource availability as well as improving timeline projections.

### 4. Collaborating successfully in teams.

Team collaboration helps you to communicate more effectively with your team and to work together to get great initiatives done.

### 5. Communicating meaningfully with others.

Having the capacity to express your thoughts and emotions clearly, as well as being empathic will help you to have meaningful communication with others.

### 6. Displaying intercultural competence

This means that you are able to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad.

### 7. Networking and advocating

You bring together people with different knowledge and work together to accomplish a shared set of goals.

### 8. Developing evaluative practices to assess and implement appropriate change.

This is about stepping back from what you're doing in order to take a global view of everything with a critical eye.

Important about this model of competences is that it can be certified whenever the training is part of the European Commission.

To find more information about the key competences of the SALTO-YOUTH Competence Model, please scan the QR-Code:

[ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning\\_en](https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en)



## 2.2 Types of Trainers



Quote. "Our job is to facilitate processes"

As a trainer you can have different approaches and work in different ways. Finding which one is the best for you is the main idea of this part of the manual. That is why we want to tell you a little bit more about the different ways of working first.

You do not need to worry about which way or approach is better or worse. The important thing is to realize and understand that there are many ways in which you can lead training courses or a specific activity.

Style	Description
Formal	In a formal setup, you as a trainer have total authority over the session. It is common for the trainer to do most of the talking in formal sessions. Your say is final and people see you as the expert in the domain, and you are explaining everything to them.
Facilitator	You can train people as a facilitator. Your role is to facilitate the training sessions. This means that you assist the progress of the activities. In this type of training there is a considerable interaction between participants, as well as between them and you. You don't necessarily do most of the talking; instead, the focus is to help participants explore a particular subject matter on their own.
Demonstrator	You can demonstrate a particular function. This is usually based on a carefully planned setup that helps to educate the observer in understanding how something works. A good example of this is a math teacher at school, who tells you for example why $2+2 = 4$ .
Mentor	As a mentor, your role is to be a wise and trusted teacher, master and supporter. Your main aim is to set the environment in which the person, also known as a mentee, learns under your guidance.
Delegator	As a delegator, your role is to assign people a specific task. You will brief them on what they need to do and respond to their enquiries in relation to the task at hand.

Honary, E., (2018) „Instructional Methods“, Skills Converged

## 2.2.1 Your Training Style

Now that we have presented different styles of being a trainer, it is time for you to choose which one suits you and your target group best. But how do you make that decision?

In the following part of the manual, we are going to present a self-reflection activity that aims to help you figure this out. However, please note that new styles can be learnt, so you do not have to stick with one.

A great way to start your journey of becoming a trainer is to understand who you are. This will allow you to know (more) about what you like, what you are good at, and also what is important to you, for example, your family or friends. The more you write about yourself the better. You can always look back at what you wrote and see what you would like to change or add.

### Mind Mapping



#### MindTools

Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving.

[www.mindtools.com/pages/article/newLSS\\_01.htm](http://www.mindtools.com/pages/article/newLSS_01.htm)



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**Quote.** “A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas.”

Litemind website

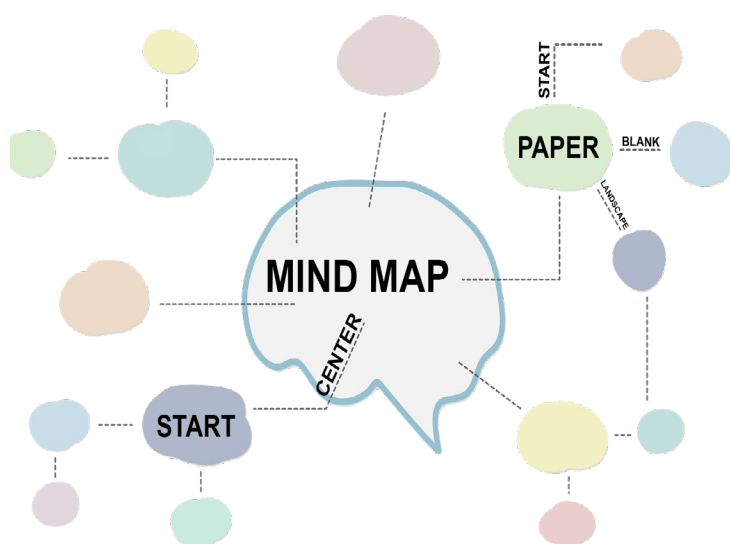
A mind map is a tool that uses simplicity, creativity, and fun to describe something complicated. It works not in a linear fashion as note-taking, but allows you to add as many ideas, concepts, and branches as needed.



**Quick tip!** A mind-map does not necessarily need to be visual. You can also create one simply in your mind. You can for example also use a tape recorder or your cellphone to talk about a topic and record it. If you want to put your thoughts on paper, you can do it by handwriting or also use a computer, or ask someone to assist you. Just follow the steps described below and you are good to go!

## Chapter 2.2.1

So, what does a mind map look like? Instead of explaining it, we are going to provide an example:



**Image Description.** The image represents a mind-map of creating a mind-map. It starts in the center with the image of a map including the words “mind” and “maps”, and a brain and an arrow pointing up. From this center image six main branches appear and each leads to further, smaller branches. On the first main branch, on the top right, it is written PAPER, then there are some sub-branches on which the words START, BLANK and LANDSCAPE are written (one word per branch). From START an extra line continues with the word CENTRE on it.

This first part describes how to start the map and what is needed. The second main branch describes how different LINES may help you to represent your map. Lines that connect, lines that have different sizes, thicknesses, colors, etcetera. Lines that are organized and those that are organic. There are also lines that lead to drawings, to give a better representation. The next main branch describes the use of WORDS, words in different sizes, colors, and textures to give more emphasis to what is written, as well the importance of the use of numbers. The separate branch describes the importance of IMAGES. Simple images such as symbols, or as complex as you want them to be, for example, those created in 3D. The next branch shows you the importance of the use of COLORS. Colors are fun and provide you with an easy way to differentiate topics and to give relevance to something particular. The last branch shows the importance of the STRUCTURE. Numbers, for example, are relevant here as they provide you with an easy way to describe what comes first and what is next. But do not forget that a mind map needs to FLOW. It needs to be created spontaneously and the connections, the colors, the letters, the numbers, etc. will appear intuitively.

Source:

<https://litemind.com/what-is-mind-mapping/>





This may look crazy and somehow complicated at first, but if you look at the different parts you will notice that this is a mind map of how to do a mind map. Even if there are some helpful guidelines (see above and below), you are as free as your imagination when creating a mind map

But how to draw a mind map? Drawing a mind map is as simple as 1-2-3:



1. Start in the middle of a blank page, writing or drawing the idea you intend to develop. It is suggested to use the page in landscape orientation.
2. Develop the related subtopics around this central topic, connecting each of them to the center with a line.
3. Repeat the same process for the subtopics, which may generate further subtopics of their own. Connect the lower level subtopics with the corresponding main subtopic with lines.

Some more recommendations:

- Use colors, drawings and symbols. Be as visual as you can - your brain will thank you. Many people won't even try, with the excuse that they're „not artists“, but don't let that keep you from trying it out!
- Keep the topic labels as short as possible, keeping them to a single word – or, better yet, to only a picture. Especially in your first mind maps, the temptation to write a complete phrase is enormous, but always look for opportunities to shorten it to a single word or figure – your mind map will be much more effective that way.
- Vary text size, color and alignment. Vary the thickness and length of the lines. Provide as many visual cues as you can to emphasize important points. Every little bit helps to engage your brain.

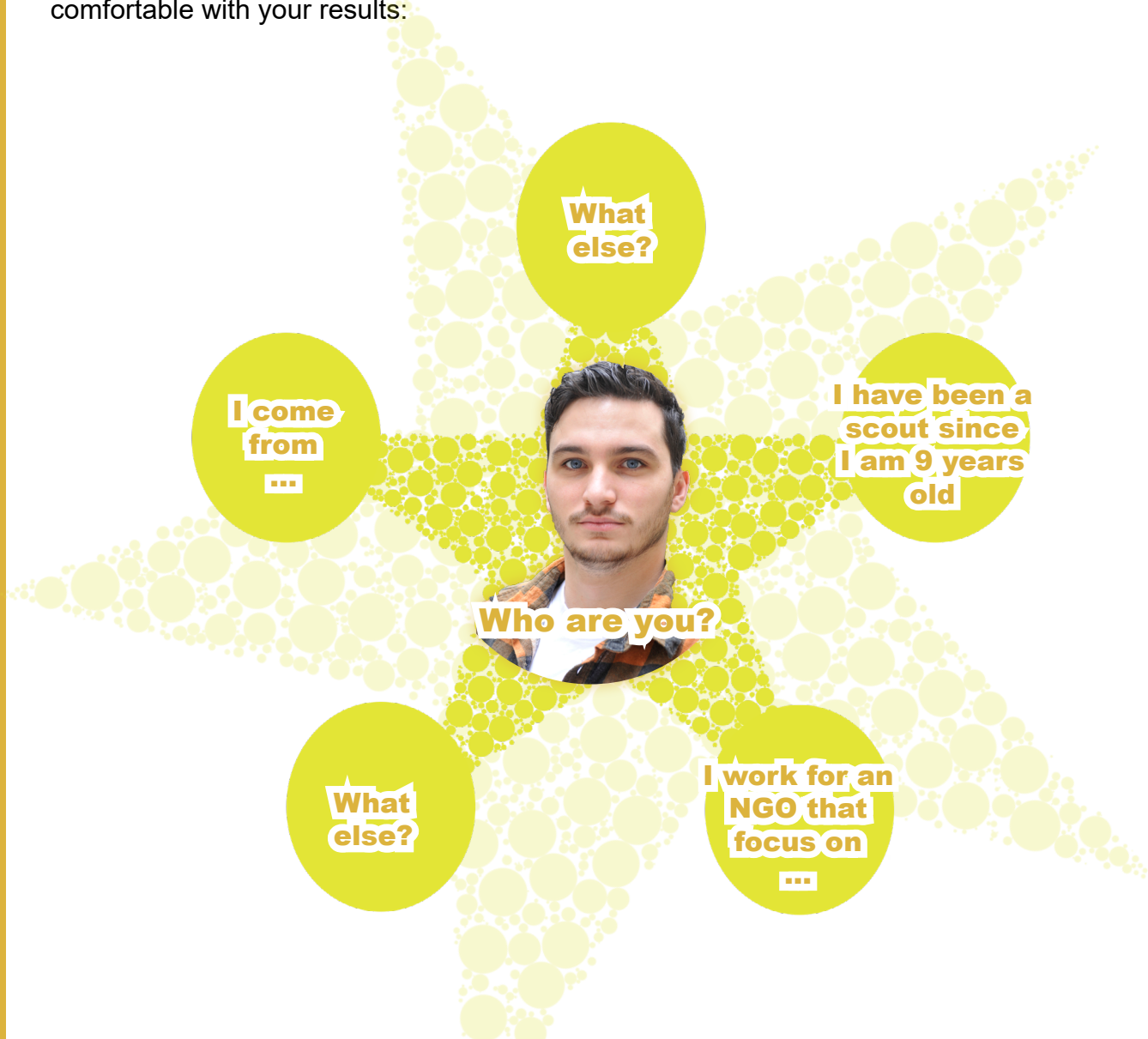
What else might you need to create a mind map? Depending on your own abilities you may need:

- paper and a pen or a pencil
- a computer
- a friend that can help you
- some time and energy
- maybe some nice music to help you concentrate
- some snacks and drinks
- ...

## Mind Mapping

Let's start with your own mind map. To make it easier for you to start, we are going to provide some examples. These do give you the same freedom as a regular mind map, as there is a given structure, but they will help you to start collecting your ideas.

The best question to start your reflection process is: Who are you? This may be a really complicated question to answer, but that is why we are giving you some guiding points to work with. Try them out one by one and keep on doing the same process until you feel comfortable with your results:



Another important aspect to think about when you want to become a trainer is what you are good at. It could be really simple stuff, such as "I am good at organizing" or "I am good at math", or "I know a lot of games". The important thing is that you write down as much as you can think about. The more you know about yourself, the easier it will become to choose a training style.

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Unit 2

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Unit 4

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## Mind Mapping

After working on these questions you can come up with many others. The constant questioning will help you to discover what you are good at. Then you just need to compare your answers with the previous described types of trainers and see which one is the closest to you. This will allow you to find your training style.

Sometimes you will need to choose one training style and just try it out to see how it goes. You might find out that the training style you chose may actually not be the best for the situation or group. That is totally fine. You just need to be open and clear with the group about this. We all need to start from a certain place and work towards our goal. In this case, the goal is to find out which training style suits you best.

Mind maps provide a free space for you to work out and collect your thoughts. It can help you to discover answers and points that otherwise might be overlooked or forgotten about. Mind-mapping can be a tool for self-reflection that can be easily practised and shown to other participants of your training. You can use it to talk about any topic you like.

Now it is your time to practice mind-mapping!

## 2.2.2 The perfect trainer

Being a trainer is like doing magic. You are responsible for so many things at the same time, that are all appearing in front of the volunteers without even expecting them. But, is there such a thing as the perfect trainer? Take some time to think about it. What do you think?

In this chapter, we are going to work exactly on this question using the next activity to describe what a perfect trainer is, which skills, competences, and knowledge this person needs, which tools and skills this person should have, and so on.

What do you need to do now?



### Guidelines.

#### Stage 1:

Create a list of competencies and skills that a perfect trainer should have (e.g. organized, good talker in front of a group, hard worker, good in team-working, etc). Be as creative as possible, you can use information from the internet, other handbooks, friends, co-workers, etc.

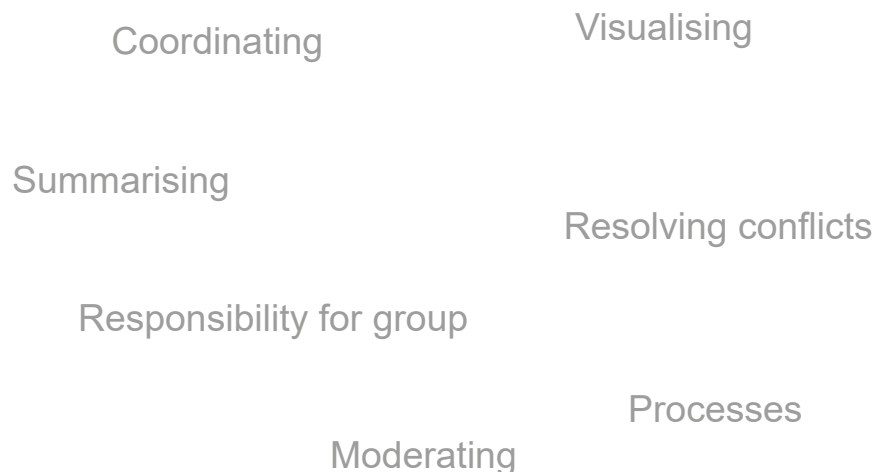


#### Stage 2:

Once the list with the characteristics is done, try to draw or imagine this “perfect trainer” and give them a name according to their skills. The drawing of this person should be as imaginative as possible (e.g. if the being is good at multitasking, then it could have many arms).

Here you find an example of what a perfect trainer may look like:

**Being a trainer = doing magic**





### Guidelines.

**Stage 3:** Look at this trainer you drew or imagined and try to answer the following questions:

- Can this person/thing exist?
- How did you draw the competences of this trainer?
- Is there someone like this in your organization/classroom/course?
- Which of the mentioned skills do you have yourself? Which ones do you not have? Which ones should you acquire or improve?
- Which is the most important skill for you?
- Which is the most difficult skill to obtain? etc.

As you might realise through this activity, this perfect person does not exist. Nobody has all these skills, competences and qualifications.

What you need to think about are your own skills, competences and qualifications. You certainly have many of these. For sure, you are good or even the best at something, so use this information to motivate yourself to also acquire new ones.



**Quick tips!** Here is a list of what a trainer should do to successfully facilitate a project:

- Use the knowledge of the group. You may have an edge on information, but apart from this the participants' contributions are just as valuable and important – everyone is an expert on their own (intercultural) everyday lives!
- Do not become part of the group or the discussants, but remain clear about your own perspectives and limits.
- Have a theme and pay attention to cohesion; A workshop is coherent if the methods build on and refer to each other. Ideally, there is a link between them. Referring to previous exercises and links with past experiences will increase the intensity as well as the opportunities to learn.
- Have a sincere interest in the target group; You have to be authentic. Only if you have a genuine interest in the target group coupled with the wish to activate something in people, will you appear as authentic.
- Acknowledge, respect, and again respect; During intercultural workshops, we require participants to be very open and to show a high willingness to engage in non-formal methods (which are often unknown to them). We need to acknowledge this and treat them with respect. So why not say a big thank you to the group at the end of an intense session or at the end of the workshop.
- Work with visualizations: Visualizations can help to present and entrench important messages more clearly. They may also be used to structure topics well. But do not forget to describe them for participants with visual impairments.

## 2.2.3 My Psycho-professional profile

A Psycho-professional profile is a tool that will help you to find out which skills you have and which ones you need for becoming a trainer.

How can you do this activity? Well, like for the previous one you will need some time, and some material to do it.



### Guidelines.

You will need:

- table and chair to sit down and draw
- paper or a computer to take notes on
- pencils or colored markers
- individual templates to list the qualities (Annex 1)
- individual templates to create your own profile (Annex 2)

**Stage 1:** Use the list of skills, competencies and qualifications that you have created for the previous activity (The Perfect Trainer).

**Stage 2:** Complete the document (Annex 1) for this profession: trainer. On the left column, write the list of skills chosen for the position. On the right, there's a rating grid with scores on the top from one to ten (1 being the lowest and 10 being the highest score). Rate each skill or competence, depending on how important it is in relation to the job you are analysing. The higher the score the more important it is. Put a dot in the box corresponding to the score you want to give.

**Stage 3:** Once you have rated all skills and competences, match all the scores to get a line, connecting the dots with a pen. This line represents the perfect candidate for this specific job.

**Stage 4:** To continue the exercise, you have to do your own analysis. Use a new spreadsheet with the same structure and write the same skills and competences. You need to put the dots on the score you think you have at the moment. It does not need to be as high as the perfect punctuation as nobody is perfect.

**Stage 5:** To finish, compare the lines of your own profile with the perfect profile. How did you do? Do not worry, this is just a first assessment that will help you realise which skills or competences you may need to work on.

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**Stage 6:** Once all the previous steps are completed, you run a debriefing with supporting questions such as:

- Was it difficult to agree on the competences to analyse?
- How many personal competences did you choose? And how many professional competences?
- How did you know that the chosen competences are the appropriate ones? Have you ever worked with or met someone in that position?
- Was it difficult to evaluate yourself? Why?
- Do you think that you are close to the profile demanded for being a good trainer?
- Which skills/competences do you already have? And which ones should you improve or still acquire?

## Skills and Competences of a Trainer

Example

Skills and Competence	Score									
	1	2	3	4	5	6	7	8	9	10
Academic Training										
Professional Experience										
Extroverted										
Flexibility										
Positive, optimistic										
Responsibility										
Self Government										
Discipline										
Multi-skilled										

## Chapter 2.2.3

### Annex 1

Job: Trainer

Your Name:

### Skills and Competences of a Trainer

Skills and Competence	Score									
	1	2	3	4	5	6	7	8	9	10

After this unit, you may either feel that you need more training or space to put into practice what you have learned, or you may feel that you already have everything it takes to become a trainer, or that you want to challenge yourself.

Whatever the case, we would like to present some websites from the European Commission that will help you to find opportunities for improving your competences as a trainer as well as becoming active as one:

### TOY

**TOY** is a database for trainers with experience in international youth work. Anyone with 3 valid training references can submit their profile and whoever has an active profile in TOY can receive calls for trainers submitted by NAs, SALTO and organizations (there are new calls almost every week).

### THE EUROPEAN TRAINING CALENDAR

The **European Training Calendar** showcases opportunities to develop skills and competences in youth work and non-formal education and to learn about many key topics.

### SALTO ID PUBLICATIONS

The **SALTO ID Publications** cover a wide range of topics and methodologies for working with young people with fewer opportunities.

### SALTO TRAINING AND COOPERATION

Of course, our colleagues from **SALTO Training and Cooperation** are the “gurus” when it comes to non-formal learning and youth worker/trainer competence in the youth field.

### SALTO TOOLBOX

More training and youth work resources can be found in the **SALTO Toolbox**.

### SALTO EUROPEAN SOLIDARITY CORPS

**National Agencies** of each country have different approaches on working with trainers, some have pools for longer periods, some publish their calls case by case. As an example: **The SALTO European Solidarity Corps Resource Centre** has a pool for the TOSCA format and open calls for specific training formats. Most of the venues are accessible.



## 2.3 Conclusion of the Unit

This unit aimed to inform you about the essentials about becoming a trainer. At this moment you may still ask yourself, how am I supposed to have all those **skills**, **competences**, **qualifications**, etc? Well we are sure that you already have many of those and with time you will acquire some others, you will improve them and eventually even master them.

We recommend that you redo the activities and exercises presented in this unit after you have led a workshop or a training session, and to then compare their results to the ones from before. You will see how gradually you will have more skills, competences, and qualifications.

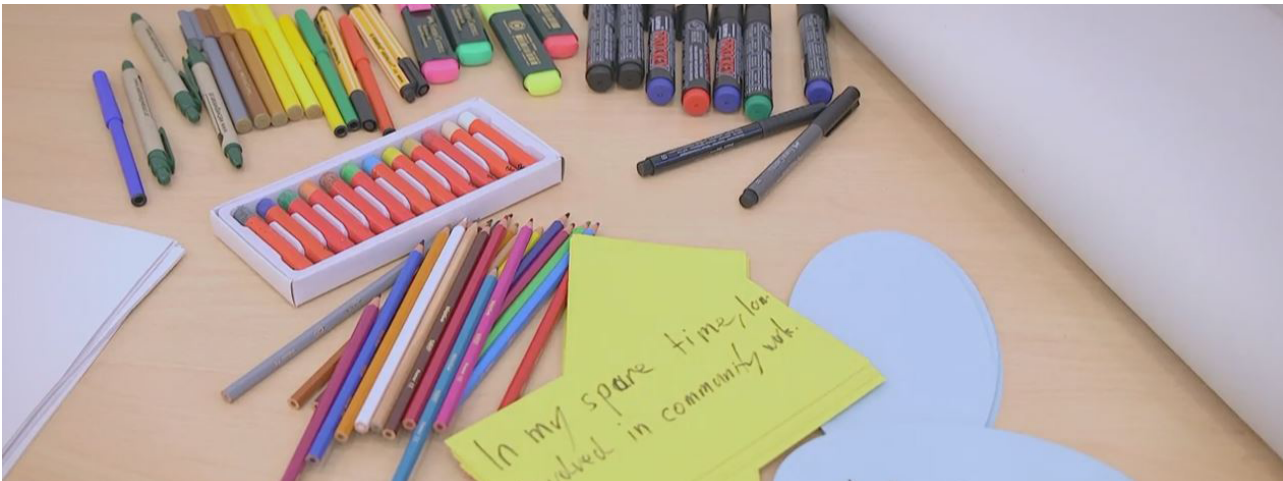
It is a process that will take some time, but you will get there!





## Unit 3: Training logistics

### 3.1 Introduction



Logistics are what you need to plan for your training course.

This chapter will teach you how to:

- plan a working calendar
- set the objectives and mission of your training
- find a vision and values for your training
- arrange the physical and learning space
- think about the funding you need
- recruit your participants

Below you find more detailed information on these elements. We are presenting them one by one in an order that's logical to us. However, feel free to take care of them in a different order or even at the same time.



The logistics are the most difficult aspect to consider. Learning how to use the material to your advantage comes with time but it will help a lot.

Mija, Slovenia



## 3.2 Working calendar

You need to think about what the best time for your training to take place is. Consider also how much time the whole project will demand. It is important to have enough time to plan ahead and organize everything calmly. Avoid stress! Hurry and lack of preparation will be your enemies.

To estimate how much time you will need, it helps to divide your training into three parts: **preparation, implementation and evaluation.**



### The preparation:

This is the time you need to plan and organize the activity before it takes place. The preparation is the most important phase. If the preparation is well done, the training will probably be successful. Think about how much time you will need for:

- setting the training objectives
- preparing the funding and resources
- finding a suitable space and appropriate facilities
- creating a program for the training and choosing the methods to use
- recruiting training participants and registering them
- discovering the participants' needs
- preparing information material for participants

Please note that if your training is part of an international activity or participants need to travel from abroad, you might need more time for preparation than for a training course with only local participants. It can include tasks such as searching for accommodation for the participants, assisting with their travel arrangements and purchasing their tickets, visa procedures, etc. Keep this in mind and plan your time schedule accordingly.

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### The implementation:

This is the period in which your training takes place. To choose the right date and time frame for your training, you should consider:

- How much time will you need to achieve the training objectives? One day, three days, a week, ... ?
- When is the best period of the year for you? Think about when you are free. Consider also when you will have the resources for the training, when the facilities you need are available, what the weather will be like (for example: if you need to do open air activities), etc.
- When is the best period of the year for the participants? Think about when they are not working and could participate in your training. Check that they are not busy with other activities or on holidays.



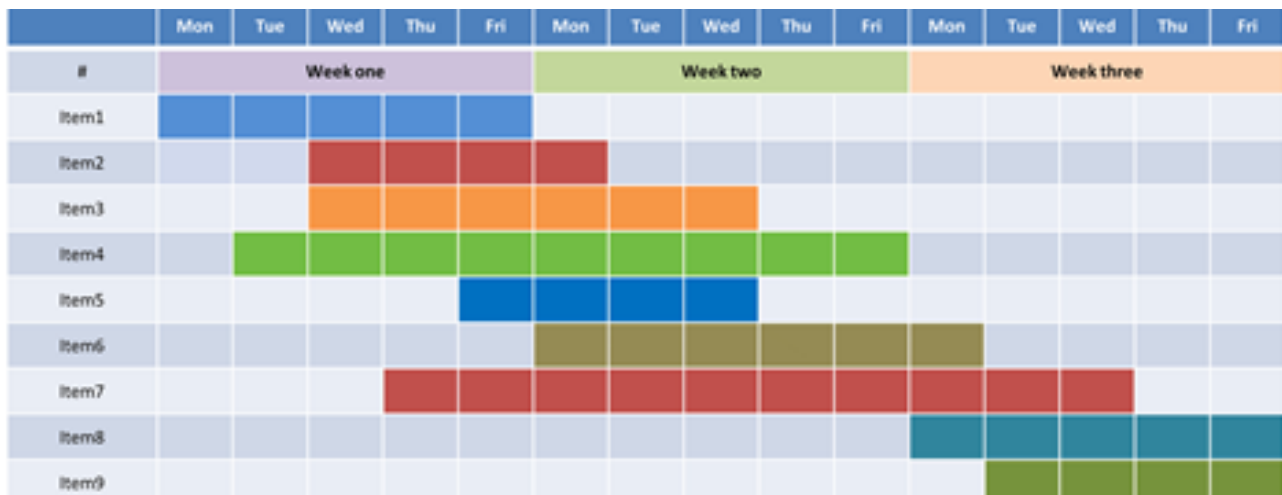
### The evaluation and follow up:

This is the phase after the training. Here you will need time to:

- Evaluate how the activity went. Think about how you felt and about the comments and feedback you received from your participants. Collecting feedback from participants can be part of the training activity or you can ask for it afterwards.
- Analyse your evaluation results to find out what could/should be improved or changed in future trainings.
- Share and promote your activity if you want to achieve a bigger impact (for example: publish a post about the training on the webpage or social media page of your entity). This may be compulsory if you receive public funding (e.g. through Erasmus+). To do this you can use websites, social networks, or blogs. Share and spread pictures and/or articles about the activity. If people do not know it, it does not exist!

To plan all these stages of a training, we recommend you to use a calendar and to put in all the steps you have to take to see if they fit in your time schedule.

You can use a “**Gantt chart**” and the template that we propose you here.



### Templates and activities.

Scan the QR-Code with your mobile phone here to download the template of a **Gantt chart**

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/32-gantt-chart-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/32-gantt-chart-template.xlsx)



**Quick tip!** Sometimes you need other organisations to prepare your training. For example, a sending organisation or someone finding your participants from other countries, if your training is part of an international project. Be sure that the Gantt chart is filled in together with these organisations. You need to coordinate and collaborate to find the best times for everyone. They will know better the availability of your participants.

## 3.3 Objectives and mission

To plan all these stages of a training, we recommend you to use a calendar and to put in all the steps you have to take to see if they fit in your time schedule.

You can use a “**Gantt chart**” and the template that we propose you here.

One of the most important things you need to consider to create a training course are the needs of the participants: “**Why is my training useful for people?**”

Participants come to your activity to learn or gain something they need.

So you must understand that there are different types of needs that they might have:

- **Need for resources:**  
they want to find employment, improve their technical skills, have a better performance in school, be better at their work, etc.
- **Need for belonging:**  
they want to be part of a group, find and enjoy friendships, meet peers, etc.
- **Need for esteem:**  
they want to gain confidence, self-esteem, respect from peers, feel useful, etc.
- **Need for self-development:**  
they want to improve on creativity, become better in solving problems, reduce their prejudices, etc.





## Chapter 3.3

Participants may have different needs that motivate their participation in a training. You can not know how important these needs are for each person, but try to be aware and address all of them to ensure your trainees participation and satisfaction. The more you know about the needs of the participants, the better a training can be prepared.



Every new project helps us to fight against stereotypes. People come with some perceptions and go with others.

Marja, Slovenia



To identify which needs your participants have, try to answer these questions:

- What do my participants need? (for their lives, work, education, etc.)
- Which obstacles do they need to overcome? Can I help them with this?
- What do they want to learn? Why?
- What is their motivation? And what are their expectations?
- Which of my skills or knowledge can help them to satisfy their needs?

If you have problems with answering these questions, analyse the participants' contexts first. You can use different strategies:



- **Observation:**

find evidence in your communities what people need. Pay attention to existing problems, people's behavior, social groups' challenges, etc. (for example: you see in your neighborhood that migrants and locals do not interact with each other. You decide to do a training about interculturality).



- **Compare:**

what is missing? You can compare your reality with another reality that could be similar but without the problems you have seen in yours (same characteristics, population, socio-economic context, etc.). What do they have that my reality misses? What have they done to have a better situation? How could my training bring this change here?



• **Do simulations:**

if you can not compare your area with others, create your perfect community (or the one for your participants). You can think about it, write how it would be, or make a drawing. Compare this perfect scenario with the one you live in now. What is different? What has improved in the new scenario? How could this change arrive in your area? What could you teach or do to promote this change? etc.



• **Ask them:**



interview your potential participants. Talk with people related to your context. Ask those who suffer from any problem and you want to train. You can look for articles and research on the internet. Speak to the people who are in contact with your potential participants (e.g. the staff of your entity or associations).



• **Questionnaires:**

create paper or online questionnaires to ask for the information you need. Spread them among your potential participants, those who work with them, or simply people in your area. Their feedback can help you to decide the content and objectives of your training.

Once you have detected your participants' needs, order them by priority (what is more needed? what could better benefit my participants most?). To do this, first make a list of all the needs that you have detected. Then, put them in order according to their importance for your participants (NOT for you). You can use the following template:

Not so important or urgent						Urgent or most important need	
0	1	2	3	4	5	6	



**Quick tip!** Make your training interesting and relevant for your participants. If participants are interested in the topic or have a personal connection to the subject matter, their level of participation and motivation will be higher.

Plan your training according to the needs that you have the capacity to deal with. Leave aside those topics you do not have the knowledge or required skills for (example: A community has a problem with mass tourism and another problem because of the lack of free time activities for children. It is possible that you can not address both issues, but maybe you can at least work on one. For example, you can create a training course for parents to offer their children alternatives for their leisure time.) Another option is to create a team of trainers that can help you with the parts you may not have the necessary competences for.

Have in mind that if your training is part of a bigger project or international action, its organizers may already know your participants' needs. Make sure to ask them in advance for information on the participants' needs and be sure that these needs are covered by your training.

## Training objectives

Once you have detected the participants' needs, set your training objectives. Objectives are what we want to achieve, the impact of our actions. They should be related to your participants' needs. However, they can be also linked to other issues (for example: what your organisation does, what the entity funding the activity aims at, etc.).

Each of your objectives must also be **SMART**. That means:

- S • Specific:**  
What do I exactly want to do? An objective must be simple, concrete, sensible, and easy to understand.
- M • Measurable:**  
How do I know that I was successful? You must know how to measure whether you are making progress and how to demonstrate that the objective has been achieved.
- A • Achievable:**  
Can I really achieve the objective? An objective must be attainable. Do not be shy or conservative about your objectives though. Always try to have suitable but high expectations. Be ambitious, but also realistic.
- R • Relevant:**  
Is the objective important to my participants and myself? Objectives must be reasonable, realistic and give useful results.
- T • Time bound:** When will you achieve this objective? Think about the time needed to reach an objective. Set concrete realistic deadlines for your work and for reaching your objectives.

You can use the next template to set your **SMART** objectives:



**Templates and activities.** Scan the QR-Code here to download the template to create your **SMART** objectives

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/33-smart-goals-template.docx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/33-smart-goals-template.docx)



Write all your training objectives down. It is important that you check and read them from time to time during the creation of your training.

This will help you as:

- It will remind you what you want to achieve. This will help you to stay on track.
- You will have a reference for choosing methods. Sometimes we really like certain activities. However, if they are not related to our training objectives, the activities will not work.
- You can share these objectives with your participants. This way you will be transparent and it will be clear to your participants why they do things. They will understand the activities' purpose. This helps to reduce participants' frustration because their expectations have not been met or because they do not know why they are doing the activity. They will have realistic expectations about your training.
- You can better think of ways to measure your success. You can check if the activity was well done or needs to be modified.
- You can be more flexible with your activities. If an activity does not work, having your objectives written down will help you to make changes while still respecting the overall aim. This avoids going against participants' expectations.



**Quick tip!** Your training might be part of an international project. Sometimes it can be part of a list of activities of an NGO (e.g. a training to prepare volunteers travelling abroad). In this case, ask the NGO or those managing the project about the participants' needs and your training objectives. They probably know them already or will need you to include specific topics in your training.

## 3.4 Training vision and values

Once you have set your objectives, you can think about the extra value of the activity. We will call this “**your vision**”. The vision of a training is the approach we want to give to it. A vision is not only what your participants need. It is also what you think could benefit them, your community, your organisation, and especially yourself. Your vision must guide all your decisions to plan, implement and evaluate the activity. The vision will help you to define new objectives, contents, methodologies, etc.

Some elements you can consider to create your vision are:

- **Diversity:**  
Focus on your participants’ diversity and skills for a greater and more effective participation. This is especially important when working with international groups, as their different origins and cultural backgrounds can offer an extra learning experience for them.
- **Interaction and participation:**  
Ensure an interaction and balance between all the participants. The conditions on which you will train should be suitable and accessible for everyone. No one should be excluded or not able to take part.
- **Stimulation:**  
Offer an environment of cooperation where participants can receive support and gain confidence. Create challenges between trainers and participants to push learning. The environment of the training must stimulate the learning and motivation of participants.
- **Applicability:**  
Show your participants how what they have learnt can be applied in different situations. They need to understand that the knowledge and skills they acquire in the training benefit them and their communities.
- **Your organisation’s values:**  
If you belong to an entity, make participants understand the entity’s values. Show them during your training. Be sure that your organisation also shares your training ideas and vision (e.g. gender equality).
- **Your personal values:**  
Think about which of your personal values you want to add to your training (for example: you think people with fewer opportunities are socially excluded. You try to raise awareness about this during your training or give these people a more active role). Consider that not everyone may agree with some of your values. Make sure that you are not offending others, and that you have solid arguments to defend your values.
- **Your “personal touch”:**  
Use your knowledge and skills. If you are going to do something, take advantage of what you do best! (for example: if you are funny, try that your training is funny too. If you are a good listener, try to use this ability during the training). Just remember: your participants will enjoy the activity if you enjoy it too!

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Unit 4

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## 3.5 Physical and learning space



With these kinds of activities we present ourselves as part of the society. We are equals but the world is really diverse.

Maria, Slovenia



The facilities and room that you choose for the training have an important role. To choose them wisely, think about your needs as a trainer and about the needs of your participants. Ask yourself: Which is the best place for my objectives and activities?

The physical space for the training should be:

- **Quiet:**
  - Avoid places with noise.
  - You should offer privacy. Others should not be able to watch or disturb you.
- **Illuminated:**
  - The light should be good. Don't choose dark places.
  - Try to have natural light and not artificial light.
  - Avoid places with big windows on street level (people passing by can distract the participants).
- **Familiar:**
  - If possible, choose a space that your participants already know.
  - Give priority to places close to participants (for example: the youth centre of their neighborhood).
- **Accessible and safe:**
  - Avoid places with steps or find a venue with elevators (so people with **mobility impairments** can enter).
  - The place must be easy to reach: on foot, there is public transport to get there, there's a good parking space, etc.
  - The space must be adapted to the participants' health needs. Ask participants about medical issues or their mobility capacity on the recruitment forms. Inform applicants on the form that you require this information to plan and prepare the logistics of the training, to ensure accessibility, and to be prepared for medical support or intervention (e.g. participants with epilepsy). Guarantee them that this information will not be shared with others.

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### • Affordable:

- Do you have money to rent a venue? If not, try to use public or open places (for example, a municipality room or the room of a local NGO). These are often cheaper. Moreover, the entity who owns the venue can help you to promote the activity and to recruit participants among their members and target groups.

### • Equipped:

- Make sure you have all the stuff you need: chairs, tables (for each participant or to work in groups), boards, computers, screens, projector, etc.
- Remove anything that you will not need from the space. Unnecessary elements make participants' interaction more difficult (for example, if participants will just talk, remove the tables so everyone can speak in a circle of chairs).

### • Big enough:

- Think about the number of participants. Everything and everyone must fit in the space and participants should be able to move around freely.
- Think about the space you need for each activity and method.



**Quick tip!** If you plan a training course with international participants (people travelling from different countries to your location), make sure that they also interact with the local communities. Choose public places for your activities, so the participants will be seen and can interact with local people. This way the participants will learn about the local culture while locals are offered a multicultural experience too.



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## Creating an effective learning space

You need to provide a space in which participants can learn freely. Arrange the venue and elements of the training in a way that creates and offers an interactive experience. This will facilitate the learning and create a motivating and positive atmosphere (for you and your participants). A good learning space supports the participants' development and active participation.

The learning space also creates a **group culture**. Participants can interact using their skills but with a final shared goal in mind. Human behaviors and interaction become part of the learning experience.



**Quick tip!** A wrong choice of space could affect the participants' participation. It can set obstacles on the learning, distract participants, or stress them. Make sure to consider the points above when choosing a venue for your training course.

To create a good learning space, consider the following advice:

- **Define the space and its layout.**

Arrange the furniture and space according to your objectives. Avoid the traditional disposition of you as a trainer on a higher place and participants at tables in front of you. It is important that the trainer and participants are on the same level to ensure better interaction. Some ideas to achieve this are:



- Sit in a circle of chairs. Everyone can see each other and you are all at the same level.

See the picture of a circle of chairs.



- If you need to use a screen or board, arrange the chairs in a U-shape. Orient the chairs to the board. As the trainer you should sit close to the board or screen (so that the participants look in the same direction).

See the picture of a U-form half-circle of chairs oriented towards a board or screen



If the room is very big, divide it into different smaller spaces. This allows participants to do different tasks at the same time (for example: tables to create working groups, a place for the materials, a wall to put notes, a corner with books and a sofa to read, etc.). This allows each participant to choose what he/she needs.

See the picture of 3 tables in one room to work in groups, 1 wall with a board and flipcharts to write on, 1 table for materials, and 1 table for food and coffee.

Each activity can require a different space and setting. Change your space layout if needed during your training. Use the breaks between activities to move tables, chairs, etc. Do not move furniture during the activity as this can disrupt the flow of the activity and the learning process. Ask participants to help you with preparing or changing the space. This way they will feel part of the training logistics, and you have some support and save time.

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- **Take care of time.**

Timing the program of your training well ensures quality and effectiveness of the learning activities.

- Make sure your workshops/activities are not too long (60 to 90 minutes maximum).
- Think about your participants' capacities (depending on their age and characteristics they will be able to pay attention for different durations).
- When participants play or interact, time usually goes by faster. For this reason, practical workshops should be given more time and may last longer than the theoretical parts of your training. Theoretical input may be tiring if it lasts too long. Keep the theoretical parts short or combine them with practical/interactive elements.
- Take breaks between sessions. Participants must go to the toilet or take some fresh air. You can prepare some food or drinks so participants enjoy the break and can recharge for the next session.



**Quick tip!** Breaks provide excellent moments of learning between participants. They offer an opportunity where the participants can interact, speak, exchange experiences, share ideas, etc. freely. Breaks contribute significantly to team building, networking, and friendships.





- **Ensure equal visibility and hearing.**

Think about how you will present your activities and materials. Everyone must be able to see and understand everything that you present and to participate on the same level. Some advice to ensure equal visibility and hearing, and thus equal participation:

- Do presentations in a place where everyone in the room can see you (for example: on a wall, screen, on the floor in the middle of a circle, etc.).
- Make sure that the acoustics are good. Everyone must be able to hear you and the other participants well.
- Try to look at participants when you speak. They will hear and understand you better and have the possibility to read your lips (especially important if you work with participants with hearing impairments).
- Explain with words what you visually show. Describing graphics verbally is essential for participants with visual impairments in order to be able to follow your presentation and have equal access to the information. For a better understanding of the content of your presentation, accompany your visuals with verbalized descriptions (e.g. explaining a graphic, picture, etc.) and descriptive actions (pointing, movements, etc.).
- Use a common language. When working with international groups, be sure that everyone can understand. Choose a bridge language that all participants speak or are able to communicate in (e.g. English). If this is not possible, offer the participants alternative means of communication, such as acting, painting, modelling, etc.
- If you provide handouts, be sure that all the participants can understand them. Use words, colours and letters that everyone can read. For participants with visual impairments, you can use big letters, braille or ask someone in the group to read the text to them. You can also use phone apps that transform text into audio.
- Participants with hearing loss or who are not good in a language can miss videos' audio or your voice. In these cases, use subtitles, printed texts, presentations or if necessary a sign language translator. The **layout** of the room is important (example: being in a circle). You must ensure that these participants always see your mouth when you speak as well as those of the other participants when they speak. Reading lips helps with understanding, so remember to speak slowly so they can follow you! There are also mobile apps that transcribe audio to text which you could use. If sign language interpreters are present make sure that they can be seen by the participants who need the translation.

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- **Use “other” spaces:**

a class is not the only place to learn. Offer your participants to go outside as part of the training:

- Visit other facilities or entities’ spaces (for example: a youth centre).
- Interact with locals (for example: tell participants to do interviews with pedestrians).
- Prepare field trips (for example: a visit to a local museum)
- Engage with the community (for example: go to an NGO and interact with their beneficiaries to apply what you learned during the training).
- Learn in the surrounding (for example: going into a neighborhood and observe how to improve it, or talk with locals)
- Have guests (for example: meet with local experts in a café to chat about a topic).
- Invite your participants to continue learning at home (for example: tell them to watch movies, read books, or look at websites about the training topics).



All these tips will help you to reduce participation barriers. Ensure that participants have an active role in the training. Make sure to create a learning space in which all the participants interact on the same level. For example, you want to use a video but one of the participants is blind. Instead of the video, play an audio or song that transmits the same or a similar message as the video. Play the same recording to all the participants, so they all have the same working materials and perceive the same. This will allow all the participants to engage equally in your training and with the materials you provide.

## 3.6 Funding: Do I have the money and resources needed?

A trainer and participants are not enough to do a training. You need a venue, materials, food, maybe accommodation, etc. Sometimes your training may be part of a bigger activity with funding available for you (e.g. an international European project). Sometimes, however you will need to start from scratch and get what you need by:

- Borrowing it or getting it for free.
- Buying or renting it. For this, however, you will need to spend money.

To be aware of the resources you will need and how to get them, think about:

- A** What do I need? Create a list of things that you might need and a budget.
- B** What do I have? Check what you already have from the previous list and budget.
- C** What am I still missing? How can I get what is missing?

### **A** What do I need?

Create a list of things that you might need and a **budget**.  
Your budget and list should be:

- **Calculated.**  
Think about your training and list all its activities. For each activity, plan and write what you need and how much it costs.
- **Simple.**  
Do not complicate things. Try to use things you already have. Choose activities that do not require much material. This will also make it more likely that you can do the training again in the future.
- **Reusable.**  
If you need to buy something, try to buy things that are also reusable for future activities.
- **Coherent.**  
The money invested should be related to the impact you want to achieve. If your activity will have a small impact, it is not worth investing a lot of money. If you need to buy something, think about how much you will actually use it, if it is worth it to buy it, or if there is any alternative option.



**Quick tip!** No money, no problem. Sometimes you can make big things with a small budget! Be creative. You can have a big impact with original ideas that are not expensive to implement.

## B What do I have?

Check what you already have from the previous list and budget. Think about:



- Facilities/space
- Equipment
- Materials for activities
- Staff or other trainers
- Transport
- Accommodation, food, etc.

## C What am I still missing? How can I get what is missing?

Once you know what you already have, check which elements on your list are still missing. Think about which are **expendable** (not totally needed or easy to replace with something else). For the things that you decide that you really need, try to use the following strategies to get them:

- If you belong to an entity, ask for their support. They might be able to fund part of your idea if it overlaps with the entity goals or responds to the needs of their members or target group.
- Apply for grants or funding. Some public and private entities open calls for ideas. You can submit your proposal and apply to get money. Remember that with the funding there will be some requirements and the entity will control the use of the money. Those giving you the funds have the right to know how the money was spent.
- You can ask the participants to pay a fee. Firstly, consider if they could afford the fee (do they have enough money?). Secondly, be aware that participants need to feel that their money was well invested. For this reason, your training should be good and meet the participants' expectations (this may be difficult if you are a beginner, so try to avoid this when you start).
- Use public spaces as the venue (for example: the room of a municipality or youth centre). They can usually be used free of charge if your activity is non-profit.
- Choose activities for the training that do not require many materials or replace materials with things easy to find at home or which are recyclable (for example, if you do not have markers, take old newspapers and ask the participants to do a collage).

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- Invite friends or local experts that could help you with part of the activities voluntarily. Small cooperation is easy for people, creates diversity in the group, and makes the training more interesting.

Remember to always **monitor** the use of the money. Take notes of all the costs, keep tickets and invoices, do calculations, etc. This will help you to keep track of your spendings and how much your activities cost. It will also help you to calculate and plan the budget for trainings in the future. If the activity is cost-efficient, you will more easily be able to carry it out further times.



**Templates and activities.** Scan the QR-Code here to download a template for a budget control sheet.

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/36-budget-control-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/36-budget-control-template.xlsx)



Also have in mind that if your training is funded by an external body, you will need to use specific templates to report the costs and justify them (for example, when doing a training for international volunteers funded by the European Solidarity Corps programme, there are specific templates that have to be used for documentation).



## 3.7 Recruitment of participants

How do I find participants? Consider different possibilities and steps to take:

- Create a clear call for participants. What would you like to know as a potential participant? Write a text about the training that includes the following information:
  - The exact dates. When will the training be happening?
  - Clear description of the training objectives. What is the purpose of the training?
  - A brief overview of the program. What can participants expect? Do not make spoilers or explain your methods too much. It is better to surprise your participants!
  - Invite participants to contact you if they have any questions or want to share important information (e.g. personal or medical needs). Provide your contact information (email, phone number, times of availability).
  - Have in mind that there may be participants with **visual impairments** or with reading difficulties. Create documents which are easy to read, in a simple format and with suitable colours (especially if the text is online).
  - The location. Especially if it is an international activity, also provide more elaborate information of the location and the cultural context. Make sure to inform the participants about the travel options and give advice on how to best arrive at the training location.



**Templates and activities.** Scan the QR-Code here to download an example of a call for participants.

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/37-call-participants-template.pdf](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/37-call-participants-template.pdf)



- Publish your call where your potential participants can easily find it (for example: on social networks, on a website, on the board of your entity or your school, etc.). Put yourself in the shoes of the people you would like to train: Who are they? Where can you find them? How can you reach them best? (for example: if you are planning a training about inclusion in sports, go to sport associations and share information about your training, put up a poster, distribute flyers, etc.).



**Quick tip!** Sometimes a first call for participants is not successful. But do not give up! Check what might have gone wrong and try again. Try new things and insist. You can also ask for help from people who are in connection to your potential participants.

- Ask participants to fill in the registration form. This way you get information on who your participants are and what expectations and needs they have. Forms give participants the opportunity to introduce themselves. If you don't know them, this is your chance to get an impression of your group before the training. Their answers help you to select the right methods for your training. Make sure there is a section in the registration form that asks participants for their contact information. Offer spaces where they have the opportunity to describe how they meet the requirements of the training, what expectations and what needs they have. Open questions such as "Is there anything about you that we should consider to facilitate your participation?" leave it up to the person how much personal information they would like to share. Sharing their needs is up to each person, but remind them that the information that they provide in the registration form will not be shared with others. Explain why you need certain information and how it is going to help you to plan the training and to make sure everything is inclusive, safe, and accessible.



**Templates and activities.** [Click here to download](https://www.weltwegweiser.at/wp-content/uploads/2022/04/37-registration-form-template.docx) an example and template of a registration form for participants. You can also take a look at this [sample of an online registration form](#).

<https://www.weltwegweiser.at/wp-content/uploads/2022/04/37-registration-form-template.docx>



**Quick tip!** If you are planning an activity with international participants, do not forget to use the registration forms to ask them about their language competences. This is important to plan your training and to decide how participants could interact and communicate with each other and with you.

## 3.8 Conclusion

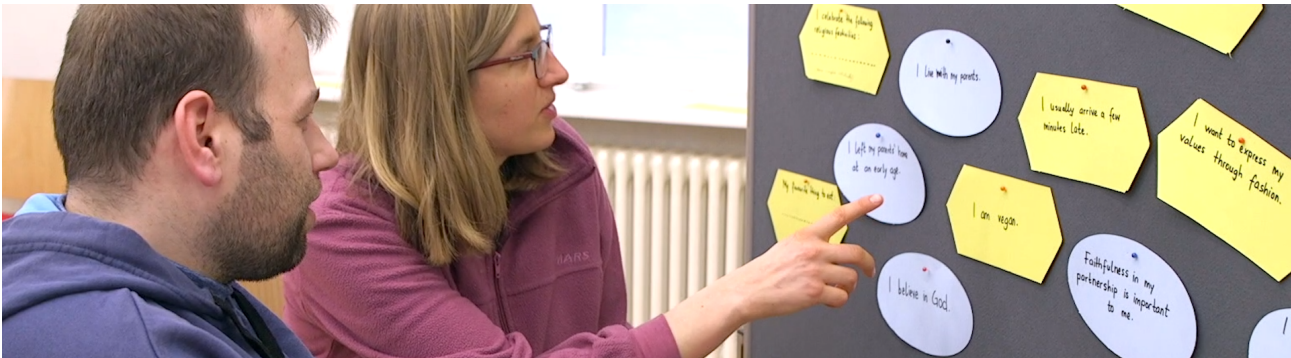
Go through all the steps in this chapter again. Check the provided templates and use them. It will help you to have all the logistics of your training under control.

Notice that all the previous steps can also be relevant if your training is part of a bigger activity or international project. In this case, make sure that you have all the information that you need from the organisers and about the participants.

Once everything is planned and you have your participants, think about the learning experience. The next chapter will help you with that!

## Unit 4: Training learning framework

### 4.1 Introduction



A training course must teach. Your participants must learn something that is useful or interesting to them. But, what does “learning” mean?

David and Alice Kolb explained learning as a process of 4 phases that a person must go through to understand something. In all the phases, the person must use their senses and be active (not only receiving information).

These four phases are:

- Experience: we live, see or feel something that is new for us.
- Reflection: we think and reflect about the experience. We try to put all the information we received together. Then, we think about what has happened, what has worked or not.
- Conceptualise: from the reflection, we create a mental model or idea: Why does something happen? (for example: if I try this, this will happen).
- Test: we apply the mental model conceptualised. We reproduce what we have learned. We check if the experience was repeated and if we understand why it happened.

For example:

- I write a text. I share it with a participant but he is not understanding it (experience).
- I think about how the text was, how I read it, how the participant perceived it, etc. (reflection).
- I realise that maybe the text was very difficult and I spoke very fast (conceptualise).
- I exchange the difficult words in the text for easier ones and then share the text again with the same participant but this time I read it slower (test). If the participant now understands the text, I have learnt how to train this participant. If the participant still does not understand, I will start with the 4 steps again and try new things.

## Chapter 4.1

It is a process that can be repeated several times until we understand something. Notice that even if a person should go through all the stages to successfully learn something, each person can start from a different point. For example, some people try something to see how it works first. Others like to first read the theory of a model and then experience it.



**Quick tip!** These 4 stages require trial and error. Thinking about what we did wrong contributes to our learning and understanding. Teach this to your participants. Challenge them during your training to try out things alone or with others. Errors are part of the learning, they should not be seen as embarrassment when they happen. Life is a challenge too!

To make learning possible, your training should be suitable for everyone. The main element of learning is the person, so try to understand your participants' individuality. If you know their characteristics, you will be able to encourage their active participation better and avoid barriers that exclude participants.

But what type of learners are there?

What are their competences for learning?

How can I create a programme that is suitable for them?

This chapter will help you to answer these questions and to find the most suitable methods for the participants of your training.



There are a lot of doubts at the beginning,  
but they disappear with time.

Nastija, Slovenia



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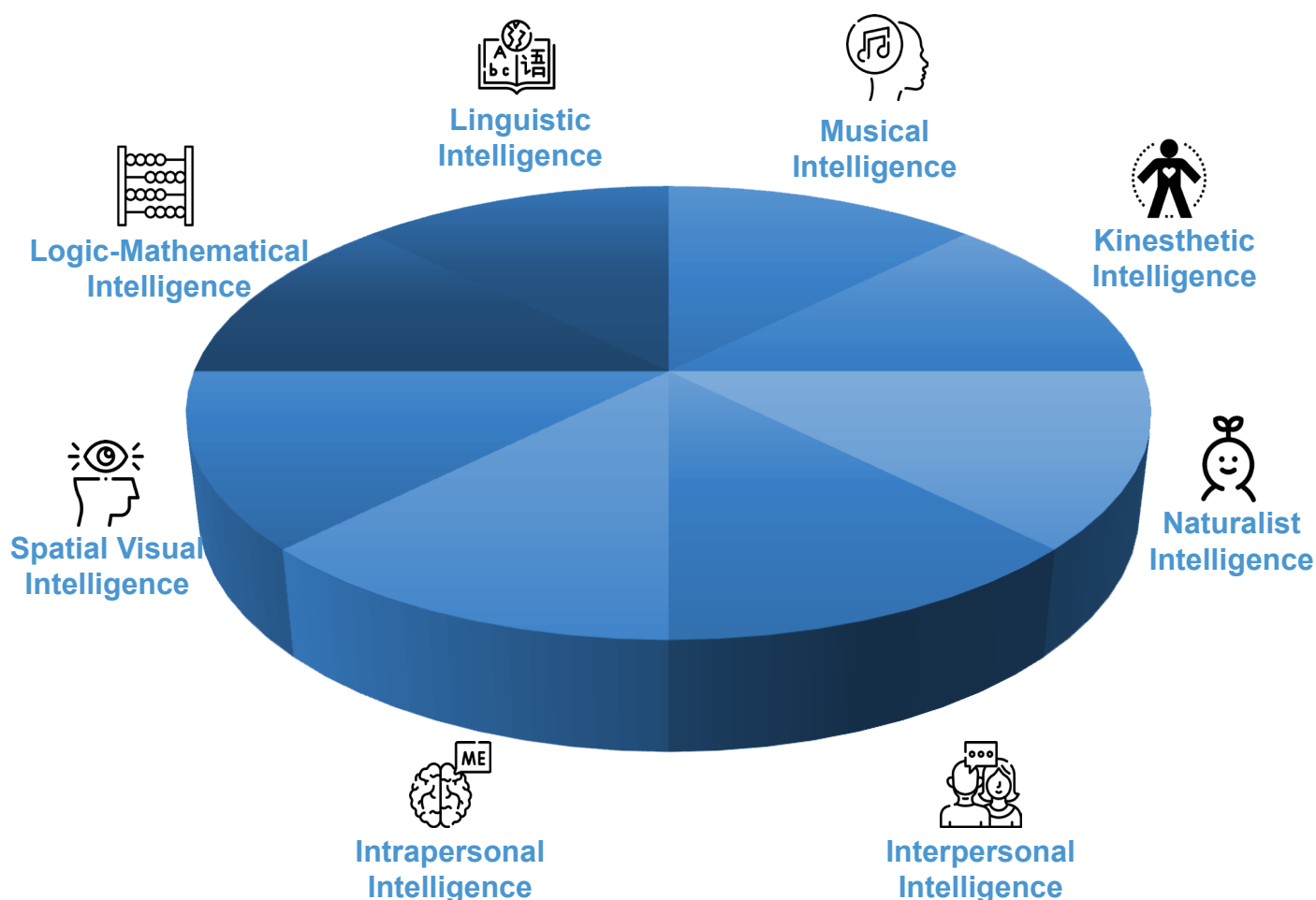
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## 4.2 Types of learners

Each person is different when it comes to learning. A person's learning is conditioned by the environment, life experiences and competences. For this reason, we have to understand the backgrounds, the competences and strengths of our participants. This will help us to think of training activities that suit them.

As you have read in chapter 2, **competences** are the knowledge, attitudes, values and experiences that allow us to solve a problem or deal with a situation that presents itself. When talking about learners, Howard Gardner called them "**intelligences**". According to him, a person can be strong in some intelligences (be good at doing something) and not so much in others. This does not mean that someone is better than others or "more intelligent". It means that people use different abilities to do things in the best way.



Howard Gardner divided these intelligences into 8 categories. These categories show the different types of learners and which abilities they have more developed:



- **Linguistic Intelligence** (word smart):  
it is the ability to use language and words (when writing and speaking). It is related to being good at writing stories, memorising information, speaking, and reading.



- **Logic-Mathematical Intelligence** (logic smart):  
it is the ability to solve problems using the relation cause-effect (If I do this, this thing will happen). It is related to being good at maths and calculations.



- **Spatial Visual Intelligence** (picture smart):  
it is the ability to perceive, analyse, and understand visual information of the world around us. It is the capacity to create mental maps from observing. It is related to being good with directions, maps, charts, at visualising things, and to learn well with videos, and pictures.



- **Kinesthetic Intelligence** (body smart):  
it is the ability to use the body to learn, express ideas and feelings. This includes physical abilities such as coordination, flexibility, balance, etc.



- **Musical Intelligence** (music smart):  
it is the ability to reproduce and respond to sound and acoustic stimuli (example: rhythm, tone, music patterns, etc.). People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.



- **Intrapersonal Intelligence** (self smart):  
it is the ability to get to know oneself, manage our feelings, and understand our internal reactions. Individuals who have high intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.



- **Interpersonal Intelligence** (people smart):  
it is the ability to interact with other people, to be **empathic** and to have smooth human relations. It is related to being good at understanding and interacting with other people, and assessing the emotions, motivations, intentions, etc. of others.



- **Naturalist Intelligence** (nature smart):  
it is the ability to observe nature and connect with it. It is also the capacity of having a scientific view and understanding the relation of all the natural processes when we interact with the environment.



Some examples of people that stand out in regard to these intelligences are:



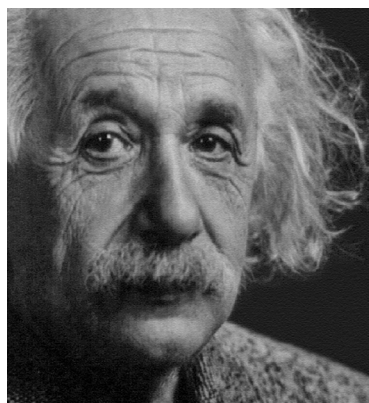
**Linguistic  
Intelligence**



Miguel de Cervantes



**Logic-Mathematical  
Intelligence**



Albert Einstein



**Spatial Visual  
Intelligence**



Frida Kahlo



**Kinesthetic  
Intelligence**



Simone Biles



**Musical  
Intelligence**



Wolfgang Amadeus Mozart



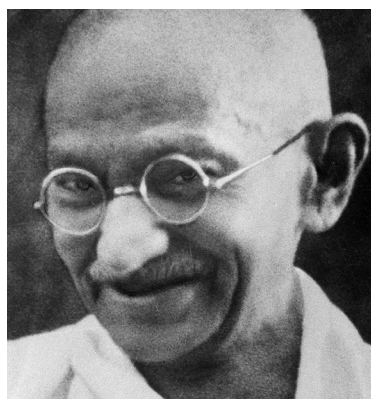
**Intrapersonal  
Intelligence**



Maria Montessori



**Interpersonal  
Intelligence**



Mahatma Gandhi



**Naturalist Intelligence**



Greta Thunberg

## Chapter 4.2



Trainers on international activities always try to ensure that participants have good linguistic competences to communicate (e.g. they speak English). However, there are other intelligences that can be used to participate and interact (e.g. naturalistic or musical intelligence).



Carlos, Mexico

Now you know about these 8 intelligences. The next step is to understand their impact on your training. Each person has different intelligences and you should be considerate of that in your training activities. The participants should be able to learn in the way that suits them best. If you can identify your participants' intelligences, you can personalise and adapt the training to them and their needs as learners.



**Quick tip!** Do not choose your training methods randomly. To know the intelligences of each participant will help you to select the best activities for them.

### This sounds great, but how do I do it?

You may have very different participants in a group (especially if they come from different countries), and it is difficult to create an activity that suits each learning type or intelligence. But notice that this is not necessary. If you think about everyday life, there are no tasks that require only one intelligence. You usually need a combination of intelligences to solve a task. Each action pushes us to apply different intelligences at the same time.

For example: when you do the shopping in a supermarket:

- You need to guide yourself through the corridors. (spatial intelligence)
- You take products and push a trolley. (bodily-kinesthetic intelligence)
- You know which products satisfy your needs. (intrapersonal intelligence)
- You buy eco products to reduce your impact on nature. (naturalist intelligence)
- You sing along to the music played on the supermarket radio. (musical intelligence)
- You read the product labels. (linguistic intelligence)
- You talk and interact with the cashier politely. (interpersonal competence)
- You pay and check the bill. (logical-mathematical intelligence)

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Consider this and create activities in which participants can apply different intelligences at the same time to learn what you want them to learn. This will allow participants to use the intelligences they prefer and at the same time to improve others. Consequently, you will have activities that motivate your participants and that will also increase their self-esteem. Thanks to this, participants can use their strengths and gain competences at the same time.



I wanted to help and not always be the one that needed help.

Maria, Slovenia



The strengths of each participant can be the bridge to make them also develop and improve other competences which they might not be so good at (yet). For example, some people with learning problems have difficulties with numbers, but they might have great musical or spatial intelligence. You need to find the strengths of your participants to better understand how you can work with and teach them.





A good trainer must understand that everyone has different strengths, capacities, and also limitations. The trainer's aim must be to take advantage of this diversity in the group and to enrich the training experience through it. The trainer must ensure that each participant can access the content of the training and acquire a similar knowledge using their individual capacities.



**Quick tip!** Participants' intelligences are often influenced by their backgrounds (social environment, life experiences, etc.). Consider the participants' life stories to enrich your activity. For example: if you have a training about interculturality and some of the participants have been living abroad, invite these participants to share their stories. If your participants come from different countries, make sure that they share their cultures. This will offer them a new learning experience and an opportunity to learn from each other.

## Chapter 4.2

How can you identify the intelligences of your participants? Observe your participants and see how they behave. The following table will help you with that:

Intelligence	What do they like and prefer?	Which activities or materials can YOU use with them?
<b>Linguistic</b> (word smart)  	Reading, writing, speeches, recording their thoughts and ideas with words, telling stories, word games, diaries, descriptions (creating and listening to them), memorising things, riddles, analysing language	Group and small discussions, debates, storytelling, inviting them to conferences, brainstorming, challenging them to write stories and reading out loud, books or manuals, recording voices, working with audios
<b>Logic - Mathematical</b> (logic smart)  	Categories, logical challenges, problem solving, dealing with numbers and figures, codes, doing classifications, finding patterns and relations between elements, analysing, abstract thinking, organising ideas	Games with numbers, calculation challenges, set logical problems and exercises, offer them calculators or manipulative materials, activities with puzzles, applying formulas
<b>Spatial Visual</b> (picture smart)  	Drawing, building things, looking at pictures and watching videos, colourful materials, geometry, imagining mental pictures, designing, diagrams, visual patterns, mental maps, colour, puzzles	Presentations, explanations with graphics and images, solving patterns, exercises, showing videos, creating art and visual stuff, offering them to play with projectors or graphic softwares, dynamics with collages and posters, building 3D models and puzzles, telling them stories with metaphors, proposing imagination games
<b>Kinesthetic</b> (body smart)  	Interacting with the space, touching things, building with materials, learning by doing, feeling objects, body language, experiments, manipulating materials, body coordination and agility	Organising experiments, playing theatre, dancing activities, propose role or mimic games, cooking or active workshops, activities involving virtual reality softwares, working in laboratories, guided visits, physical games or sports

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## Intelligence What do they like and prefer?

### Musical (music smart)



Listening to music, setting sound relations and reacting to them, composing songs, creating musical patterns, singing, playing instruments, following rhythm or melodies with the body

### Interpersonal (people smart)



Interacting with other people, debates, talks, learning from others, playing in groups, volunteering, teamwork, making many friends, interviewing, teaching others

### Intrapersonal (self smart)



Reflecting, understanding internal feelings, setting personal space, working alone, following personal interests, intuition, autonomy, setting individual goals, self-learning

### Naturalist (nature smart)



Taking care of the environment and inviting others to do it, observation and identification, open air activities, classifications of animals or plants, dealing with other beings, having a connection with nature, learning about natural issues

## Which activities or materials can YOU use with them?

Playing instruments, group singing activities, use rhyme and poems with them, add music and audios to activities, set sound identifications challenges, offer sound software and make them use it, propose sound or rhythm imitation games

Promote coaching between participants, set collaborative activities, use brainstorming and team building methods, play board games, offer simulations or interactive softwares, set conflict solving challenges, make them interact with local groups, invite them to coordinate groups

Offer individual teaching or support, give them autonomous tasks, activities related to self-reflection and self-expression, ask them to write an activities diary and minutes of the work done, invite them to study and/or research at home, challenge them to follow their instincts

Excursions to nature, open air workshops with no furniture, arrange an activity for environmental protection or promotion, science games, plan team activities with others, introduce natural elements to activities (e.g. plants), work with natural elements lists or classifications

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## Chapter 4.2

Do you need more ideas? Here are some further tricks to figure out the participants' intelligences:

- If you know your participants in advance, think about what they have in common and about their intelligences. Use their similarities to make them interact during the training (for example: if all of them are good at something, propose activities where they can make use of their common strengths). Moreover, try to find out what their differences are. Take advantage of these differences. They can learn from each other (for example: in group activities).
- Use recruitment forms for your training to get information from participants in advance. Include questions on the form about the participants' skills and preferences (for example: "choose from these options what you prefer: role playing, groups discussions, drawing, etc.").
- Find the support of other professionals or experts that may know your participants. They can give you advice and information that will help you to work with your participants (for example: youth workers, other community members, teachers, etc.). If your training is part of a bigger project, ask the staff or organisations involved in it about the participants; their backgrounds, characteristics, and preferences.
- Ask your participants at the beginning of the training about how they learn best. If they do not know this yet or are unsure, you can make an activity with them to find it out.

For example, ask them to complete these sentences:

- |                                    |  |
|------------------------------------|--|
| • I learn easily when...           | • I can learn well in a group when...                |
| • I learn faster when...           | • Errors and failing always help me to learn that... |
| • I have problems learning when... | • I can concentrate well when...                     |
| • I have learned from books if...  | • I enjoy learning when...                           |





## 4.3 Promoting participation

We have seen how to create activities for different types of learners. But, what if we make them responsible for their own learning? This way, they can be more active and learn according to their **individuality**. To make this possible, we propose to make use of the Universal Design for Learning (UDL) approach.

The goal of UDL is to use a variety of teaching methods to remove barriers to learning. It is about offering flexibility so participants can use their intelligences and cover their needs at the same time.

UDL fosters inclusion because it ensures participation. Then „inclusion” has a more active approach, as “participation” asks the participants to work with the group (“I have the same right and possibility as others of being part of the activity, but I also have a responsibility to carry it out”). If you guarantee that everyone in the training can participate, all the participants will benefit, regardless of their abilities. The idea is to create a safe, welcoming, collaborative and stimulating training, so all the participants can interact and reach their learning goals.

This is especially important in international or intercultural contexts. UDL can help to promote participation even if language and cultural barriers may limit participants’ interaction.

According to this, you should create a programme where everyone can participate in a common space, with the same objectives, but mixing methods.

“Participation in education involves going beyond access. It implies learning alongside others and collaborating with them in shared lessons. It involves active engagement with what is learnt and taught, and having a say in how education is experienced. But participation also involves being recognised for oneself and being accepted for oneself. I participate with you, when you recognise me as a person like yourself, and accept me for who I am”

(Booth, 2002: 2).

The UDL approach aims that all participants can have a successful training. It is based on 3 main principles:

Principle	Definition	How to promote it in your training
Engagement	Motivate your participants. Find their interests to participate in	<ul style="list-style-type: none"> <li>• Give participants autonomy (let them do things alone).</li> <li>• Encourage participants to make choices.</li> <li>• Allow participants to incorporate their skills and interests.</li> <li>• Use games and interaction to train participants skills.</li> <li>• The space/venue must allow participants to move around freely and work flexibly.</li> <li>• Take into account the differences of your participants. Plan your training accordingly. Think about the participants' profiles and take advantage of them to design your training. This way the training will be more relevant for them, and the level of engagement higher.</li> </ul>
Representation	The information must be shared in more than one format or way.	<ul style="list-style-type: none"> <li>• Post the training's objectives in a visible place (for example: on a flipchart). Describe the objectives in ways that are clear and specific.</li> <li>• Work on the same topic from different points of view.</li> <li>• Use different methods to explore the same topic or to reach the same learning objective.</li> <li>• Offer different ways to access information (for example: videos, listening audios, reading texts, hands-on materials, etc.).</li> </ul>
Action and expression	Participants must express according to their abilities. Activities must allow participants to share what they have learned in different ways.	<ul style="list-style-type: none"> <li>• Propose flexible activities to allow different people to apply different skills when interacting.</li> <li>• Offer activities in which participants can express their learning in different formats (example: oral presentation, making a video, doing a collage, <b>brainstorming</b>, etc.).</li> <li>• Promote a regular exchange of feedback (for example: daily evaluation sessions).</li> <li>• If you need to assess knowledge, do it in ways that are suitable for everyone.</li> </ul>



**Quick tip!** A real participative activity in an organisation can bring change to it. It can promote a revision of the organisation's activities, policies and procedures towards more inclusive approaches. These can benefit other participants and inspire other trainers.

But why use the UDL? Taking the 3 UDL principles into consideration when you create a training course has several benefits:

### UDL promotes

### UDL benefits

Participants share their feedback regularly

As a trainer, you can always learn from participants. They can bring you new ways to think of things or new ideas of how to do them. They can propose activities and ideas. By having the possibility to share their feedback regularly, learners will feel more free/comfortable to ask questions and interact with each other and the educator. In international contexts, feedback rounds also allow participants to share about their personal experiences, countries and cultures. This brings extra learning to the group and makes the training more interesting.

Participants' individuality

It empowers participants' skills. You can propose different ways of doing the same activities using what participants prefer or like the most.

Team activities based on individuality

In group activities, the participants can combine the different competences they each may have. They can take advantage of the best skills of each person. This increases participants' motivation, participation and achieving higher expectations.

Regular recognition of the effort of individuals and groups when they achieve small goals

Participants can see that they can organise their work. This increases participants' motivation and sets a feeling of control over their learning. They enjoy being rewarded more often.

Creation of flexible spaces

Participants enjoy spaces in which they can take control of their learning. This way they feel more comfortable to tackle new challenges. They are more willing to take steps out of their comfort zone or their comfort zone expands.

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## UDL promotes

Clear and visible objectives

## UDL benefits

Participants have clear goals and a focus during the tasks. They know what the purpose and objectives of the activities are (why they are doing things), and are thus more motivated to participate. Clarity about the objectives also helps the trainer to choose appropriate methods. It avoids that the trainer is applying methods that are not relevant for the training aims.

Delegation of the learning

The trainer can reduce the support little by little according to the participants' development/progress. At the end, participants can do more tasks alone. The trainer stays available to support them when needed.

Combination of theory and practice

Participants can acquire knowledge little by little and apply it during the training. They can enjoy moments in which they can use the knowledge in a group, as well as individually. This helps them to gain knowledge and meets their expectations about the training.

## UDL ensures participation.

Thanks to this, a training that follows the UDL approach is already suitable for a group of people both with and without fewer opportunity backgrounds. Ensuring participation for everyone is something that also benefits everyone. You can find this in everyday life, for example, subtitles do not only benefit people with hearing impairments but are, for example, often set on TVs in noisy places like restaurants to help everyone understand, independent of their hearing abilities.

Moreover, as everyone will use their best skills, you can offer participants **positive reinforcement**: tell them when they do things right or well, not only when they fail. Recognize their intelligences and achievements during the training to keep their motivation strong and encourage their learning.



**Quick tip!** Do not design a training course programme and then adapt its activities to specific participants. Instead, use the UDL approach from the beginning to create a programme that facilitates and increases the inclusion of different people in your activities (different backgrounds, abilities, learning types, etc.). This will also benefit intercultural groups.

Now that you know how to make everyone participate, you might wonder what you are actually going to do with your participants. The next section will help you with creating the programme for your training.

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## 4.4 The training programme

Training courses usually consist of different parts that facilitate participant's interaction (with you and among them) and make them learn more about the topics of the training. Most training courses follow a similar structure.

A training programme usually consists of the following parts:

### A

#### Welcome!:

The welcoming is the first part of a training course. During this stage you must:

- Introduce yourself and your co-trainers. Be authentic and maybe give some background information about yourself, why you have created this training, etc.
- Inform participants about the objectives of the training course. Be transparent with your course aims and earn your participants' trust.
- Establish good working conditions. Participants must feel safe and that they will be respected.
- Agree together on common rules for the training, for example regarding talking, taking breaks, etc. (how are we going to communicate with each other, agreement about time schedule, being punctual, etc.). You can create an activity for the participants to work out and agree on these common rules. Once the rules have been set, ask participants to respect and follow them throughout the training course.
- Explain any space instructions or safety rules (for example: where are the emergency exits, how to find the toilets, where smoking is (not) allowed, etc.).
- Inform participants and make sure they understand their duties (what they should do and how) and their rights (what they can ask for, what they are not obliged to do).
- Briefly go through the course programme and time schedule together with your participants. This will help your participants to feel more comfortable, as they know what is going to happen and what they can expect

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## B

### Icebreaker games or energisers:

To reduce the tension that people often have when they do not know each other, make some funny games and exercises with the participants. These types of games are called “icebreakers” and “energisers” because they create a fun and relaxed atmosphere, help participants to engage with each other, and energise the body and mind. They help participants to work and focus better afterwards and to make them feel more relaxed to interact with each other and you. Keep in mind that the games you choose are appropriate for your participants (think about their age, abilities, interests, needs, etc.). It is important that all participants feel included in the activities, so that the right atmosphere is set and the motivation of everyone stays strong.

## C

### Getting to know each other:

There are activities in which participants can share their personal information: name, job, interests, hobbies, etc. and therefore get to know each other better. Think about which information might be relevant for participants to know about each other. These activities reinforce the team spirit and set confidence in the group. They make participation more active. If you have participants from different countries, give them the floor to share their cultures, traditions, etc.

## D

### Initial evaluation (or baseline):

Collect your participants’ thoughts and concerns about the training: their hopes, fears, expectations, feelings, etc. This helps you to know your participants’ needs and wishes when you do the training course, and it also helps you to evaluate at the end of the course if you met the expectations of your participants.

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## E

### Learning activities:

This is the main part of your training. Here you can include as many activities as you need. First think about the knowledge you want to share, then choose the methods for it. Make sure to offer breaks between the activities so participants are not mixing ideas and can also rest and recharge.

The order of your activities is really important, so make it logical considering the following aspects:

- **Difficulty:**  
start with easy methods (example: based on movement or fun) and then step by step do more difficult ones (example: role plays with deep reflection elements).
- **Knowledge:**  
check the theory or content you want to teach. Order it starting from the basics and evolving to more complex issues (example: if you are training about martial arts, first teach simple movements, then combinations of movements and finally how to combat).
- **Familiarity:**  
start your course with things and environments that are familiar to the participants. Then slowly go over to discussing unknown and/or maybe more difficult issues (example: if your training is about interculturality, make participants reflect about the cultural groups in their neighbourhood. Then, use them as an example to talk about wider issues such as respect, stereotypes, global equality, etc.).

## F

### Final evaluation (or end line):

You must carry out an evaluation with your participants at the end of the course. You can use group dynamics, open group interviews, or questionnaires to get this information. A final evaluation should have two aims:

- **Expectations and knowledge assessment:**  
Has my training course met the expectations of the participants? Have they received what they needed? Have they learnt what you wanted them to learn? ... Compare your participants' final feedback with the one you got during the initial (first) evaluation. You will see if you were successful.
- **Quality measurement:**  
Were the training facilities and times suitable for the participants? How was their performance and contribution to the group (active/passive)? Was I good as a trainer? Which changes could be done to improve the activity? .... All this feedback will help you to find out how you could improve your training activities and your trainer skills. Take feedback and criticism into consideration. It will help you to become a better trainer.

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## Chapter 4.4

Remember to plan and write down all your activities. You can use this template to prepare the programme of your training and to see how your activities look.



**Templates and activities.** Scan the QR-Code here to download an example and template of a training programme

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/44-course-programme-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/44-course-programme-template.xlsx)



**Quick tip!** Use your programme of activities in the participants recruitment. Attach it to your call for participants. This way, participants will already know what they will do during the training and come with more realistic expectations.



**Learn your limits - Sometimes you want to do twice as much to prove you are good**

Mija, Slovenia



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## 4.5 The course activities

When your general programme of activities is ready, prepare each activity in more detail one by one. For each activity you need to choose a suitable method. Make sure to apply what you have learned in this trainers manual:

- Use methods that you feel comfortable with and that fit you.
- When choosing methods, look for a variety of them. Ask yourself questions such as: How can you address the whole group? Can participants with different competences and needs participate actively? Does your method selection address the different learning types and intelligences?
- Offer different approaches: Do you find a good mix of **knowledge-based**, **competence-based**, and **experience-based** methods? Do you have selected exercises with self-reflection elements? Do you have methods where the group exchanges ideas and works together? Do the group activities where the participants work together with others (in big or smaller groups) and those activities where they work individually (by themselves) alternate?
- Do not forget about the purpose of your training. Choose methods according to what you want to achieve: What methods of instruction are absolutely necessary? Which impact should the activities have on the participants? What should they learn? What methods of assessing learners' experience are necessary?



**Quick tip!** Do not forget what you want to teach. To base the training just on interactive methods without a clear learning aim can be a problem. You might create an “empty” training where no knowledge is being transferred.

You can create a **matrix** to check all the previous issues and to organise your work. A matrix is a table that helps you to think about what you need for each activity. It ensures that you do not forget anything. The matrix must answer the following questions:

- Which activity do you want to do?
- Why do you want to do it?
- What knowledge or content do you want to share?
- Which methods will you use?
- How will participants communicate?
- How much time will the activity take?
- Which person(s) will guide the activity?
- Which materials do you need?

## Chapter 4.5

Here you can find a matrix template to consider all the previous questions:

<b>Activity</b>	<b>Give a name to the activity</b>	Example: Understanding culture
<b>Objectives</b>	Define the activity objectives	Example: <ul style="list-style-type: none"> <li>• Make participants understand what is culture and an intercultural context</li> <li>• Removing racism or xenophobia</li> <li>• Promote interculturality</li> </ul>
<b>Content</b>	Which aspects of the content are important? What information is relevant to learn?	Example: <ul style="list-style-type: none"> <li>• Definitions of culture</li> <li>• Explaining the difference between “intercultural” and “multicultural”</li> <li>• Learning to identify stereotypes</li> <li>• The importance of dialogue</li> </ul>
<b>Method</b>	How will I achieve the objectives and address the content?	Example: <p>I will use a group discussion and role play. Participants will receive the roles of different social groups (citizens, mayor, NGOs, religious leaders, etc.). I will tell them that they all live in one town. They will simulate a meeting to discuss building a mosque in an abandoned building of the town. I will:</p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Explain the activity and role play.</li> <li>• <b>Step 2:</b> Give each participant a piece of paper with a description of their role.</li> <li>• <b>Step 3:</b> Give participants some time to prepare their characters.</li> <li>• <b>Step 4:</b> Do the simulation.</li> <li>• <b>Step 5:</b> Evaluate the activity in the group, see what they learnt and explain interculturality.</li> </ul>

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Activity	Give a name to the activity	Example: Understanding culture
Time	Time required for implementing the method and each step	<p>Example:</p> <p>the activity will take 60 minutes</p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> 10 minutes</li> <li>• <b>Step 2:</b> 03 minutes</li> <li>• <b>Step 3:</b> 07 minutes</li> <li>• <b>Step 4:</b> 30 minutes</li> <li>• <b>Step 5:</b> 10 minutes</li> </ul>
Who	Who plans, moderates or guides participants through the step(s)?	<p>Example:</p> <ul style="list-style-type: none"> <li>• You will do the steps 1, 2 and 3.</li> <li>• One of the co-trainers will do the steps 4 and 5.</li> </ul>
Materials	What preparation and materials are needed? Are there any other specific requirements?	<p>Example:</p> <ul style="list-style-type: none"> <li>• Pieces of paper with the roles printed on them</li> <li>• Tables and chairs</li> <li>• A projector for the presentation of inter-culturality</li> <li>• Costumes for the characters</li> <li>• Paper, pens, flipchart and board to write down the evaluation conclusions</li> </ul>



You need to learn from yourself which activities and which materials or tools are good for the methods you choose.

Mija, Slovenia



## Chapter 4.5

Complete one matrix for each activity. Then, put all the matrixes together in a single document or training script. Once this is done, use this checklist to see if you have forgotten anything:

- Are the objectives of all the activities covering your initial training objectives? Is there any training objective that you have not covered?
- Is all the information that your participants need offered? Did you include the content that you wanted to share with them?
- Does the programme provide a diversity of learning opportunities? Does it combine methods that are suitable for learners with different intelligences? Does the programme include a variety of methods so it is not boring or repetitive?
- Is the time for each activity realistic? Are there enough breaks for the participants and yourself?
- Is it clear who will guide each activity? Do you have enough and appropriately skilled trainers?
- Is it clear what materials will be needed? Are they really available? Is the material suitable for the participants? Does some of the material need to be exchanged due to the participants backgrounds or (dis)abilities, so everyone can participate?
- Do the participants have the language or communication skills that are needed to complete the activities?



**Quick tip!** Sometimes, when you check the programme again, you may realise that the programme that you have created could be better in another way. Do not feel afraid of modifying it! Try different combinations of activities until your training pathway is logical to you and suitable for your participants' learning. After each training, think about how it all went. Consider if you need to make changes regarding the activities or your script in the future.



## 4.6 The activities

It is very important to have a **proactive** programme of activities. Proactive means activities in which participants can learn freely according to their skills. They must have an active role and be motivated to interact. In proactive activities, the participants must be the ones reflecting about what they have learnt and how it benefits them.



**Quick tip!** Try always to choose methods in which everyone can actively participate - or adapt them always in a way that they become suitable for everyone. Try to avoid having specific rules for single participants.

You can apply the following structure to each of your activities. Make changes if needed. It will give a proactive approach to your methods and workshops:

1. **Introduce the topic**
2. **Work on the content**
3. **Evaluation**
4. **Learn for your next activity**

### 1. Introduce the topic

Make sure that all the participants have the information that is needed to participate in the activity. Everyone must have the same knowledge as a basis and be capable of carrying out the activity properly. During this stage:

- Tell your participants briefly which topic you will work on.
- Evaluate what participants may already know about the topic. Ask them.
- If you think it is necessary, give participants extra information about the topic that they might need to carry out the activity (for example by explaining something to them, showing a presentation, watching a short video, etc.).



**Quick tip!** Surprise is a basic element of your activity. Do not explain the topic you want participants to learn too much. If you do this, be sure in advance that participants have all the information needed to properly carry out the activity.

## 2. Work on the content

This is the main part of the activity. It is the moment in which the experimentation should happen and participants interact. Try to make the participants the main protagonists here. Do not interfere with what they do. If needed, you can become active during the activity but avoid conditioning the participants. During this stage:

- Explain the rules or instructions of the activity that participants are going to do. Make sure everyone understands them. Give the floor to participants to implement your activity.
- Observe the participants' work and reactions during the activity. This is very important for the evaluation of the activity.
- Remain available and reachable to participants during the activity to guide and support them, if needed. Solve any questions or doubts that might come up.



**Quick tip!** Use simple language to give instructions and explain the rules of the activities. Support your explanations with short and clear sentences. Use images or infographics to make everything more understandable. Use an inclusive language. When naming participants, do not use labels. Labels can promote wrong stereotypes (for example, sentences like “participants with disabilities please do that” put the attention on the fact that these participants have an impairment).

You can find more information, scan the QR-Code here.



[ncdj.org/style-guide/](https://ncdj.org/style-guide/)

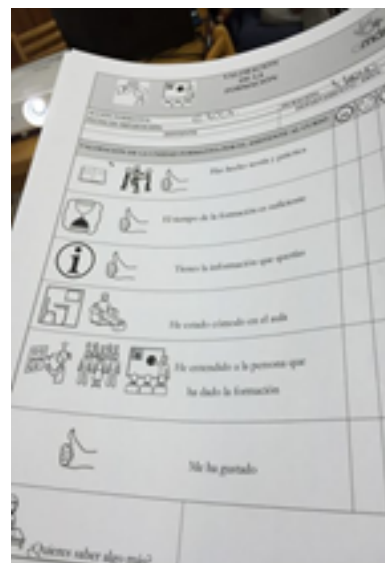
## 3. Evaluation

You have participants with different competences. So choose methods that allow everyone to evaluate the activity according to their abilities. Learning will be effective if participants find a meaning to it. Make sure that they understand what they have learnt. Use questions such as:

- What has happened during the activity?
- Why did they behave or do it that way? How did they feel?
- Were they feeling well in this learning process? Why?
- What have they learned? Why is it worth learning this?
- How will they use what they have learned?
- How is this learning related to their reality and daily life?
- Has the activity changed what they knew or thought before the activity started? Why and how?

Having group discussions as a method of evaluation allows participants to learn from each other. If they are shy, you can also use evaluation forms. They allow participants to make comments that they might not feel comfortable to share with the whole group. Evaluation forms also give participants a bit more time to think and write down their thoughts properly. Remember that the evaluation should show if the activity helped to achieve the training objectives you set and wrote down in the beginning. So include questions that help figuring that out.

See on the picture an example of an evaluation form with text and images that help to make the text more easily understandable.



**Quick tip!** Guide the evaluation with questions. Try to help participants to achieve conclusions by themselves, they will acquire the expected knowledge better, meaning that they will have a more effective and intense learning experience. Depending on each person's participation during the activity they could have different learning outcomes. This is ok too!

#### 4. Learn for your next activity

If you want, ask participants to help you to improve the activity and your performance. You can ask them questions such as:

- Was the activity easy to understand?
- Did you always know what to do?
- Did you like it? Why or why not?
- What would you improve?
- How was my performance as a trainer? What could I improve?



**Quick tip!** Be humble and ready to receive feedback and criticism. Keep in mind that negative or critical comments always help us to improve, so do not take them personally. They are essential to improve and have a better performance next time.



## 4.6.1 Now let's get practical:

### A sample programme of a 3-day training course

In the following, we will present to you an example of a training course programme. We chose a random topic for this training course: „Strategies for a more inclusive and participatory community in our city“. The participants have registered online and have all arrived on time at the venue of the training. They come from different intercultural youth groups in the city and are between 18 to 25 years old.

The schedule of the training could be:

#### Training course:

„For a more inclusive and participatory community in our city“

	Day 1	Day 2	Day 3
09:00 - 10:00	Breakfast		
10:00 - 11:30	Welcome and presentation of the programme Getting to know each other I: Name Game	„Move forward“, 1st part (finding character, dream journey and diary)	change lab, 1st part: (problems and possible solutions)
11:30 - 12:00	Coffee Break		
12:00 - 13:30	Getting to know each other II: „Group members-hip“ (positioning exercise) expectations, fears, and strengths	„Move forward“, 2nd part (line up exercise and reflection on privileges)	change lab, 2nd part (strategy for change and action plan)
13:30 - 14:30	Lunch		

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	Day 1	Day 2	Day 3
14:30 - 16:30	Communication and Conflicts „Bridge Building“	„Inclusion - Exclusion“ (Forum theatre)	Evaluation and goodbye
16:30 - 17:00	Afternoon break		
17:00 - 18:30	„Lemons and Prejudices“	„Design your dream city“	
18:30 - 20:00	Dinner		
20:00 - 23:00	Free evening: Karaoke	Intercultural Night	

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Unit 3

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Unit 4

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The description of the chosen activities are:

- **Welcome and presentation of the programme:**  
We welcome the participants, and introduce ourselves. Everyone should briefly say their name. Then we present the schedule of the training course. We don't go into detail, we only offer an idea of what is going to happen.
- **Getting to know each other I:**  
We do not know each other yet. Therefore, it is important for us to get to know each other a bit. We start with a name game. We build a big circle. The first participant says his or her name, a descriptive adjective and a gesture. The next person repeats this and adds his or her own name, again with an adjective and a gesture. And so on until everyone has spoken.
- **Short break:**  
During the break participants can chat and continue getting to know each other over coffee and tea.
- **Getting to know each other II:**  
We do a positioning exercise so participants get to know each other. It is called „Group membership“: We are in a big circle, one person says a sentence with a personal statement. Then all participants to whom that statement applies step into the middle of the circle. As soon as they have come together, they go back to a new position in the circle and the next statement follows.
- **Expectations and fears:**  
We distribute red, green and white cards to the participants. On a poster we have drawn a sailing ship, with a lookout, full sails and the cargo. Some of the cargo goes overboard at the back. We hang the poster on a board or wall and explain: „This ship symbolises our training course. The white cards represent the wind in the sails that drives us. On these cards, we write what we bring with us. What we wish to contribute, our interests and strengths. The green cards will be posted next to the lookout. These cards represent our expectations, why we are here, and what we want to gain from the training course. The red cards represent the stuff that goes overboard. Everything we don't need (our fears and what we don't want here in the seminar).“ The participants then are asked to write down their thoughts regarding these points on the respective card (e.g. strengths and interest on the white cards, hopes and expectations on the green cards, and so on) and to pin them onto the poster with the drawn ship. Once all participants have pinned their cards, we discuss together what was written, the different points and topics.



- **Lunchtime:**  
There is delicious vegetarian food served for everyone.
- **Energiser:**  
Because everyone is a bit tired after lunch, we start with a short playful exercise, an “energiser”. After that we start with the next programme point, which is a content filled activity.
- **Bridge building:**  
The afternoon session is about the topic „communication and conflicts“. Often conflicts arise because we misunderstand each other, especially when people from different groups/backgrounds come together. To start off the activity, we first give some information on the topic of communication (How do people communicate? What is important to be able to understand each other? How can we avoid misunderstandings? etc.). Afterwards participants are divided into small groups. The facilitator distributes materials like sticks, paper, glue, straws and scissors to each group. Now each group has the task to build a part of a bridge. In conferences with the other groups, we discuss how to build and how to put together the different parts. The groups have to use certain code words, which initially lead to confusion and misunderstandings. Nevertheless, in the end, we manage to put the bridge together and it successfully stands the passage of a toy car. We did it! At the end, we reflect on our communication behaviour and develop general rules for communication with each other.
- **Afternoon break:**  
The participants have some time to rest, get some fresh air, have some coffee, use the bathroom etc.
- **Prejudices:**  
We continue with the topic of prejudices. The group facilitator has brought a basket of lemons. She asks the participants which words they can think of in connection to lemons. Spontaneously, the participants say words that they associate with lemons, for example „yellow“ and „sour“. The facilitator writes these words on a flipchart. Then the facilitator distributes the lemons to the participants. Now the participants each examine carefully the lemon they were given and describe it in detail. Afterwards, the facilitator collects the lemons again. Based on the descriptions, the participants must now identify their lemon (the one they described) among the others and pick it from the basket. In the following discussion, we reflect on prejudices and stereotypes and discuss ideas on how to avoid acting biased.
- **Dinner:**  
We have dinner together and then there is some free time in the night. Many of us meet in the evening after dinner and sing karaoke together.

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Unit 3

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Unit 4

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The description of the chosen activities are:

- **Move forward 1st part:**

On the second day, the first session in the morning addresses the topics of exclusion and privileges. The used method focuses on how role attributions (such as gender, sexual orientation, impairments, and origin) influence people's chances to participate and to progress in a society. First, all participants pick a role card with a character you can find in our city (for example. a queer cab driver, an unemployed tiler, a law professor, a Muslim housewife, an art student, a refugee from a civil war country, a supermarket cashier, an entrepreneur, an IT specialist in a wheelchair, and others). With calm music playing in the background, we first think about the role. Then everyone writes a diary entry about a usual day in our city, from the point of view of their role.

- **Short break:**

During the break participants can chat, get some coffee and tea, use the bathroom etc.

- **Move forward 2nd part:**

After the short break, a line-up exercise starts: We stand next to each other on a line and the facilitator asks questions. The questions are about daily life situations and how these influence the people we are portraying to progress and move forward in life. Whoever answers a question with 'yes', takes one step forward. After a few questions, we will see that the group spreads out across the room. Some people have been able to take more steps forward than others. We discuss who in our city is having a hard time getting ahead and why.

- **Lunch break:**

There is vegetarian food for all participants.





- **Exclusion - Inclusion:**

In this activity, we explore if people are being treated differently and excluded because of biases and stereotypes. In small groups, we discuss different situations in which we have experienced or witnessed exclusion ourselves.

Then a theatre exercise is done. In small groups, we make up short theatre scenes in which people are treated unfairly and excluded. Then we think of ways we could change this situation. The groups perform their scenes (for example: One scene is about children being bullied and excluded at school, another one about conflicts on the subway, or when entering a disco). The participants in the audience can clap their hands to then jump into the scene that is being presented and take a role to change the situation. The aim is to develop solution strategies to dissolve the scene and transform situations from exclusion to inclusion.

- **Afternoon break:**

The participants have some time to rest, get some fresh air, have some coffee, use the bathroom etc.

- **Design a city:**

After the break, we start refreshed and motivated into the next activity. The participants are divided into small groups, and all of us receive a poster on which we draw our city. First, the idea is to design the city so that it represents the perfect city to live in for a fictional cultural group. Afterwards, we develop another city that is a good place to live for everyone. Finally, we compare the drawings and discuss what our city should be like to be the perfect place to live for all of us.

- **Intercultural night:**

In the evening, there is a joint evening programme. All participants prepare and bring some specialties from their home country (for example snacks, drinks, or sweets) which they present and offer to the others. They could also present some typical games, traditional dances, or do a presentation, to share their culture with the others. The idea is to have a nice and fun intercultural exchange.

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Unit 3

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Unit 4

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The description of the chosen activities are:

- **Waking up:**

Yesterday it got a bit too late and this morning we need a lot of coffee and a wake-up energiser to get started.

- **Change lab:**

The grand finale is about being creative. First, we collect the challenges and problems that confront us as young people in our city. Afterwards we pick out some of these points and talk about them. We discuss how we can solve these problems. Then we develop a plan on how we can contribute to concrete and feasible solutions. We try to set up a formula for an experiment for the next four weeks. We form action groups to work together during this time and to try out how to initiate a change. If necessary, the change lab exercise can be split in two parts and we take a short break in between.

- **Lunch break:**

We are having lunch together one last time.  
Again there is vegetarian food for all participants.

- **Final evaluation:**

At the end of our training course, there is time for an evaluation. We discuss how we liked the seminar:

- What was good?
- What would we like to point out?
- What did we dislike?
- What came too short?
- What do we take away?
- What did we learn?
- What could/should be improved about the training programme?
- Did everyone feel included and able to participate? etc.

- **Goodbye:**

Finally, we are saying farewell. It was a fantastic learning experience. We will miss each other and look forward to our next training course together. We exchange contacts to stay in touch.

## 4.7 Time to go!

You've done it! Now you know what you need to plan and to conduct your own training course. You can start right away!

If you need more ideas and examples of how to compose a good inclusive and participatory training, or simply want to get inspired, we invite you to check out our method handbook (- Link). The handbook offers you many different participative methods that you can use and adapt to your own training. It also offers examples of activities to work on topics like communication, conflicts, expectations, inclusion, diversity, cultural and global learning.

There is nothing else that we can teach you. But there is still a lot you can learn by doing! Use this manual and our handbook to become a good trainer. Start with small steps, and/or by cooperating with other, maybe more experienced, trainers first. Move little by little towards bigger goals (for example, to become a trainer on an international project for participants from different countries). Take your time. The pathway to become a good trainer is long. However, it will make you grow as a person and a professional, and transform you into a role model for others, especially those who will benefit from your potential and all that you can offer.

Help others to participate and to be included. Do not be afraid of trying new things and, always, be **INSPIRED BY INCLUSION**.



## A

- **Applicability** it is the capacity of using something that we have or have learnt. To do a successful training, be sure that your learners are aware about how they can use in their daily lives what they have experienced and learnt during your training.

## B

- **Baseline** in an evaluation process or a comparison, it is the first point to start from (e.g. how many participants know a non-formal method).
- **Brainstorming** a group dynamic process in which everyone shares their ideas.
- **Budget** it is the total sum of money that you have or you need to do something (e.g. to carry out a training course). To know your budget is essential to plan and to see how far you can go with an activity and your limitations. You can learn how to work with a budget and use it efficiently in the [subunit 3.6](#).

## C

- **Competences** are the knowledge, attitudes, values and experiences that allow us to solve a problem or deal with a situation that presents itself.
- **Competence-based** they are the activities, methods or actions that focus on applying the competences that learners already have or have acquired to learn new content.

## D

- **Deadline** it is the time (date or moment) set by which to complete a task or a duty. To set deadlines and to respect them means to do and accomplish things by that time. Setting and respecting deadlines helps us with planning, and to go further and achieve our objectives.

## E

- **Empathic** it is the time (date or moment) set by which to complete a task or a duty. To set deadlines and to respect them means to do and accomplish things by that time. Setting and respecting deadlines helps us with planning, and to go further and achieve our objectives.



- **Energisers** active activities with movement and fun to wake up (energise) participants.
- **Endline** the final point of an evaluation process, intended to assess the progress made by the project in fulfilling its agreed objectives through the planned activities(e.g. how many participants learnt some non-formal methods today).
- **Expectations** they are the results that learners aim to achieve with a training (e.g. learn content, experiencing something, meet others, etc).
- **Expendable** it is something that can be sacrificed or is not worth keeping to achieve an objective or do something (e.g. an expensive video projector is expendable in a training if you can show what you want by writing it on a white board).
- **Experience-based** they are the activities, methods or actions that focus on , experience as a way to learn. They offer learners the possibility to get to know new things by being involved in concrete actions and processes.

## F

- **Facilities** they are the spaces, infrastructures, locations, etc. that you use for your training (e.g. a school, a room, a youth centre, etc.). You can learn how to properly choose the facilities for your training in the [subunit 3.5](#).
- **Feedback** it is information that you can obtain from someone regarding something (e.g. how did you like the training? What did you learn from it? etc.). In training courses, the feedback from the participants is very important. By asking them or making them discuss you can discover their feedback and learn a lot.

## G

- **Gantt chart** It is a table used to plan activities. It is similar to a programme and allows you to see at once which activities are happening at the same time in a project. [Click here to download the template of a Gantt chart](#)



- **Group culture** it is the common feeling and identity that people can develop when being together. During a training course, learners tend to develop a group spirit when interacting. It is very important, as it establishes relations of confidence, safety and trust among learners that allow and encourage them to participate freely.
- I
- **Impact** it is the influence or effect that you can have on something or someone. In the training course, make sure that you have the impact on participants that you aimed to have (they learn what you want them to learn, participate actively, etc.). Avoid negative impact (e.g. that learners feel excluded).
  - **Individuality** in a training context and talking about learners, it is the combination of characteristics, strengths and competences that a person has when learning. If a learner is able to apply his/her individuality and you offer the possibility of putting it into practice, they will participate and learn better.
  - **Intelligences** Howard Gardner uses the plural form of “intelligence” to point out that there are different types of abilities that a person can have. Gardner proposes 8 different categories of intelligence. According to him, a person can be strong in some intelligences (be good at doing something) and not so much in others. It means that people use different abilities to do things in the best way. Learn more about the 8 intelligences in the [subunit 4.2](#).
- K
- **Knowledge-based** activities, methods, or actions that focus on applying the knowledge that learners already have or have just obtained to offer them successful training experience are knowledge-based.
- L
- **Layout** when talking about the place of a training, it is the way the space is organised (where do you put the chairs, tables, boards, etc.). The way the space is arranged can support (or be an obstacle for) your learners’ participation. You can learn how to ensure a good layout in the [subunit 3.5](#).



- **Learning space** : it is the place where participants learn. For a good training you need a suitable physical learning space (where participants can move and interact freely), but also a psychological one (ensuring that participants are respected, feel free to speak, and where they can learn by doing). You can read more about this in the [subunit 3.5](#).

## M

- **Matrix** it is a table or framework that allows to organise information to better work on specific topics. In training courses, a matrix can help you to organise activities, choose methods and to see if your training will achieve its objectives. You can see a template of a matrix in the [subunit 4.5](#).
- **Mobility impairment** it is the diverse capacity to physically move that a person may have (e.g. an old person may not be able to run). The impairment may also come from/be caused by the environment (e.g. a person in a wheelchair that can not go up stairs to enter the training room). Remember that your training should be inclusive and must allow people with mobility impairments to participate too. Check the [subunit 3.5](#) to learn more about it.
- **Monitoring** it is the regular process of checking that everything is going smoothly and according to plan, and to ensure that you will reach your objectives. Tools for monitoring can, for example, be asking participants to fill in questionnaires or evaluation forms, having feedback rounds, comparing your training program/schedule and objectives to what has been implemented and achieved so far, etc.

## P

- **Positive reinforcement** it is the action of highlighting the good actions made by participants and recognizing them. Positive reinforcement stimulates the participants' motivation and encourages them to become active, and to repeat the good actions in the future.
- **Proactive** it is the ability to participate and interact in a training, motivated by the participants internal wishes, not only as an answer to a request or order from the trainer. When participants are proactive, it means that they contribute to the training because they can and want to, not because they are asked to.

## T

- **Training objectives** they are the aims and goals that you set for your training, meaning what you want to achieve within and with the training course. If by the end of the training you have accomplished and achieved what you had planned, it means that you have been successful in reaching your training objectives. You can find more information on how to create SMART objectives in [Unit 3](#).



- **Vision** the vision of our training is the idea or hope we have about it and how it should be done. It is the approach we want to have to it: which values we want to promote, which of our skills we want to share, which experiences we want to offer, etc. Check out [subunit 3.4](#) to read more about how to create your training vision.
- **Visual impairment** it is the diverse physical ability of seeing that a person may have (e.g. a blind person can not see a picture, a visually impaired person may only see shadows, etc.). The impairment may also come from or be caused by the environment (e.g. a person with seeing/reading difficulties that receives a text in small font or colours that are hard to see). Remember that your training course must allow all people to participate and make sure to keep in mind the needs persons with visual impairments might have. Check the [subunit 3.5](#) to learn more.

## Unit 1

## Unit 2

## Unit 3

## Unit 4

## Unit 1

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## Unit 1

## Unit 2

## Unit 3

## Unit 4

### Unit 3

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### Unit 4

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### 3.2 GANTT CHART

Training: draft of the preparation, implementaion and follow up

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/32-gantt-chart-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/32-gantt-chart-template.xlsx)



### 3.3 SMART GOALS

Template to set SMART objectives

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/33-smart-goals-template.docx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/33-smart-goals-template.docx)



### 3.6 FUNDING: Do I have the money and resources needed

Budget control

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/36-budget-control-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/36-budget-control-template.xlsx)



### 3.7 RECRUITMENT OF PARTICIPANTS

Call participants

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/37-call-participants-template.pdf](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/37-call-participants-template.pdf)



### 3.7 RECRUITMENT OF PARTICIPANTS

Template of a registration form for participants

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/37-registration-form-template.docx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/37-registration-form-template.docx)



### 4.4 THE TRAINING PROGRAMME

Course programme

[https://www.weltwegweiser.at/wp\\_www/wp-content/uploads/2022/04/44-course-programme-template.xlsx](https://www.weltwegweiser.at/wp_www/wp-content/uploads/2022/04/44-course-programme-template.xlsx)





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