

Self organise handbook of participant

**„Light & Love”
SUMMER SCHOOL 2008:
Training of Master Trainers**

**2008
LATVIA**

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PROGRAMME

TIME	Activities	Day 0 Sun, Aug 17: Welcome	Day 1 Mon, Aug 18: Team building	Day 2 Tue, Aug 19: Experiences	Day 3 Wed, Aug 20: Sustainable development I	Day 4 Thu, Aug 21: Sustainable development II	Day 5 Fri, Aug 22: Peer to peer	Day 6 Sat, Aug 23: Programme planning	Day 7 Sun, Aug 24: Future and evaluation
07.30 – 08.30	Breakfast (day 1-7)					Breakfast is available			
09.00 – 13.00	Morning session (day 1-7)		Introductions, ice-breaking	Organisations & their activities	MDG - theory	Sexual rights, examples	Target group, possibilities and limits	Program flow, programme planning	Action planning for the future and evaluation
13.00 – 14.00	Lunch break (day 1-7)					Lunch is served			
14.00 – 17.00	Afternoon session (day 1-7)		Personal and group challenges.	Successes and failures	Practical tasks – how we can use it?	Practical tasks – how we can use it?	Role and ethics, lead or educate?	Practice and analyze, resources and possibilities	Field visit to Riga, meeting with PZ youth
17.00 – 18.00						Free time			Free time
18.00 – 19.00	Dinner (day 1-7)	Welcome meeting				Dinner is served			
19.00 – 20.30			International evening	Participants evening	Personal evaluation	Personal evaluation	Free evening	Personal feedback	Farewell party (Riga, restaurant LIDO)

Arrival of participants until 18.00

Overview

Aim, Objectives and Expected Results of the Summer School 2008

What the Light&Love Summer School is

The *Light&Love summer school* is a weeklong **learning and experience exchange** event for youth leaders and peer educators from the six European countries, financed by the European Commission through the project "Health, rights and choice for everyone. Integrating sexual health and rights issues into development cooperation framework". It is meant for young practitioners in the field of either sexual health and rights information and education provision or development education, who want to initiate or strengthen actions to build links between eradication of global poverty and social inclusion with the complex field of sexual health and rights issues through development education, advocacy, campaigns, peer education and youth networking.

The Light&Love summer school is an event whereby we aim to bring together young people with different background, experience, age, culture and language and to enable sharing, increase synergies and foster partnerships in addition to building training skills and knowledge in reflection of previous experiences.

The Light&Love summer school is a complex process where the learning is ensured by a **mix of methodologies and activities** designed in a **coherent way** to allow the participants achieve the expected results. Content and specific methodologies of each activity are as important as the sequence proposed and the link between them.

Philosophy of the training

Aim, Objectives and Expected Results of the Summer School 2008

The aim of the Summer School 2008 is to **prepare young trainers and youth leaders** to better arrange peer education in their country in sexual health and rights and development issues. After the training the participants should be able to serve as master trainers to train and educate youth peer educators and arrange for youth activities in their country.

Specific objectives

What we aim to achieve

1. **Increased skills and capacity of participants** to deliver educational activities, run campaigns and design youth work strategies at local, national and European level on SRHR and development issues.
2. **Increased partnership** between young trainers from six countries who work in peer education in sexual health and rights issues.
3. **Increased understanding** and knowledge of issues, tools, methodologies, stories that can be used when educating, informing, advocating and campaigning on the theme of global sexual health and rights.
4. Commitment of participants to **run concrete activities** back at home in cooperation with their local office.

Expected Results

What participants will get out of the Summer School

1. Participants have shared and learned methodologies, strategies, tools to actively and effectively **engage political parties** to integrate the "eradication of global poverty and social inclusion agenda" in political programmes
2. Participants have shared and learned methodologies, strategies, tools to actively and effectively **engage citizens** in electoral processes at, local national and European level
3. Participants have **explored ways to identify new target groups and allies**
4. Participants have **designed or learned concrete activities** to get eradication of global poverty and social inclusion on the political agenda.

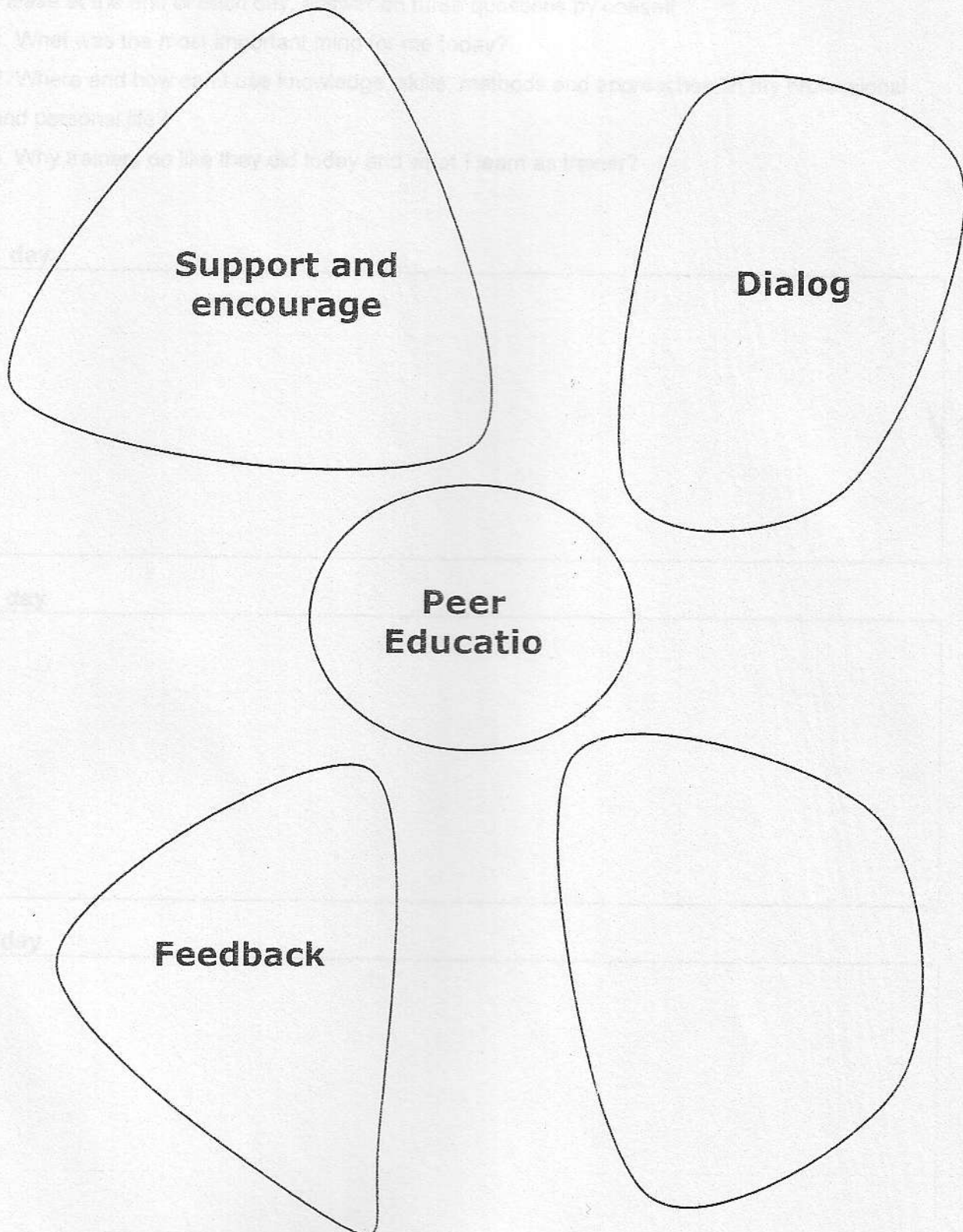
Non-formal educations and differences of trainings

<p>Formal</p> <p>Support and encourage</p>	<p>Education of interests (sport, handcraft, choir)</p> <p>Dialog</p>
<p>Life /In-formal</p> <p>Feedback</p>	<p>Non-formal</p>

Peer education

Please at the end of each case, write down your questions, problems

1. What was the most important thing you learned today?
2. Where and how can you use knowledge, skills, methods and approaches learned today?
3. Why are you doing this today and what do you expect to learn as a result?



Feedback of days

4 day

Please at the end of each day, answer on three questions by oneself:

1. What was the most important thing for me today?
2. Where and how can I use knowledge, skills, methods and approaches, in my professional and personal life?
3. Why trainers do like they did today and what I learn as trainer?

1 day

5 day

--

2 day

5 day

--

3 day

5 day

--

Peer consultations

4 day

7 mins.	
Title of the discussion	
Short content	

5 day

--	--

6 day

--	--

7 day

--	--

Peer consultations*2 time:***1 time:** _____ **(date)**

Title of the discussion	
Short content	
Conclusion	

2 time: _____ **(date)**

Title of the discussion	
Short content	
Conclusion	

3 time: _____ (date) _____

Title of the discussion	
Short content	<p>Feedback is a process through which a person's behavior, most often his or her performance, is being appraised for they are doing so. The process of giving and asking for feedback is one of the most important ways of learning new behaviors and of adjusting one's conduct to others. It is through feedback that we learn to keep on course and to make better decisions.</p> <p>Giving and receiving feedback is an interpersonal exchange that implies the presence of certain key elements:</p> <ul style="list-style-type: none"> - Trusting - Acceptance - Transparency and
Conclusion	<p>Giving feedback is a learned skill that can be developed through the use of the following guidelines. Desired change is more likely to occur if these guidelines are followed:</p> <ol style="list-style-type: none"> 1. Consider the needs of others. The primary reason for giving feedback should be to help others who want to grow. When giving feedback, the evaluation, feedback can be determining. 2. Describe behaviour not person as undesirable. Because intentions are private and are known only by the person who possesses them, the attribution of motives and intentions to behaviours and actions is highly subjective. 3. Focus on behaviour that can be changed. Effective feedback is aimed at behaviour that is commonly easy to change. Many people become accustomed to habit, their personal behaviour developed through years of repeated acts in certain ways. To receive feedback on personal habits, habits, frustrating because these behaviours can be very difficult to change. 4. Take responsibility for the feedback. It is essential for the person receiving the feedback to will

Principles for giving/receiving feedback

Giving feedback is a verbal or nonverbal process through which a person communicates his or her perceptions and feelings about another person's behavior. Most people give and receive feedback daily without being aware that they are doing so. The process of giving and asking for feedback is one of the most important ways of learning new behaviors and of assessing our impact on others. It is through feedback that we learn to "keep on course" and to see ourselves as others see us.

The giving and receiving feedback is an interpersonal exchange that implies the presence of certain key ingredients:

- Caring,
- Trusting,
- Acceptance,
- Openness, and
- Concern for the needs of others.

Giving feedback is a learned skill that can be developed through the use of the following nine guidelines. Desired change is more likely to occur if these guidelines are followed:

1. **Consider the needs of others.** The primary reason for giving feedback should be to help one self and others to grow. When growth is not the motivation, feedback can be destructive.
2. **Describe behaviour not person as individuality.** Because intentions are private and are known to only the person who possesses them, the attribution of motives and intention to behaviours and actions is highly subjective.
3. **Focus on behaviour that can be changed.** Effective feedback is aimed at behaviour that is relatively easy to change. Many people behave according to habit; their personal styles have developed through years of responding in certain ways. To receive feedback on personal habits can be frustrating because these behaviours can be very difficult to change.
4. **Be specific.** When the feedback is specific, the person receiving the feedback will know which behaviour is being discussed. For example, "You are a warm person/" which is a very general statement, does not tell the person which behaviours contributed to the perception that he or she is warm.

5. **Expected or needed.** Wait for feedback to be solicited. When soliciting feedback, a person asks others for their perceptions and observations about his or her behaviour. In reality, most feedback is imposed. People often give feedback whether it is solicited or not and whether or not the person is prepared to receive the feedback.
6. **Be non-judgment.** Feedback is not objective and is rarely as constructive it is based on personal interpretation. This type of evaluation often is perceived as a personal attack. When giving feedback, one must respond not to a person's perceived personality or likeability but to his or her actions. When people are told that they are stupid or insensitive, for example, it is extremely difficult to respond calmly and objectively.
7. **Give feedback immediately** after the behaviours. When feedback is given immediately after the action, the event is fresh in both people's minds. In this way, feedback acts as a mirror of the person's behaviour. There often is a tendency, however, to delay feedback.
8. **Allow the freedom to change or not to change.** A person should have the freedom to use feedback in any meaningful way without being required to change. A giver of feedback who tells a person to change is attempting to set the standards for right and wrong or good and bad behaviour and is judging the other person against these standards.
9. **Express feelings directly.** People frequently assume that they are expressing their feelings when actually they are stating opinions and perceptions. Statements that begin with "I feel that..." often finish with beliefs or opinions.

Team and responsibilities in team¹

Sometimes we find ourselves in a situation that, while familiar, isn't quite the same. People who play singles tennis have the basic skills for doubles - they can serve, hit a ground stroke, a backhand, etc. But those skills alone aren't enough to make a truly successful member of a doubles team. With two, the game changes - even the rules are altered slightly. While the game, at first glance, looks the same; the differences - both real and subtle are many. The same is true of training. While we may have done lots of training alone, the skills we need to team-teach are different. And, as in doubles tennis, the "rules" even change a bit.

Benefits of Team:

The benefits of team teaching are many for both the trainers and the learners. For the learners, team teaching allows:

- More time for one-on-one interaction with the learners.
- More personal instructor feedback during skill practice sessions.
- A second set of ears to hear and understand questions.
- A second "voice" and personal style to learn from and with.

For the trainers, team teaching allows:

- Better preparation (since less will be taught individually, available prep time can be focused on a smaller amount of content).
- A change of pace - team teaching requires somewhat less physical effort (though not any less mental effort).
- Higher comfort level. Having someone else there is helpful for logistics, timing, focus, feedback and many other reasons. Changing the Rules - Planning for Success

There are a number of things the two trainers should do before the session starts. Schedule planning time as far ahead of the session as possible. If you don't know your partner, start by getting to know them. Learn as much as you can about each other's preferred training style, and your individual strengths and weaknesses. One of your initial tasks is to determine who's going to teach what. Use relevant experience, interest and comfort level to help determined this division. Successful team teaching is more than different people teaching different parts of the session. To make it most effective for the learners, both trainers need to know all of the content.

¹ The Discian Group , 7035 Bluffridge Way - Indianapolis, IN 46278
<http://www.discian.com>

Useful people (functions, responsibilities and roles) to have in teams²

Type	Typical features	Positive qualities	Allowable weakness
Company worker	Conservative, dutiful and predictable	Organising ability, practical common sense, hard working self-discipline	Lack of flexibility and unresponsiveness to unproven ideas
Chairman	Calm, self controlled and self-confident	A capacity for treating and welcoming all potential contributors on their merits and without prejudice. A strong sense of objectives.	No more than ordinary in terms of intellect or creative ability
Shaper	Highly strung, outgoing and dynamic	Drive and a readiness to challenge inertia, complacency, ineffectiveness or self-deception	Proneness to impatience, irritation and provocation
Plant	Individualistic, serious-minded and unorthodox	Genius, imagination, intellect and knowledge	Up in the clouds, inclining to disregard practical details or protocol
Resource investigator	Extroverted, enthusiastic, curious and communicative	A capacity for contacting people and exploring anything new. An ability to respond to challenge.	Liable to lose interest once the initial fascination has passed.
Monitor evaluator	Sober, unemotional and prudent	Judgement, discretion and hard-headedness	Lacks inspiration or the ability to motivate others
Team worker	Socially orientated, rather mild, and sensitive	An ability to respond to people and to situations, and to promote team spirit	Indecisiveness at moments of crisis
Completer finisher	Painstaking, orderly, anxious and conscientious	A capacity for follow through, perfectionism	A tendency to worry about nothing. A reluctance to "let go".

² © Council of Europe and European Commission, 2000-2002. Organisational Management T-kit & T-Kit on Training Essentials/ Council of Europe publishing, F-67075 Strasbourg Cedex.

Educational roles of trainer:

Educational roles	Teacher	Trainer	Facilitator
Process	Less important	Important	Important
Task/content	Central role	Important role	Co-responsible
Educational methods	Frontal	Methodological mix	Methodological mix
Communication style	Mainly input	Range depending	Minimal input
Power	Absolute	Absolute/shared	Shared
Examples	School teacher	Trainer	Moderator of conflicts

Discuss too the role each of you will play.

Questions you should discuss include:

- Who will open and close the session?
- Who will make sure breaks start and end on time?
- Who is the lead trainer?
- Who will lead the practice sessions?
- How will the other trainer interact with the group when not "in charge"?
- Also decide how you will deal with some common classroom occurrences like:
- What do we do when we don't agree on the answer to a question? (*Strong suggestion: consider leaving it with the first answer, checking with each other at break, and modifying or changing your answer after break if appropriate.*)
- How do we signal if the pace is incorrect?
- How will we deal with difficult students? What's our plan of attack? Who's ultimately responsible?
- How will we deal with less than adequate participation? (*Suggestion: the "resting" trainer can sit in the group part of the time, being an active, participating "student."*)

Breaks are always welcome during a session.

Breaks are always welcome during a session, especially when you have a co-trainer. Use these breaks for:

- Checking in on timing - are we on track time wise?
- Giving basic feedback on content or training process.
- Making minor mid-course corrections or adjustments.
- Making sure you are meeting the group's needs and expectations.

When It's Over - It's Not Over!

After the session is over, make the time to sit down and discuss how it went. Use the time to relax, unwind, celebrate, and learn. Give each other feedback on both content and process (Both positive and corrective). Review the feedback from the group. Discuss what should be done differently the next time. Make notes on all these items to preserve the learning and to ensure the completion of any agreements.

If it is a multi-day session, talk about your roles and any adjustments you feel you should make. For everyone's benefit, save any serious feedback until the end of the overall session - to avoid any negative feelings which might impact the next session?

If you'll take this advice, use these new skills and knowledge and note these subtle "rule changes", you'll be able to effectively team teach. And just like in tennis, your results will be better than if you just went out as a singles player, trying to play doubles.

Design of training - practise

Structure of the training (practise)

You must create training programme for youngsters.

1. Profile of participants	
2. Needs of participants	
3. Aim of the training	
4. "Pool of ideas" – first associations	
5. Responsibilities in team	
6. Title of the training	
7. Designee and adapting methods	

8. Place, environment, logistics	
9. Expected outcome from participants	
10. Time table (agenda) toward to methods and aims	Please look next page!!!

Time table (agenda) of practise (training)

Day 2									
Time	Description of activity or method	Resources or tools	Responsible person						

Day 1									
Time	Description of activity or method	Resources or tools	Responsible person						

Assessment (feedback) of practise (training)

Please in your teams get feedback of practise (your training):

1. Did you fulfil your expectations as well as plans about practise;
2. Was the aims and methods of the practise (training) achieved successfully and appropriate of needs of the participants;
3. What do the other team members think about you as potential trainer and team member;
4. What do you think about yourself as trainer and team member (straights, weaknesses);
5. What kind of outside or inside risks did you face:

Outside:	Inside:

6. What did you learn about process and results by being a team;

7. If you could get some other chance to do this practise, than you would:

Change:	Repeat:

Notes: methods and tools

Please write the methods what is useful for you, if necessary add some more pages:

Title	
Aim (-s) or expected outcome	
How and when to use	
Time	
Tools	
Description of the method or activity	

Title	
Aim (-s) or expected outcome	
How and when to use	
Time	
Tools	
Description of the method or activity	

Title	
Aim (-s) or expected outcome	
How and when to use	
Time	
Tools	
Description of the method or activity	

Title	
Aim (-s) or expected outcome	
How and when to use	
Time	
Tools	
Description of the method or activity	

Title	
Aim (-s) or expected outcome	
How and when to use	
Time	
Tools	
Description of the method or activity	

Title	Evaluation of the training
Aim (-s) or expected outcome	get participants? What will I use as trainer in future?
How and when to use	
Time	
Tools	
Description of the method or activity	

List of resource

Evaluation of the training

What did I get as participant?	What will I use as trainer in future?

List of resource

1. http://ec.europa.eu/youth/index_en.html - information about "Youth in action"
2. <http://www.eurodesk.org> – EU web information, data bases, etc.
3. <http://www.training-youth.net> – tools, handbooks, proposals, etc. for non-formal education and trainers.
4. http://www.coe.int/T/E/Cultural_Co-operation/Youth/ - CE, youth part.
5. <http://www.salto-youth.net> - tools, handbooks, proposals, etc. for non-formal education and trainers.
6. <http://www.youthforum.org> - European Youth Forum, contacts, events
7. www.lpic.lv – Experiential Learning centre of Latvia

OTHERS...

8.
9.
10.

