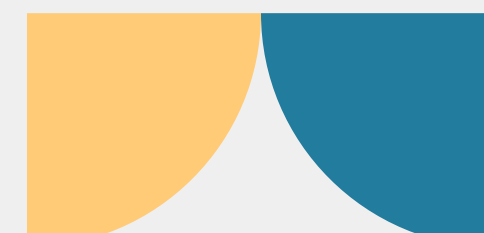




TRAINING OF TRAINERS

for democracy and participation
educational activities

20 – 26 July 2023
Ramnicu Valcea
Romania



Erasmus+

WELCOME !

since 2014 Youth on the Move Association is creating opportunities for young people to learn and to evolve and for youth workers, educators and professionals in the field to strengthen competences and acquire new skills



In 2020, as a recognition of the work we did in Erasmus +, the organisation received the first YOUTH Accreditation from Valcea County. For the period of 2021 – 2027 the organisation is receiving annual financing without grant application.

2022 PLAN

The mobility that you are participating is part of 2022 plan – along with a youth exchange that will be held in August 2023



GET TO KNOW

Your facilitator

Sergiu Sanda-Mir

Adult Education Expert,
Youth worker and
freelance trainer and
facilitator
Manager of Youth on the
Move



I'm the dude in the back of
the old dude

more than 13 years in
youth work

Adult education
trainer/facilitator for the
last 7 years

Field of expertise –
Training of Trainers

NOW LETS GET TO KNOW YOU

PERSONAL INTERVIEW

Select someone you haven't spoken to much and initiate a bi-directional interview using these questions:

1. Could you share your name and place of origin? Does your name hold any significance in your culture or community? Is there a story attached to it?
2. In the future, people will describe you as...
3. Your proudest moment/s have been...
4. What attracts you the most and why?
5. What do you tend to avoid or stay away from, and why?

LET'S BIG TALK!

Small talk is something that we do everytime we meet somebody for the first time. Now that we ve known each-other better is time for big talk



DAY 1 - SESSION 2

OBJECTIVES AND PRINCIPLES

OBJECTIVE 1

To develop competences in the field of non-formaleducation processes and metdhodologies with a specifictarget for participation and democracy activities

OBJECTIVE 2

To develop competences as facilitators and trainers in international educational environments

OBJECTIVE 3

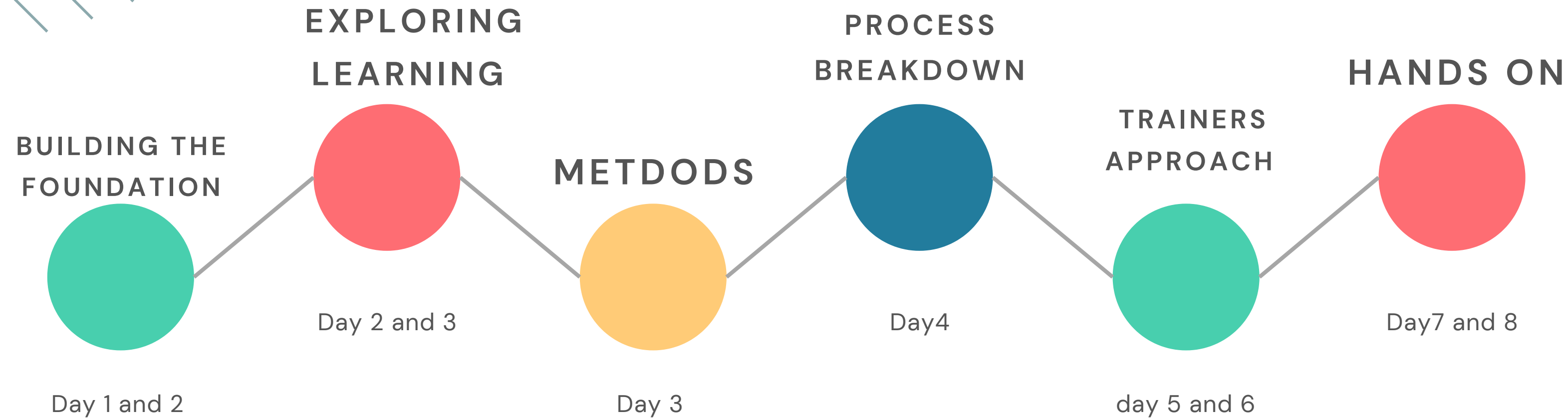
To strengthen the capacity of european organizations to work in the field of youth participation and democracy

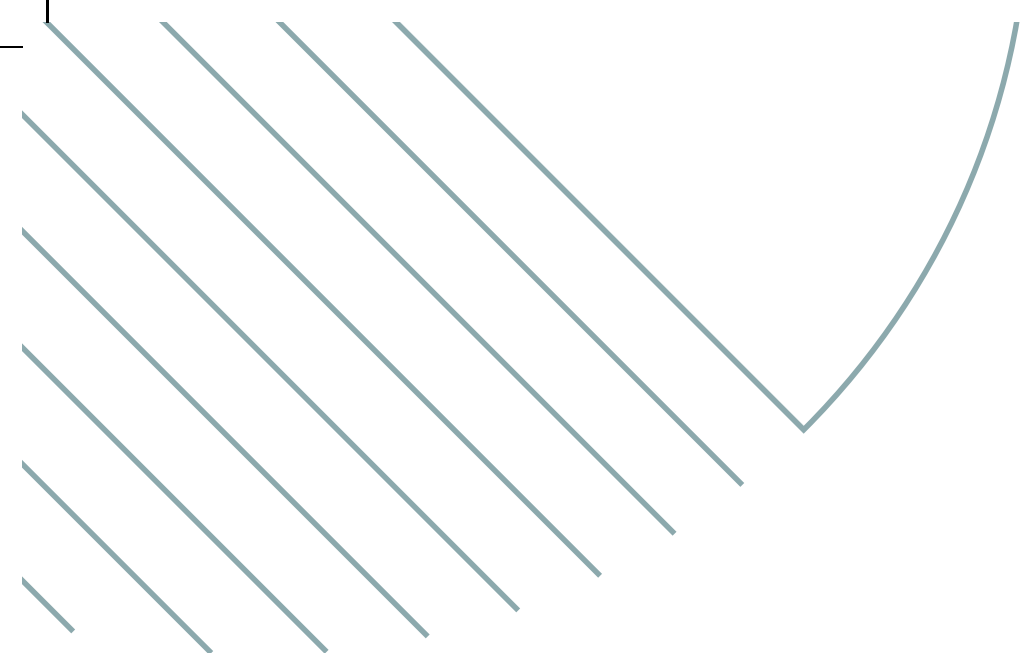


A SHORT PRE-ASSESSMENT OF YOUR COMPETENCIES



LET S TALK PROGRAM



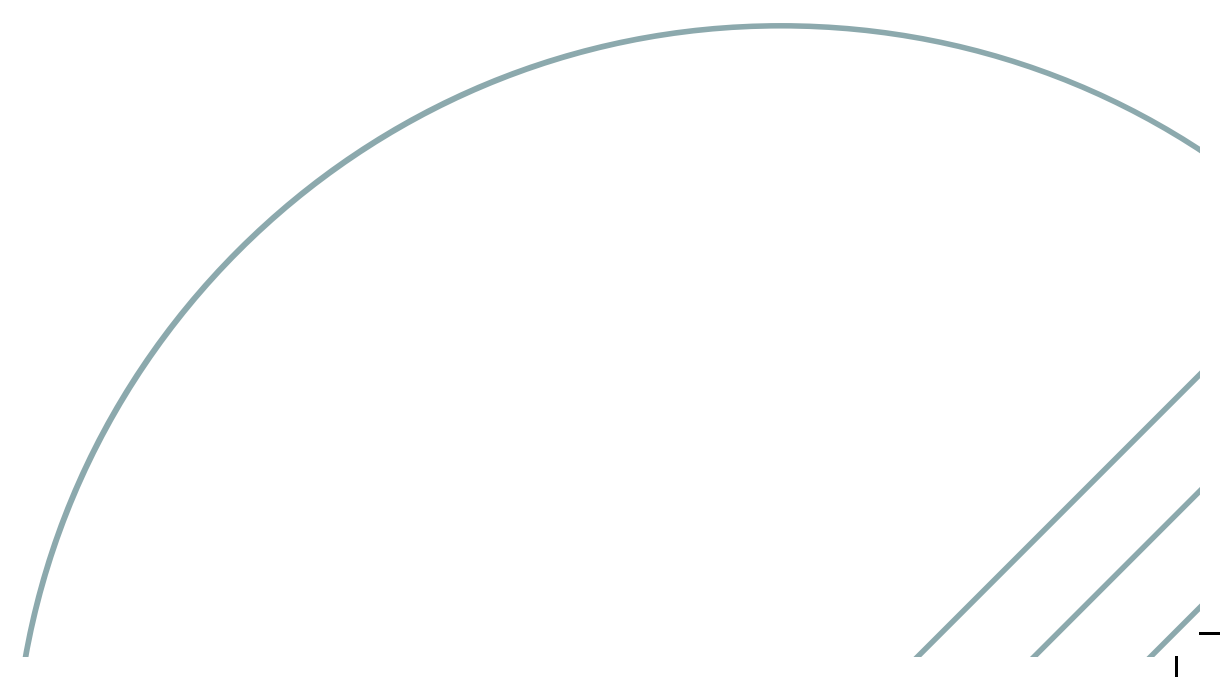


LET'S HEAR YOU OUT

EXPECTATIONS

CONTRIBUTIONS

FEARS



ERASMUS PLUS

We should take some time in our session to have a look at the program that brought us all together here





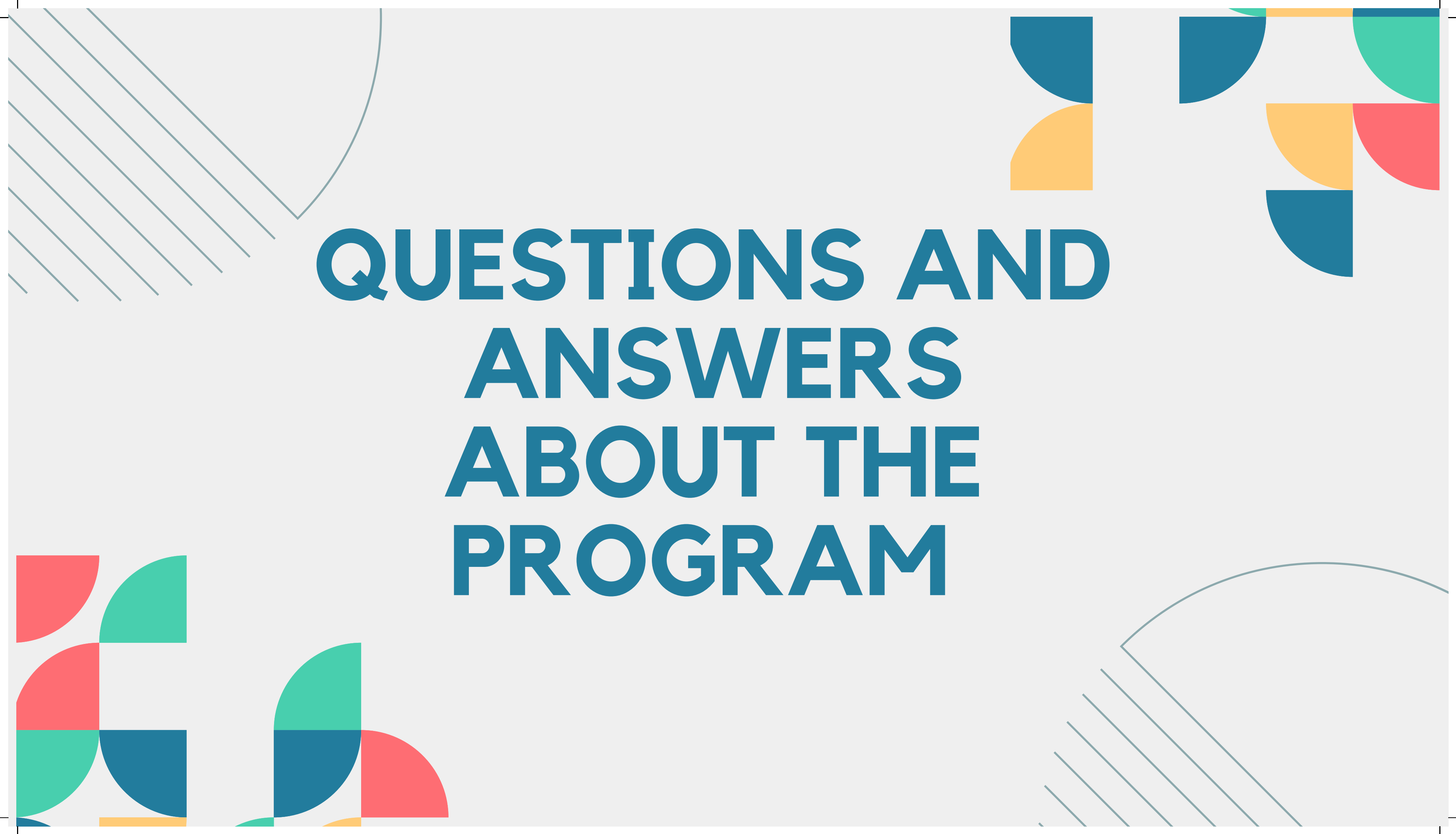
Erasmus+

3 KEY ACTIONS

KA 1 – MOBILITIES

KA 2 – COOPERATION PARTNERSHIPS (SMALL AND LARGE
SCALE)

KA 3 – POLICY COOPERATION

The background features decorative geometric patterns in the corners. The top-left corner has a series of thin, parallel diagonal lines. The top-right corner contains a cluster of overlapping quarter-circles in teal, yellow, and red. The bottom-left corner features a similar cluster of overlapping quarter-circles in red, teal, and dark blue. The bottom-right corner has a large, faint, light-blue arc and a series of thin, parallel diagonal lines.

QUESTIONS AND ANSWERS ABOUT THE PROGRAM

DAY 1 - SESSION 3

MISSION IMPOSSIBLE - STAGES
OF BUILDING A TEAM

MISSION IMPOSSIBLE

- 3 teams
- Task:

1. Find out the total number of siblings of your group (brothers and sisters)
2. Create a list of all the things that your group have in common
3. Calculate the total age of your group
4. Calculate the total number of languages your group can speak/understand
5. Create a list with all the super-powers/abilities that your group has
7. Create a short story that will incorporate all your travel experience from your home to
- 8 Find out what is wrong with this task

DEBRIEFING

How did you feel during this activity?

How did you manage to solve the mission? Did you find the tasks difficult or easy? Please explain.

Did you use any system inside your team to solve the mission?

Did you divide tasks?

Were there any issues of communication between the members of the team? How did you solve them?

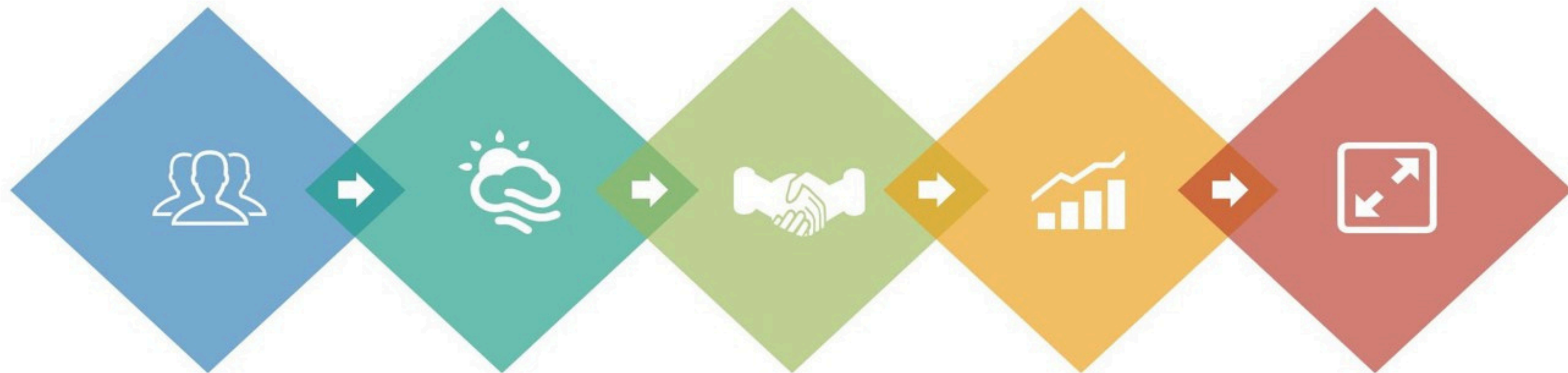
Would you do something different?

Is there any connection with your personal life experience?

What would you say is the main factor for a good team cooperation?

STAGES OF TEAM DEVELOPMENT

QG



Forming

The forming stage occurs when team members first come together as a team.

Storming

During the storming stage, teams discover teamwork is more difficult than they expected.

Norming

The norming stage begins as the team moves beyond the storming stage and begins to function as a team.

Performing

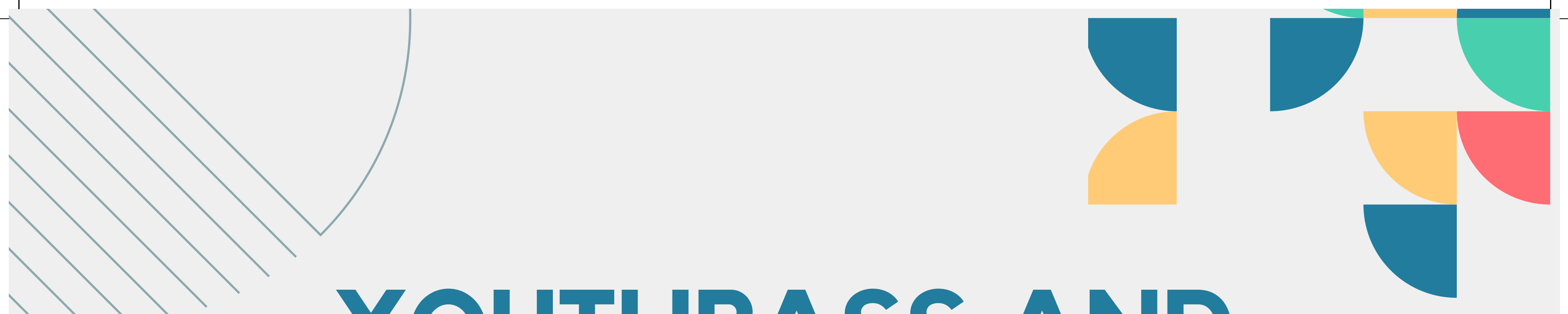
When a team reaches the performing stage it is functioning as a high performance team.

Adjourning

Breaking up the team when the required task is complete.

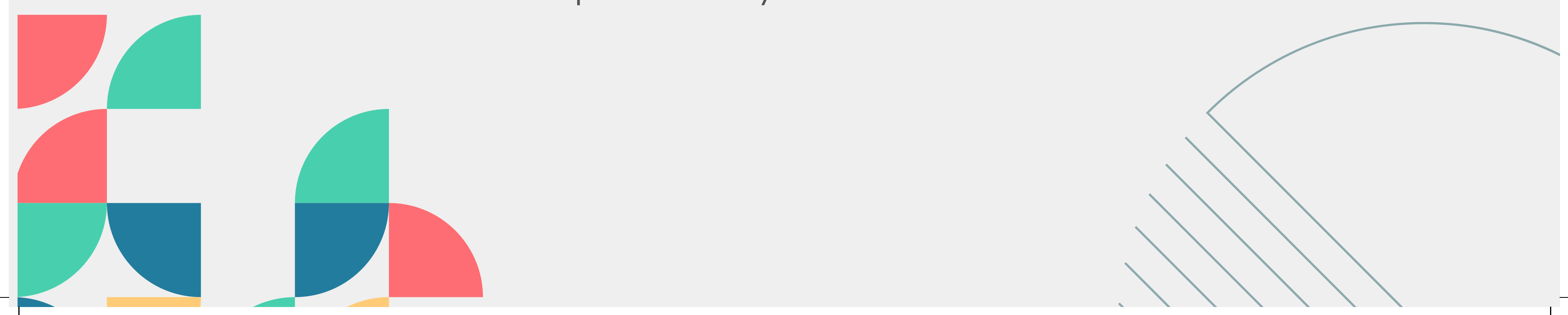
GROUP AND TEAM ARE NOT THE SAME

Group	Team
Individual goals	Shared goals
Individual accountability	Individual and mutual accountability
Individual success or failure	Collective success or failure



YOUTHPASS AND SELF EVALUATION

Youth pass is a great tool to self evaluate and also a certificate that
proved that you where here



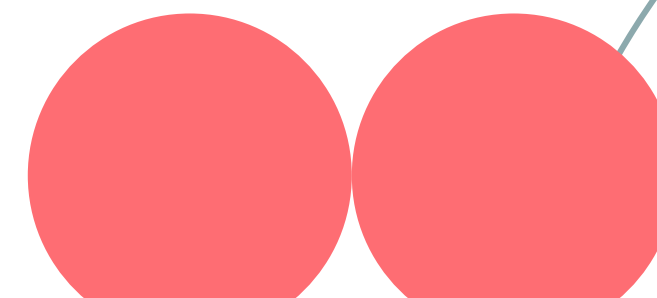
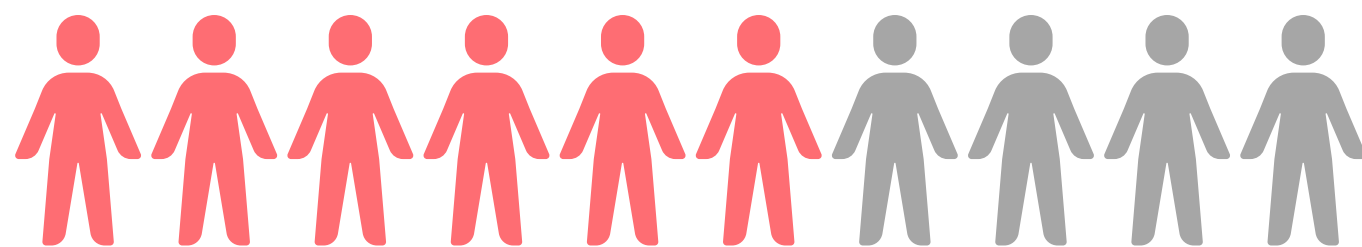
The 8 Key Competences* for Lifelong Learning

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Entrepreneurship competence
5. Cultural awareness and expression competence
6. Digital competence
7. Mathematical competence and competence in science, technology and engineering
8. Literacy competence

REVISED KEY COMPETENCES

A competence is a set of skills, knowledges and attitudes on various fields of life and work

All the Erasmus + project must help achieving at least one of these competences. What type of competencies are we working on our project?



SELF EVALUATION

At the end of each day we will dedicate some time to evaluate our learning. Feel free to use the learning journals delivered.

As an aid for learning we will upload all our materials and results in a padlet. Get the link here:





TRAINING OF TRAINERS

DAY 2



DIMENSIONS OF LEARNING

TRAINER/FACILITATOR

THE COMPETENCE MODEL

REFLECTION



LEARNING AND EDUCATION

•Task 1

Have this conversation in small groups:

1. Who was your favourite teacher/professor? Why
2. What was your favourite subject? Why?
3. What is your favourite memory from school?
4. What subject you did not feel comfortable with? Why?
5. How do you learn best? What helps you learn?

EDUCATION COMES IN MANY SHAPES

FORMAL EDUCATION

NON – FORMAL EDUCATION

INFORMAL EDUCATION

DIVE IN

Please analyse the different types of education using these criterias

1. where does it take place
2. who is participating/ actors
3. how is organised
4. how the results are evaluated and certified
5. what are the main advantages
6. what are the main disadvantages

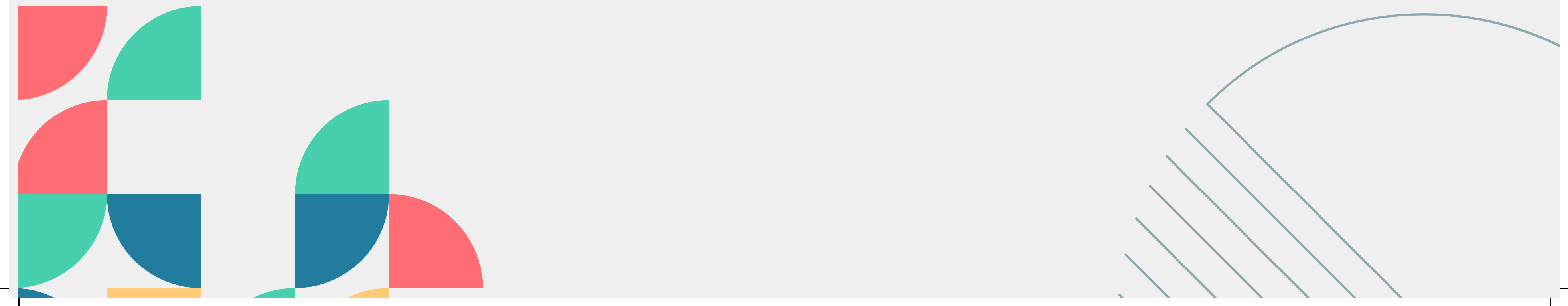
PEER EDUCATION - A NON FORMAL APPROACH



Task for the group

Form smaller groups of 3 – 4 participants

Step 1 – Each person must teach the people of their group something (simple things like a poem, a song, to draw something or an easy idea) 10 minutes



PEER EDUCATION - A NON FORMAL APPROACH



**Step 2 – Re-group and try to teach your new partners
what you have been taught**



PEER EDUCATION - A NON FORMAL APPROACH

Step 3 Debriefing

How was this activity for you?

What type of difficulties did you find in learning and passing on learning?

What did you notice about peer education?

What do you think is the key for effective peer education?

Could this type of education/learning be applied in other spheres teaching?

PEER EDUCATION - A NON FORMAL APPROACH

- Peer education is a “non-formal learning process that gives empowerment, confidence and independence to young people whatever their background”.1
- Peer education happens when young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.2

•
1 SALTO Youth Cultural Diversity Resource Centre. PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.
2 Adapted from United Nations Population Fund and Youth Peer Education Network (2005). Youth Peer Education Toolkit. Training of Trainers Manual, New York (USA).

DAY 2 - SESSION 2

TRAINER – FACILITATOR

SESSION 2

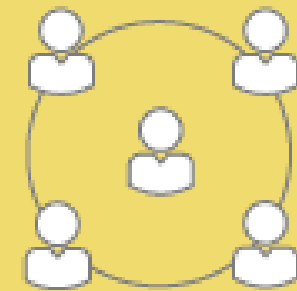
PLEASE THINK ABOUT YOUR PERSONAL DEFINITIONS OF THESE 4 CONCEPTS

TRAINER
FACILITATOR
MENTOR
COACH

What are, in your opinion the main differences between these 4 roles?
What type of learning needs are addressed by each of these roles?

MAIN DIFFERENCES

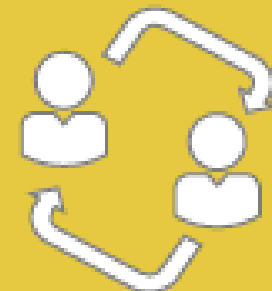
Facilitation



Team needs an environment for collaboration.

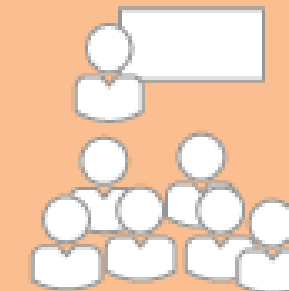
Facilitators and Coaches hold impartial stances on the subject matter

Coaching



Person being coached draws on their own experiences to reach their objectives.

Teaching



Learners want instruction on new knowledge or skills.

Teachers and Mentors provide their expertise and advice

Mentoring



Person being mentored gets guidance and advice to reach their objectives.

Facilitation

When is it best used:

Team needs an environment for collaboration to:

- Build consensus
- Diffuse conflict
- Uncover an innovative solution

Examples:

- “We need help creating a team agreement”
- “The problem we are trying to solve is difficult and it’s not clear what we should do next. Let’s get together and see if we can figure out what to do next.”

The facilitator **creates a safe environment for the team to flourish**. They hold an impartial stance and do not take a position on the subject matter. Their job is to be a **process expert, enabling those they are facilitating to achieve their goals**.

Facilitation is generally a short-term engagement in that it occurs during the course of a meeting or series of meetings.

Coaching

When is it best used:

The person being coached (the coachee) would like to:

- Draw upon their own experiences and capabilities to enable them to set and reach their objectives

Example: "I'd like to get better at figuring out what's most important"

The coach unlocks a thought-provoking process that helps individuals and groups draw on their own experiences to reach their objectives. The coach holds an impartial stance and does not take a position on the subject matter. Their job is to be a process expert, enabling those they are coaching to achieve their goals.

Coaching relationships are generally long-term and one-to-one. However, there are specific situations that arise that are suitable for coaching and situations where a team is coached.

Training / Teaching

When is it best used:

Learners need:

- Knowledge or skills that must be learned or practiced

Example: "I'd like to learn about the Definition of Done in Professional Scrum"

The trainer imparts knowledge, provides information and helps learners develop new skills. A trainer does not remain neutral, they provide their expertise and advice to the learner.

A training relationship is generally short term in that it's for a specific topic or class.

Mentoring

When is it best used:

The person being mentored would like to:

- Get guidance and advice to enable them to set and reach their objectives

Example: “I’d like to learn from your experience as a manager”

The mentor shares their expertise, skills and knowledge with the person being mentored, through developmental conversations, sharing of experiences and by role modeling.

Mentoring relationships, much like coaching, are generally long-term and one-to-one.

TRAINER VS FACILITATOR

Some Differences

Training

- Trainer holds the knowledge
- Trainer (mostly) talks
- Transmits knowledge and assesses competency to accomplish learning objectives
- Directs teaching process

Facilitation

- Participants (and facilitator) hold the knowledge
- Participants are engaged
- Facilitator draws out participants experiences to accomplish participants goals
- Helps group work through problems/issues

QUESTIONS

What are the main advantages and disadvantages of these 2 roles> trainer and facilitator?

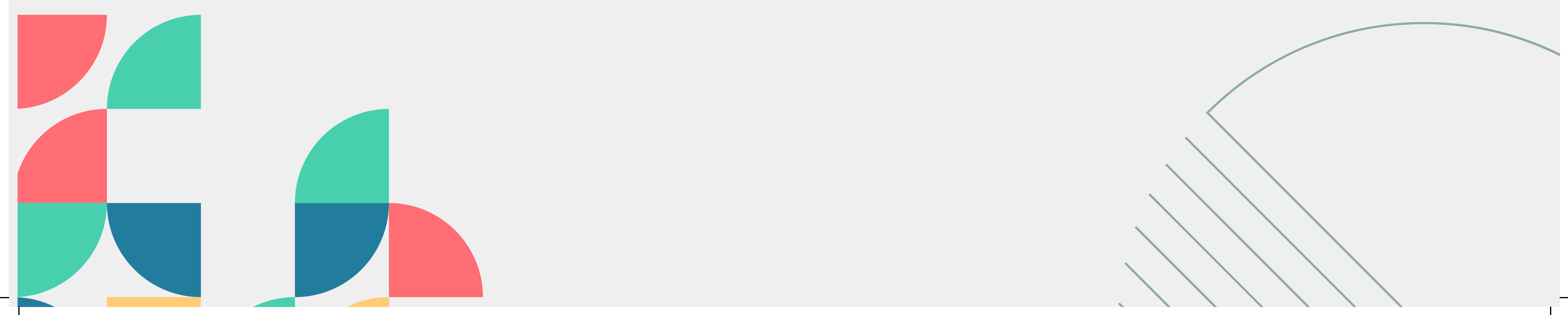
In which situation do you see yourself most often?

What would be the conclusion of this session?



DAY 2 SESSION 3

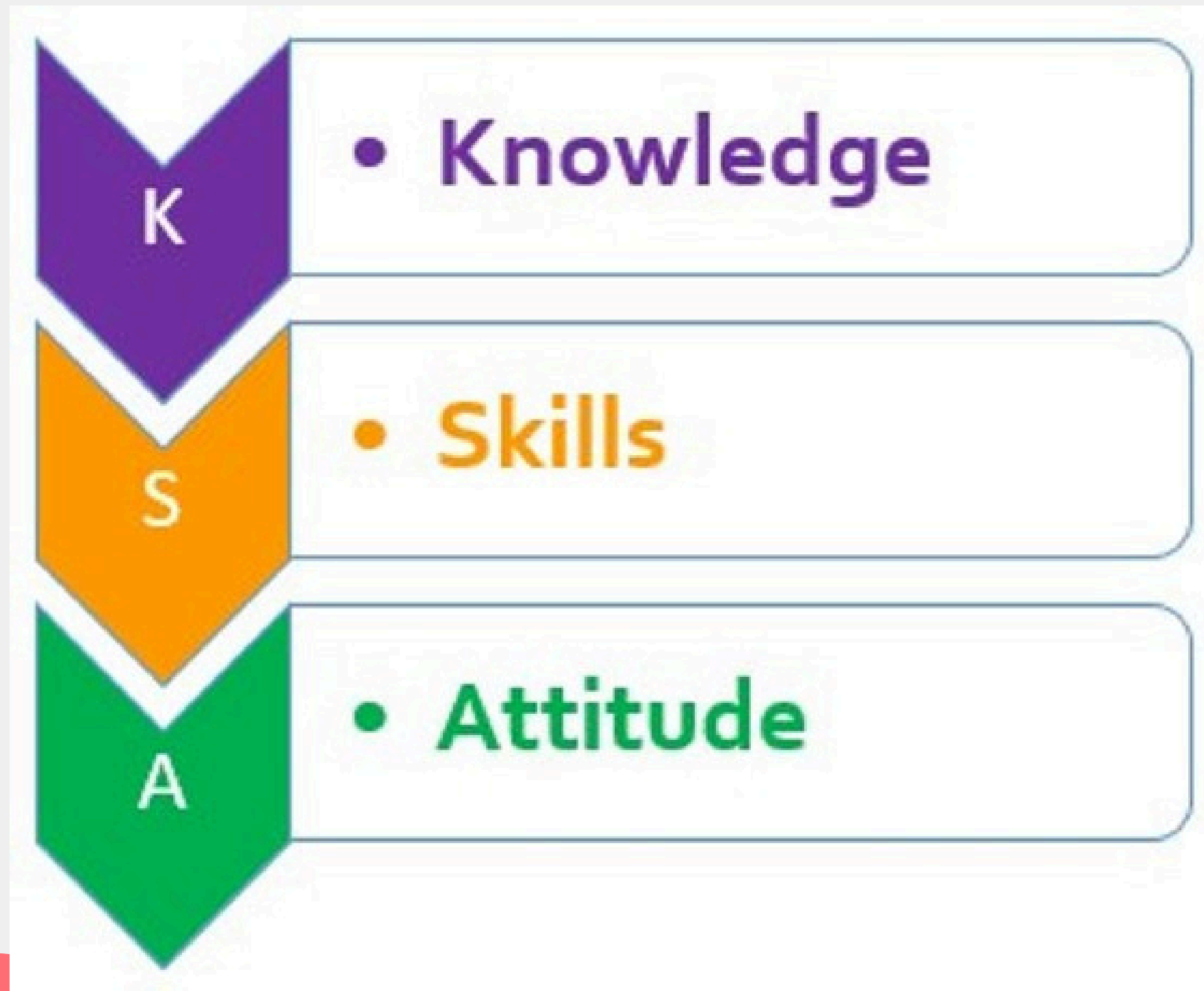
a competence modell



QUESTIONS

How would you describe a competent person? What makes that person competent?
What is, in your opinion the definition of competence?

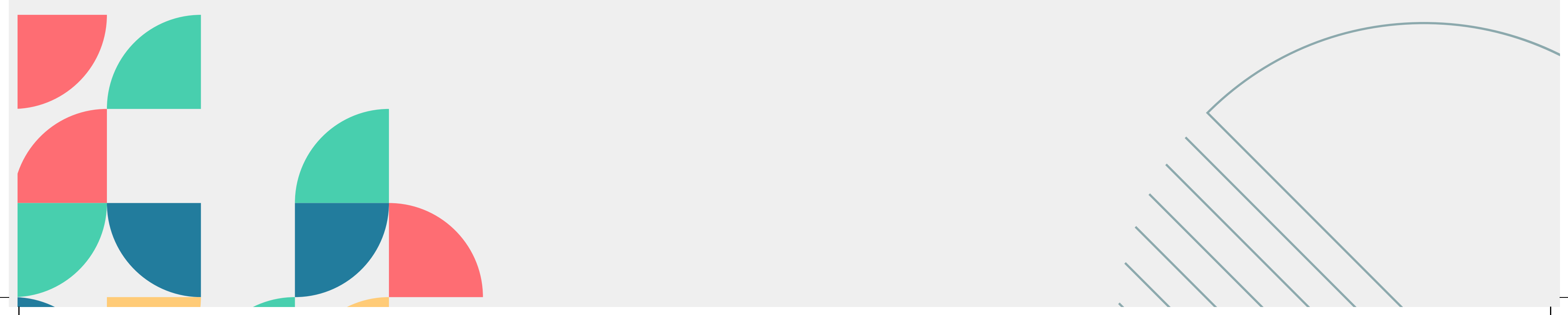
COMPETENCE





DEFINE A COMPETENT TRAINER/FACILITATOR

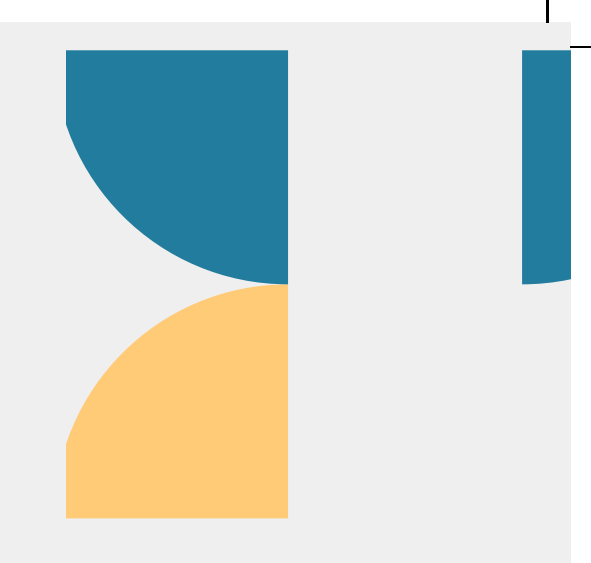
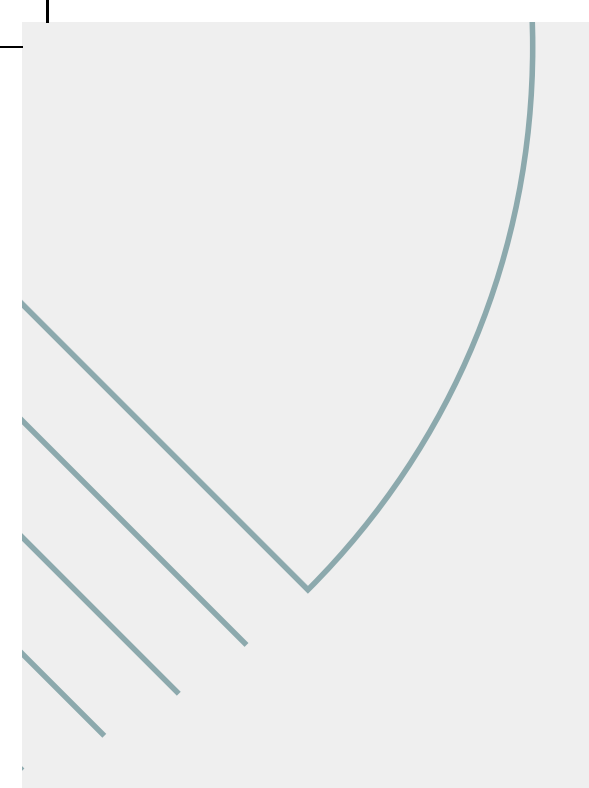
using the competence model please create the portrait of a competent trainer/facilitator with all its attributes – skills, knowledges, attitudes





TRAINING OF TRAINERS

DAY 4



TODAY

COMMUNICATION
CONFIDENCE
SELF EFFICIENCY AND SELF ASSESSMENT



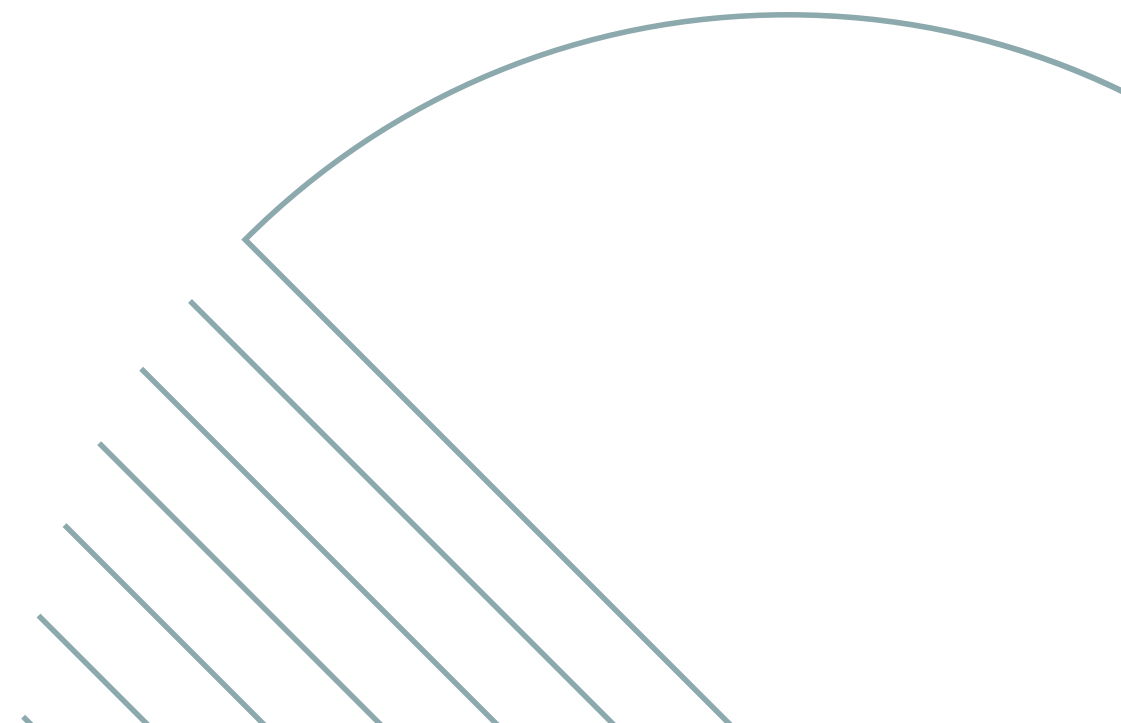
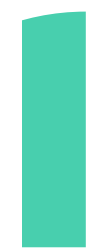
SHORT EXERCISE

This exercise is called Spontaneous Combustion. Its both a improvisation and communication game.

HOW TO COMMUNICATE AS A TRAINER/FACILITATOR

What is communication?

Is there anything different when communication happen in a training environment?



COMMUNICATION ELEMENTS FOR A TRAINER/FACILIT ATOR

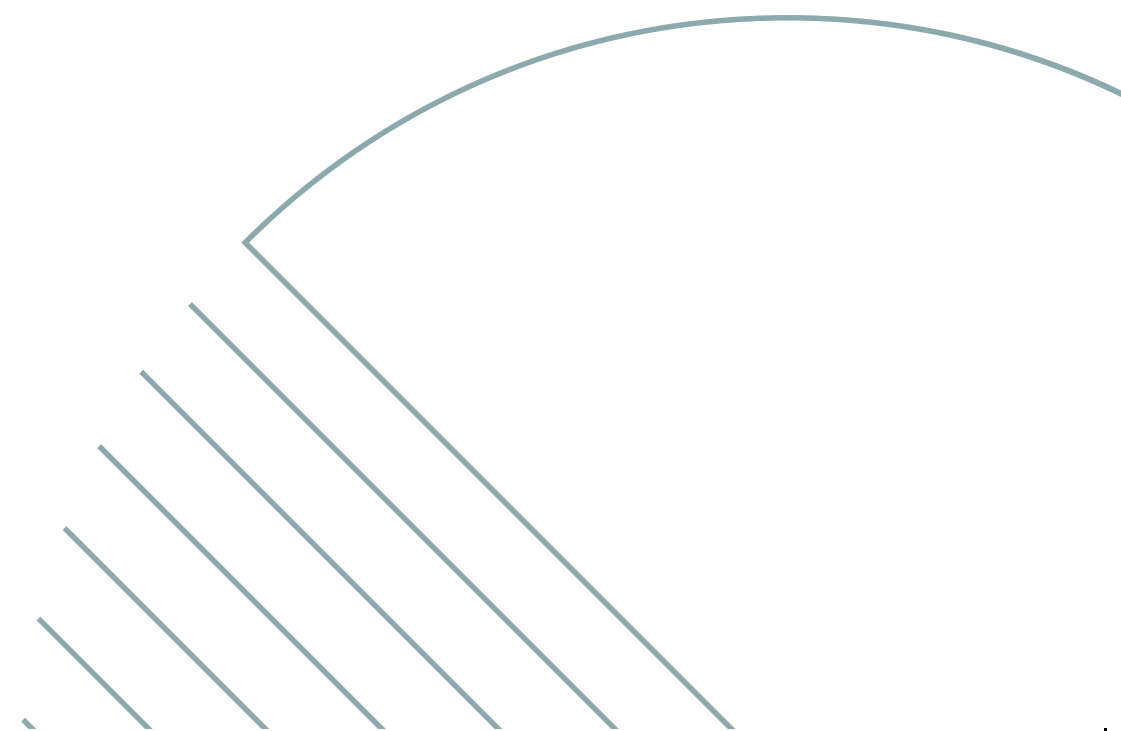
Attending /
Preseting

Listening

Observing

Questioning

Paraphrasing



ATTENDING - PRESENTING

First impression counts! Make it last!

- Face the participants
- Move/movements towards the participants/learners
- Keep appropriate eye contact
- Avoid distracting behaviours

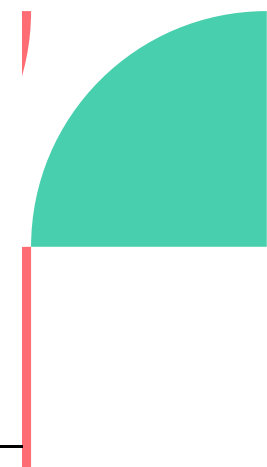


DO

- Position your body so you face the learner
- Scan the group with your eyes when you adress them
- Walk toward learners

DO NOT

- Talk to your flipchart
- Turn your back to the group
- Use your phone
- Text while talk
- Stare at individuals
- Avoid eye contact
- Use your visual as eye support
- Distance yourself from the group
- Stay in the same position for a long period of time



OBSERVATION

Trainers and facilitators can observe various visual signals from the group of learners.

What do you think that signals and behaviours are?



OBSERVATION

What can
we
observe?

Facial expression
Body position
Eye Movement
Tapping feet
Shifting seat or
Whispering

Trainer must
also be alert to
participants'
reaction to
draw
inference

OBSERVATION 3 STEPS

- 
- Look at the person's face, body position and body movement

- Formulate an inference of the person's feelings based on what you have observed

- Take appropriate action based on the inferences made

NON VERBAL BEHAVIOURS AND FEELINGS



HOW DO WE RESPOND

Enthusiasm/
Understanding

Several learners
display the
behavior

One learner
displays behavior

Continue and make
a mental note that
the training is
being well received

Continue and make
a mental note to
check again later

HOW DO WE RESPOND

Boredom

Several learners
display the
behavior

One learner
displays behavior

Try taking a break,
speeding up or
checking your
training method to be
sure that the learners
training process

Continue but make a
mental note to
reassess later

HOW DO WE RESPOND

Confusion

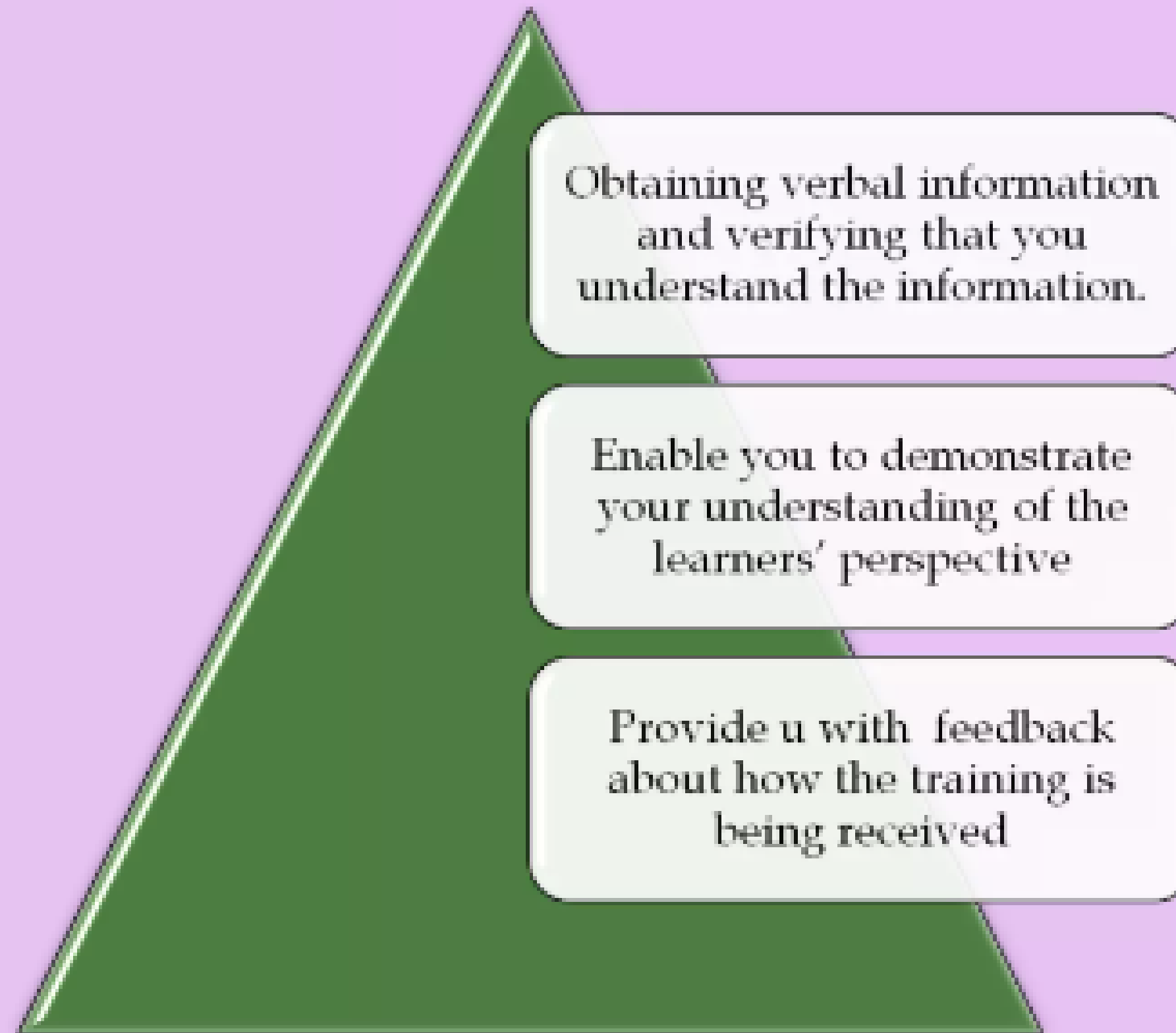
Several learners display the behavior

One learner displays behavior

Ask learners about areas of confusion and provide clarification by giving examples or rephrasing information

Ask learner about areas of confusion and provide clarification or if time is limited talk with learner at next break

LISTENING



TIPS ON LISTENING

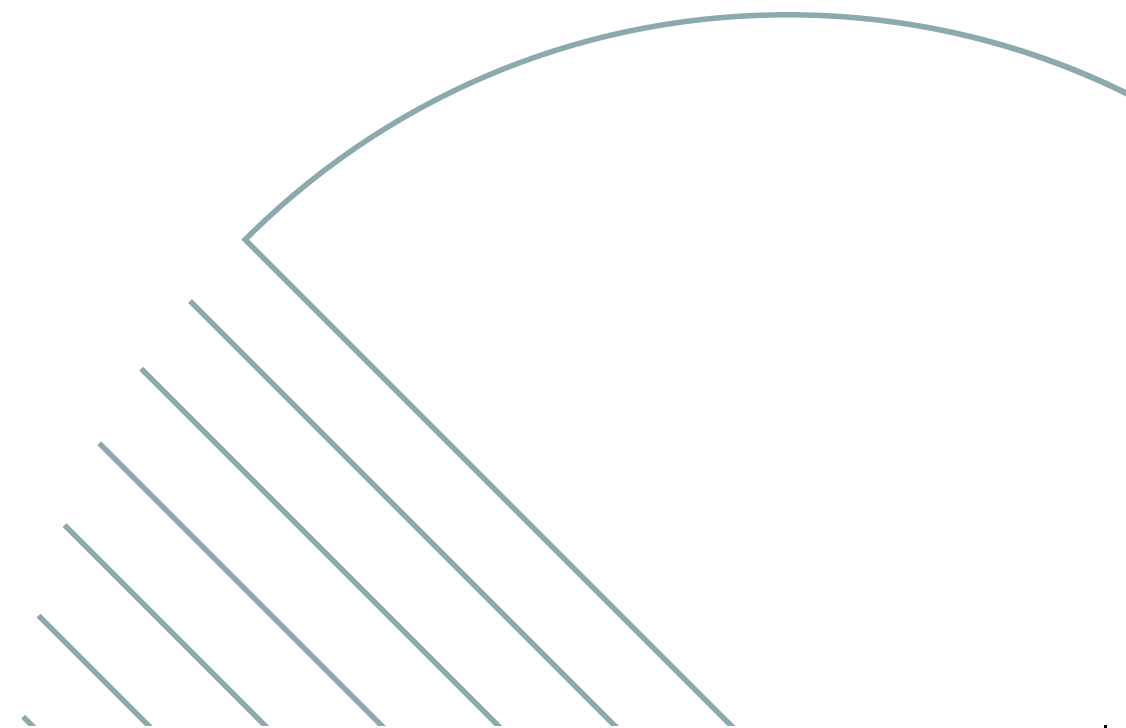
Don't talk

Don't jump to conclusions

Overlook any speech problems

Keep an open mind

Provide feedback if asked



PARAPHRASING

Restating what the participant has said

Aims- to ascertain from the speaker what has been said

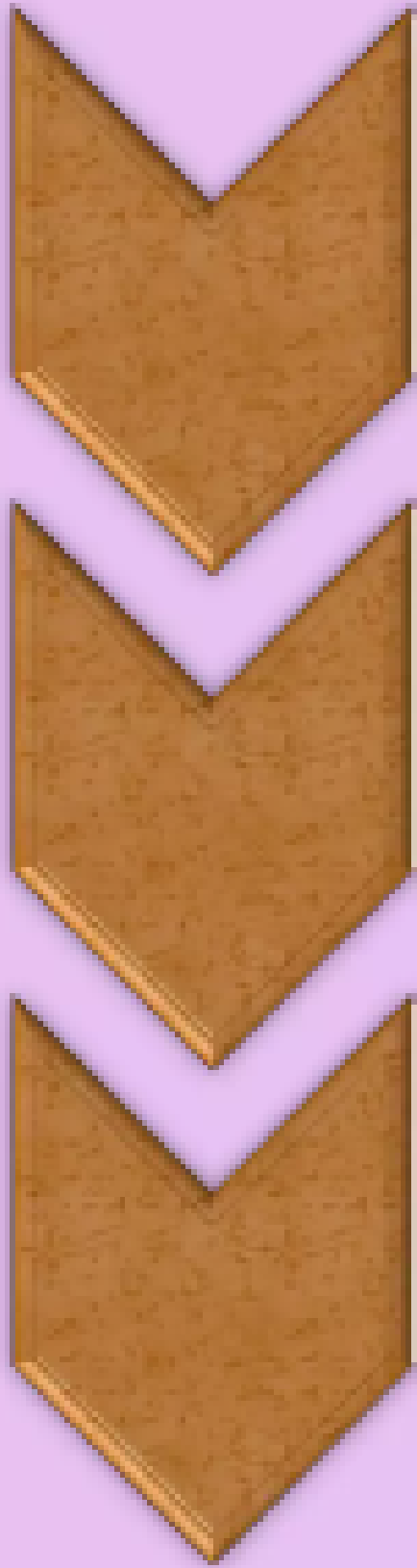
Requires trainer to listen carefully what has been said

One is busy with internal thinking process or anxious about the content to be presented

Helps in clarifying the message

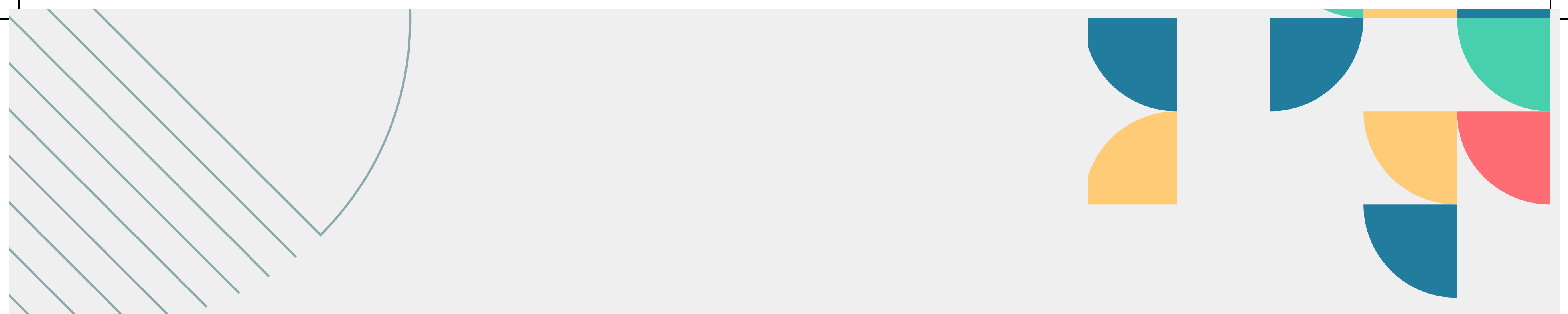
No harm in interrupting others to confirm what is being said

SUMMARISING

- 
- Three phases at any communication

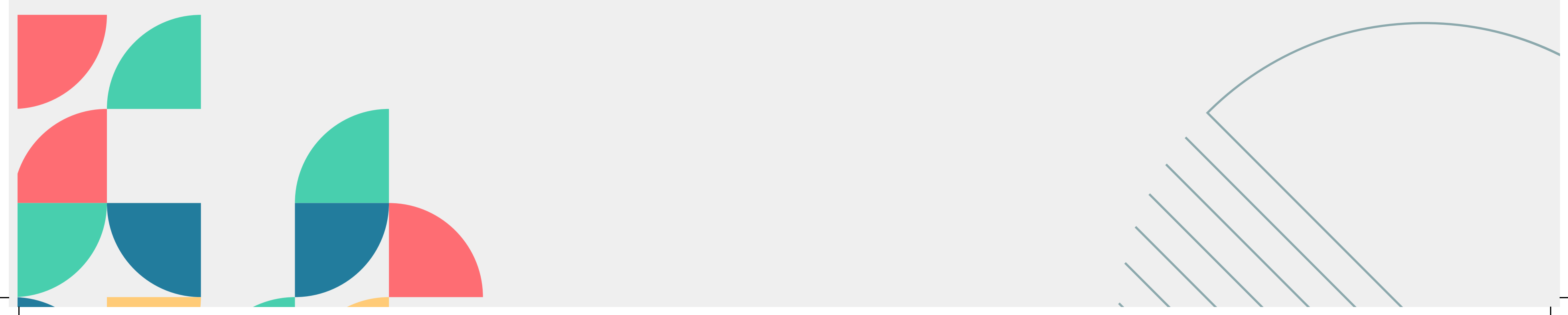
- What he intends to tell
- He tells it
- Concludes in the end

- Importance of facts, ideas or data
- Putting together main ideas in sequence and emphasizing them go long way



TIPS AND TRICKS

What tips and tricks would you recommend for a trainer/facilitator at the beginning of his career



CONFIDENCE AND EMOTIONS

What is an emotion? How is it different from a feeling?

Emotions

VS

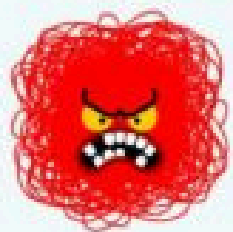
Feelings



Specific reactions to certain events



Include cognitive and physiological changes



Help prime our bodies to act in a certain way



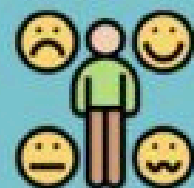
Automatic and unconscious



Perceptions of sensations in the body



Not necessarily related to emotion (feeling tired or cold)



Continuous readouts of our internal states



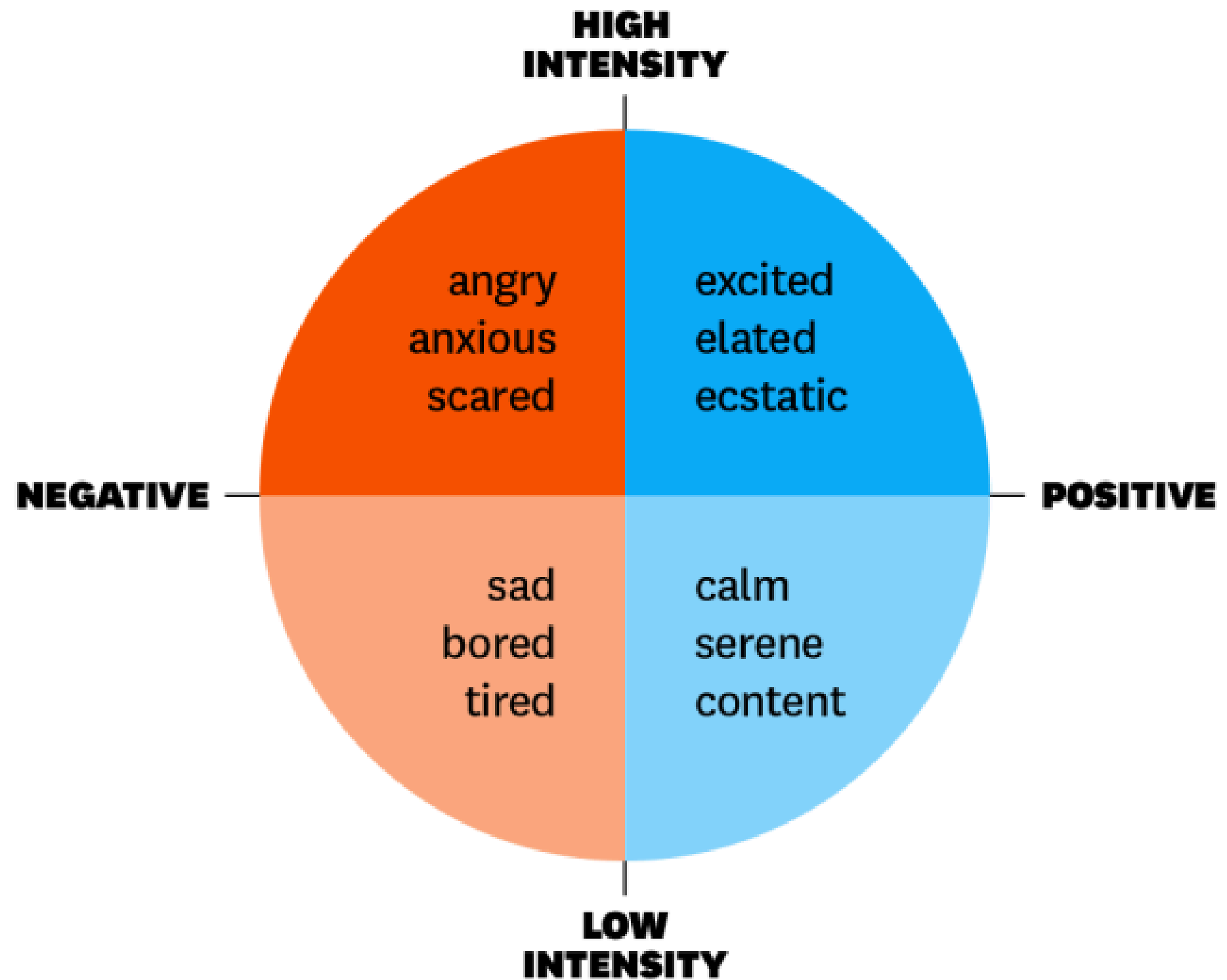
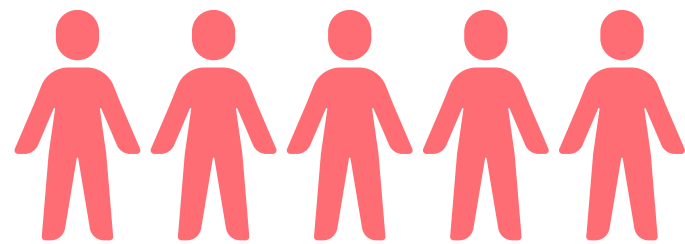
One component of emotion

Learn more: www.humintell.com

A fundamental difference between feelings and emotions is that feelings are experienced consciously, while emotions manifest either consciously or subconsciously. Some people may spend years, or even a lifetime, not understanding the depths of their emotions.

Mapping Positive and Negative Emotions According to Intensity

A TRAINERS EMOTIONS

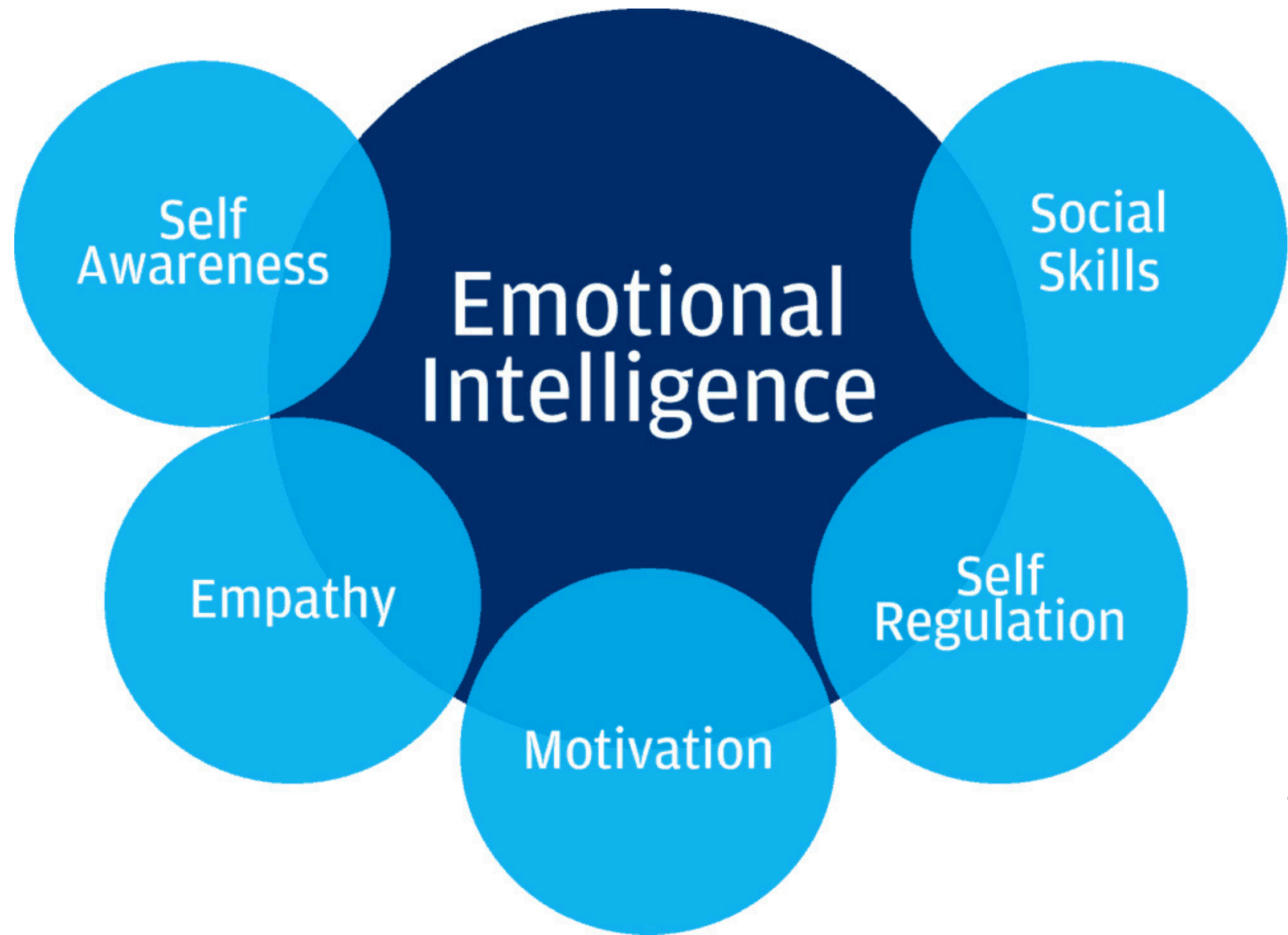


SOURCE THE HAPPINESS TRACK, BY EMMA SEPPÄLÄ

© HBR.ORG

EMOTIONAL INTELLIGENCE

Emotional intelligence is defined by the ability to understand and manage your emotions and the emotions of those around you



HOW TO MANAGE EMOTIONS

6 STEPS TO MINDFULLY DEAL WITH DIFFICULT EMOTIONS



1

Turn toward your emotions with **acceptance**

Become aware of the emotion and identify where you sense it in your body.

Identify and label the emotion

To stay mindful, say to yourself, "This is anger" or "This is anxiety."

2



3

Accept your emotions

Don't deny the emotion. Acknowledge and accept that it is there.

Realize the **impermanence** of your emotions

Even if the emotion feels overwhelming, remember that it will pass.

4



5

Inquire and investigate

Ask yourself, "What triggered me? Why do I feel this way?"

Let go of the need to control your emotions

Be open to the outcome of your emotions and what unfolds.

6



The Gottman Institute

HOW DO I MANAGE MY EMOTIONS

- Make sure I have some information about the group
- Prepare in advance but leave room for improvisation
- Rest before the session
- Turn off my phone
- Take a break if i feel i need one
- Use a quite place to meditate / disconnect
- try not to get participants problems on my shoulders





HOW TO BUILD CONFIDENCE AS A TRAINER

Build Credibility

- Overcome nervousness
- Show confidence
- Speak well
- Show trainees that I am a content expert
- Show trainees that I am an expert educator

Build Rapport

- Be welcoming
- Meet trainee needs
- Show that I care
- Get trainees to like me
- Make class enjoyable for trainees
- Make trainees feel comfortable asking me for help

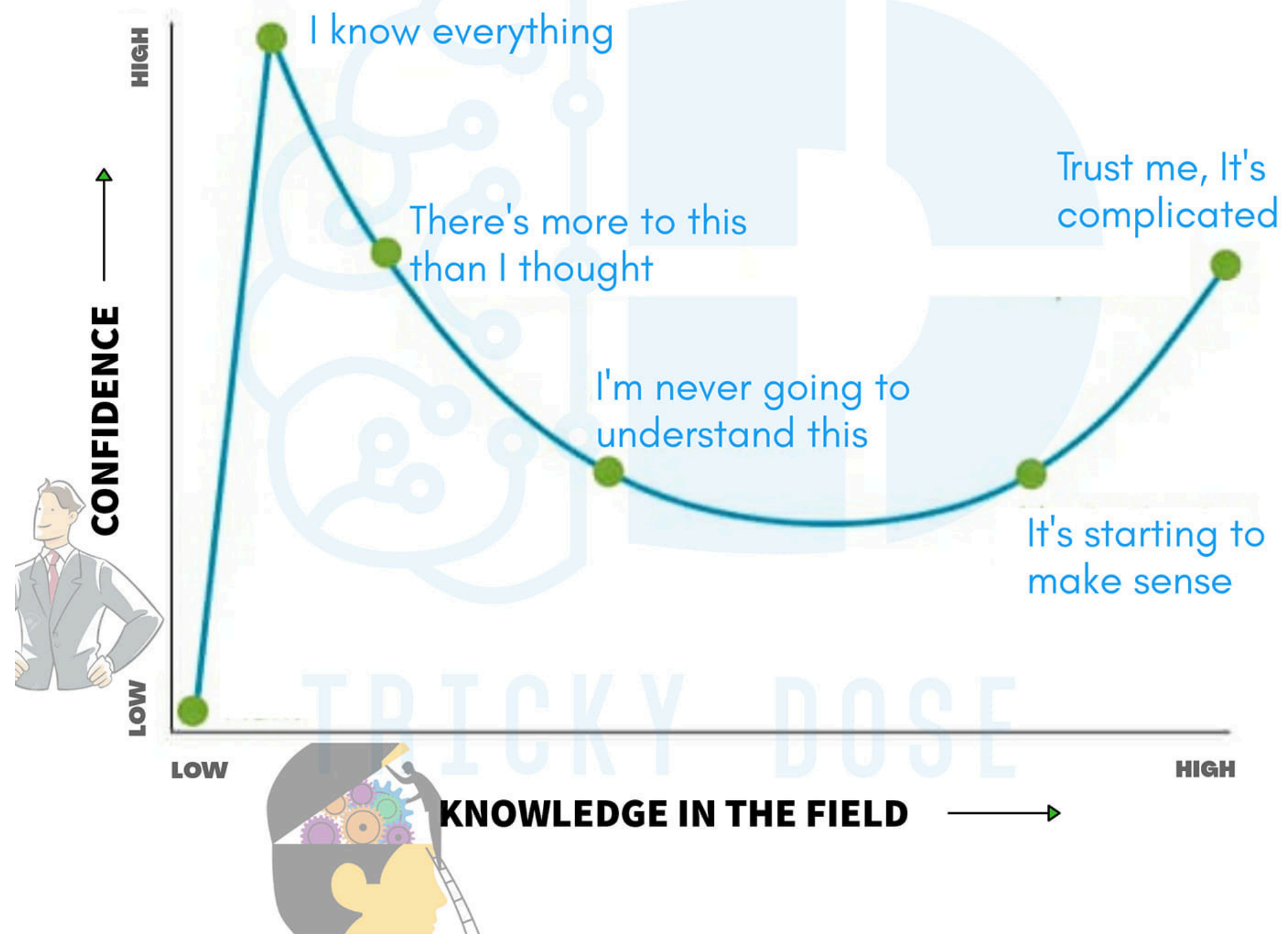
Engage and Teach

- Hook trainees
- Keep trainees attention
- Manage the pace of the class
- Make things easy to follow along with
- Make things easy to understand
- Determine whether trainees got it

Answer Questions

- Set expectations
- Listen to trainee questions
- Determine whether/how to answer
- Answer in-scope questions
- Punt out-of-scope questions

THE GRAPH BETWEEN CONFIDENCE VS KNOWLEDGE





TRAINING OF TRAINERS

DAY 5

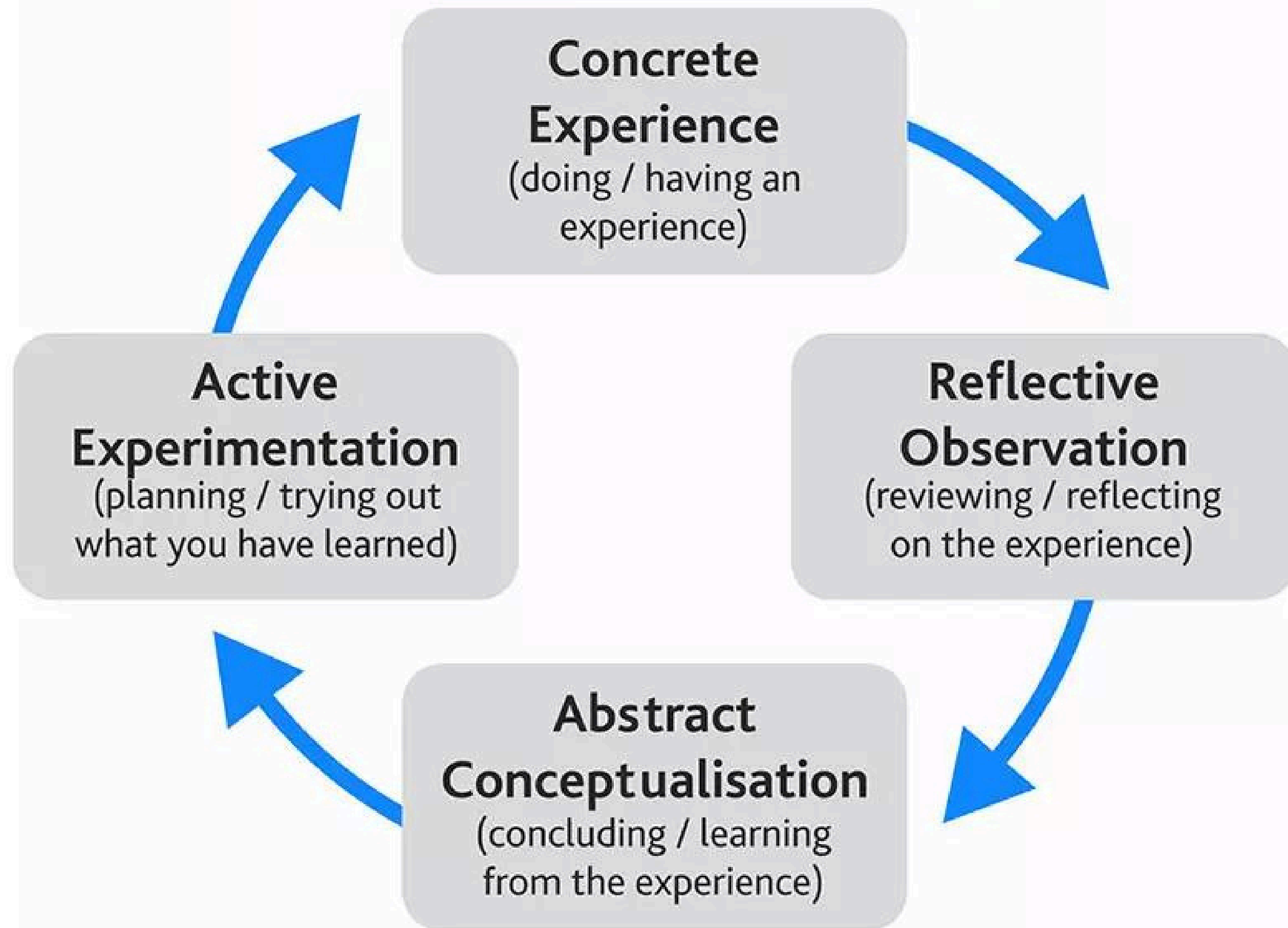


TODAY

EXPERIENTIAL LEARNING – WHAT, HOW, WHY?
LEARNING STYLES AND TYPE OF LEARNERS

KOLB CYCLE

The Experiential Learning Cycle



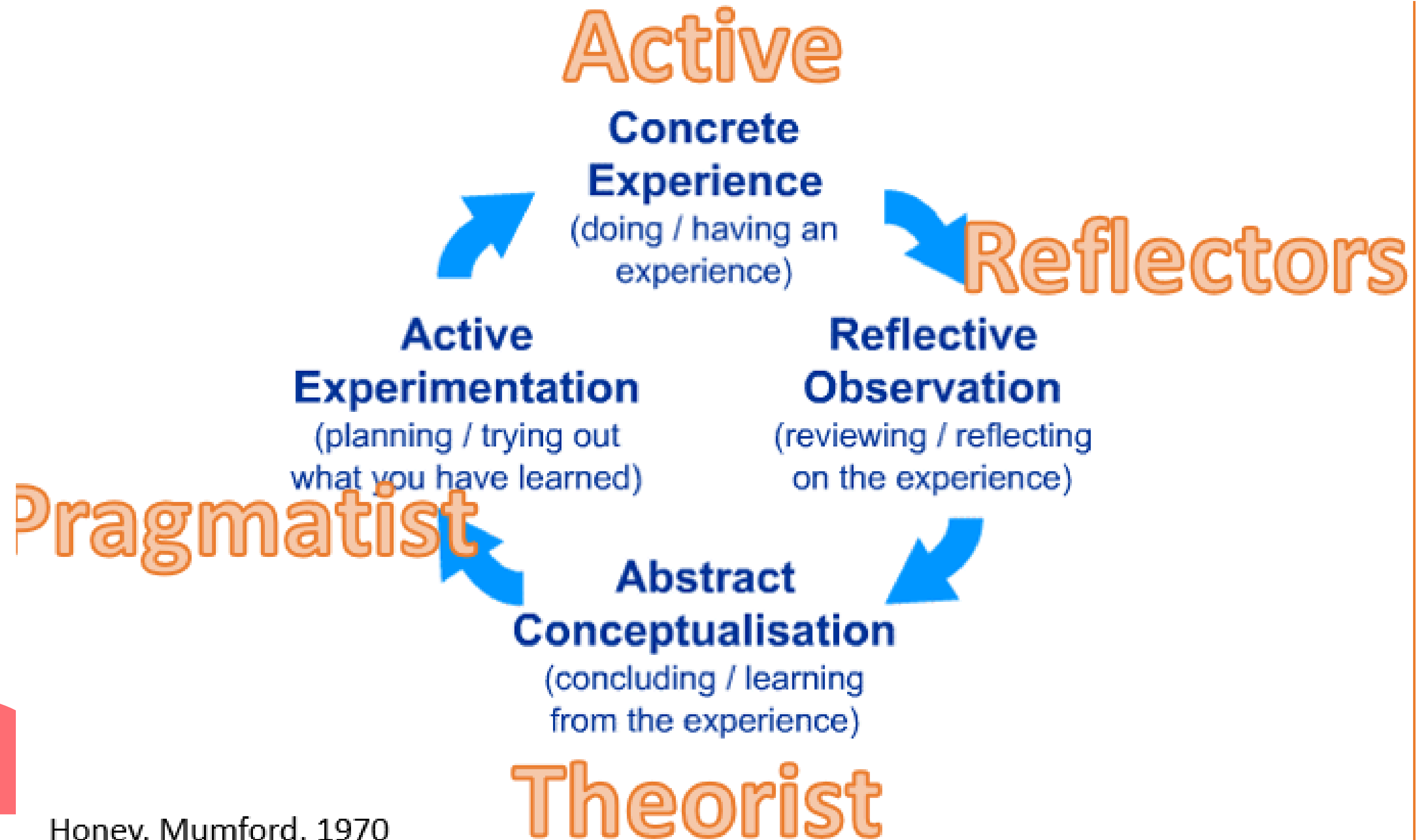
DEBRIEFING MODEL



TYPE OF LEARNERS



<https://www.mint-hr.com/mumford.html>



Honey, Mumford, 1970

CORRELATION BETWEEN KOLB CYCLE AND LEARNING TYPES

1.'Having an Experience' (stage 1) and Activists (style 1): 'here and now', gregarious, seek challenge and immediate experience, open-minded, bored with implementation.

2.'Reviewing the Experience' (stage 2) and Reflectors (style 2): 'stand back', gather data, ponder and analyse, delay reaching conclusions, listen before speaking, thoughtful.

3.'Concluding from the Experience' (stage 3) and Theorists (style 3): think things through in logical steps, assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy.

4.'Planning the next steps' (stage 4) and Pragmatists (style 4): seek and try out new ideas, practical, down-to-earth, enjoy problem-solving and decision-making quickly, bored with long discussions.



TRAINING OF TRAINERS

DAY 6



TODAY

FISHBOWL EXERCISE
MANAGING DIFFICULT TYPE OF PARTICIPANTS
FACILITATION SESSION



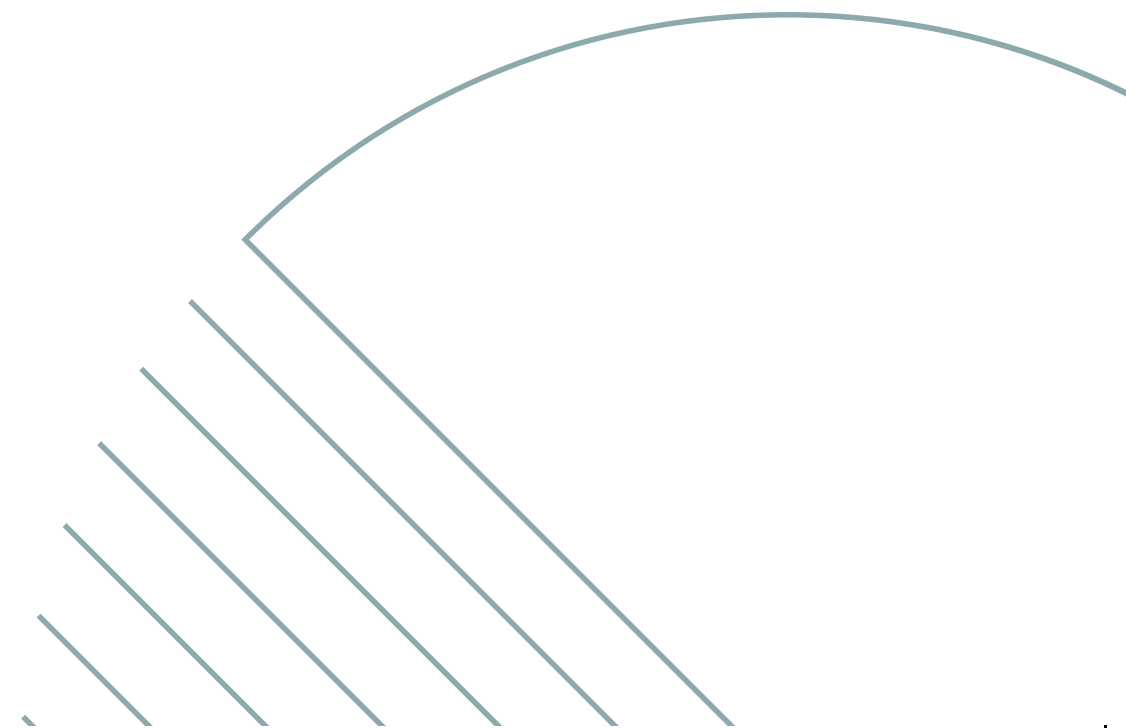
FISHBOWL ACTIVITY

- 2 Groups
- Each group must roleplay a training situation where the facilitators/trainers must manage some specific participants.
- You have 10 minutes for preparation and 3 minutes for the role play



FISHBOWL ACTIVITY QUESTIONS

- How was the overall experience?
- How the trainers/facilitators managed the difficult participants? What where the solutions presented?
- What is the conclusion of this activity?



CHALLENGING PARTICIPANTS

- This is someone who wants and enjoys being under the spotlight, he's usually the first one to volunteer and seems to have something to say and an opinion about everything.

THE TALKATIVE

- You can give him a chance to shine once or twice but follow it up by saying something like **"I really appreciate your input, but let's give a chance for others to contribute as well"**, suggest that you would be happy to follow-up the discussion at break time or during lunch to ensure we can stay on schedule.

CHALLENGING PARTICIPANTS

There's always one in almost every group, this is the person who is very attentive but too shy to share his/her thoughts or uncomfortable speaking in a group and prefers to just passively listen.

THE QUIET

this type of person usually has some great ideas and valuable contributions and if you make no **effort to involve them**, they keep their ideas to themselves so others in the group will not benefit from peer learning and the participant himself will not benefit from getting these ideas shared and validated



CHALLENGING PARTICIPANTS

This is the participant who openly or covertly questions your knowledge and credibility, claiming that whatever you are saying has nothing to do with the real world.

THE AGGRESSIVE

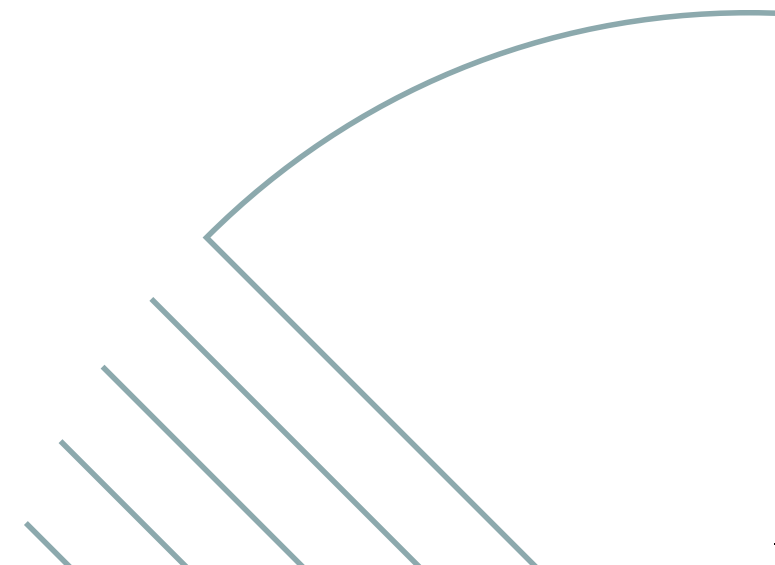
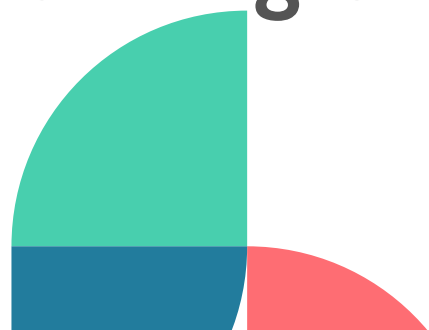
- It's important not to get into any sort of argument, you can get yourself **off the hot spot by turning to the rest of the group and calmly handle the situation by offering to discuss this topic further with him/her during break time or saying something like "I completely understand your point of view about this. What does the rest of you think?"** This gives the opportunity for others to participate and with some peer pressure he/she may back down or change their behavior.

CHALLENGING PARTICIPANTS

This is the stubborn, hard to deal with person who is not ready to accept a different point of view than his own which is usually frustrating to you the trainer as well as other participants as it undermines group consensus in any collaborative activity or group learning exercises.

THE ONE TRACK MINDED

- It's highly recommended to use a direct approach by saying something like "I understand your point of view, but for the sake of time / to finish the activity, I'm going to insist that we move on. I would be happy to discuss this further at another time"



CHALLENGING PARTICIPANTS

This is the participant who is not really sure why he/she is in this class, totally missed the point of the discussion which is revealed by his/her answers or remarks that are unrelated to the subject of discussion

THE CLUELESS

- With this person you can say something like “Something I said must have led you off track. What we want to point out is....”

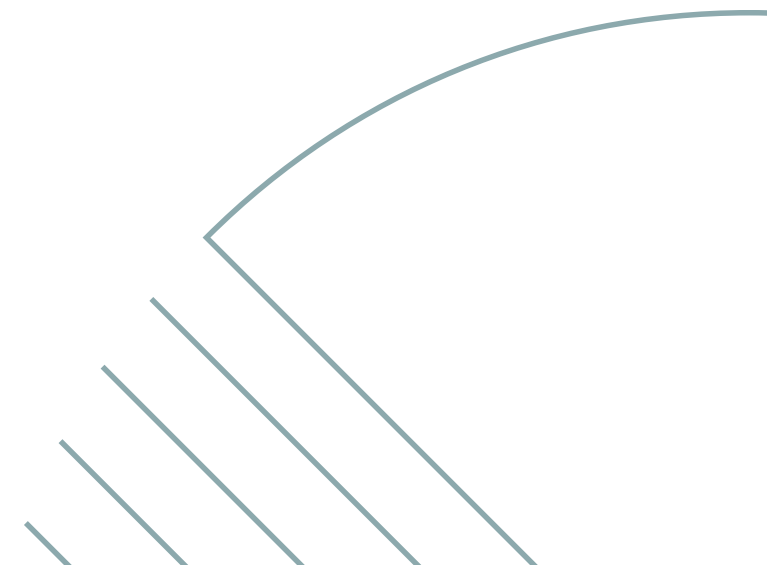


CHALLENGING PARTICIPANTS

THE KNOW-IT-ALL

This person believes that he/she is the authority on every topic. He just knows it all. And since this person in their own mind is the expert, he/she assumes a role that is superior to other participants as well as the trainer, relishes any chance to show off this knowledge and at times tries to take over the session.

- To handle this person you need to first acknowledge his/her contribution, appealing to his/her ego first to make them feel special which is what they really want. After acknowledgment you can say “That’s one way of looking at it. However, there are other points of view”

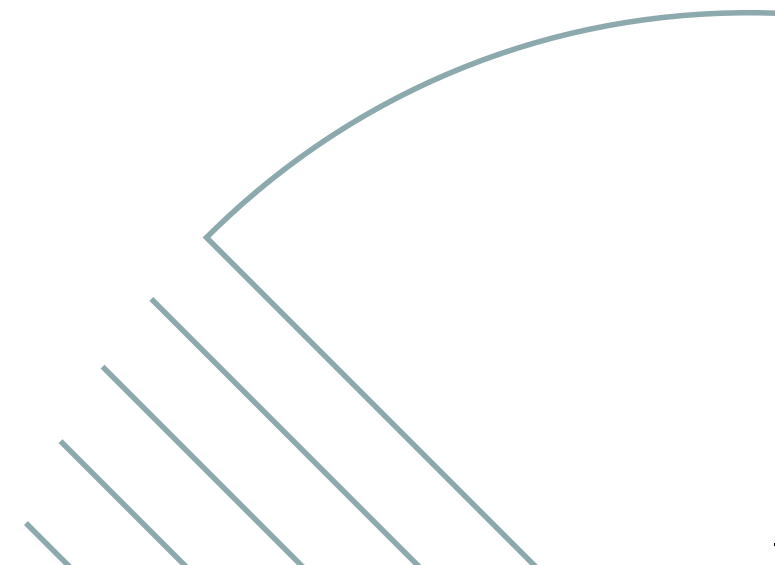


CHALLENGING PARTICIPANTS

THE INDIFFERENT

This is the participant who showed up just because they were told they have to. He/she simply does not want to be there and makes no effort to participate by voicing their opinions or in group activities, not only will this person show no interest, but he or she may even resort to engaging in activities separate from the group.

- The best way to handle this is by encouraging him/her to participate by asking for their input exactly as you would with a quiet participant. Ask something like "From your experience, what do you think?"

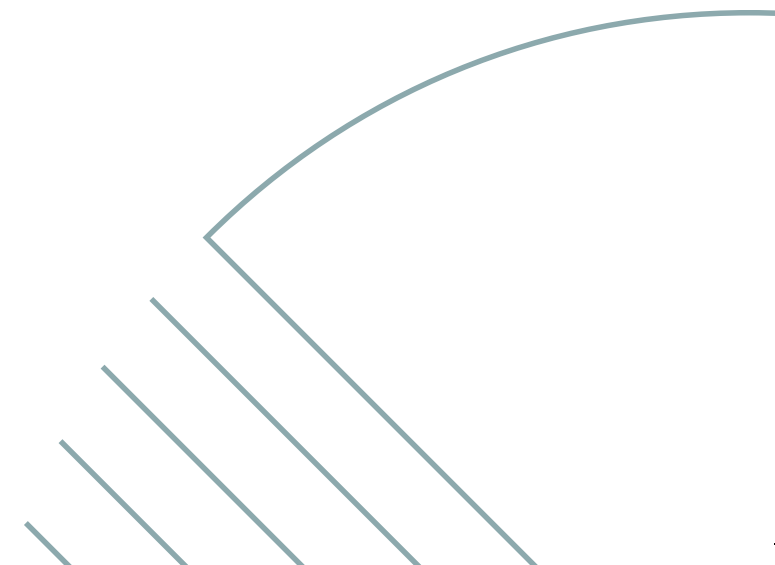


CHALLENGING PARTICIPANTS

CLASS CLOWN

This person loves getting attention and does not care if it's at the expense of others. Telling jokes, going off topic and overly commenting on everything said can be highly disruptive

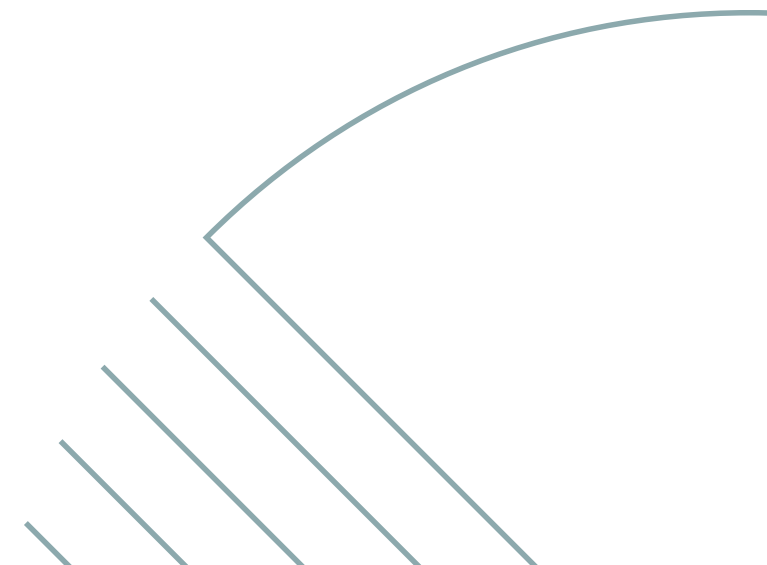
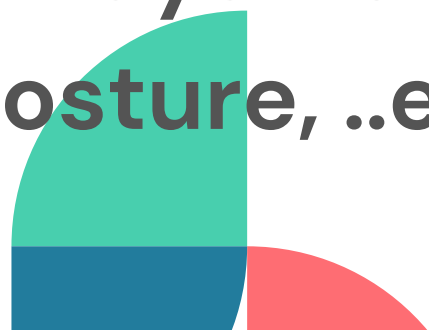
- It's important to swiftly handle this attitude and not let it go out of control by saying something like "We all do enjoy a good joke, but for now we need to focus on our topic"



THE COMPLAINER

This is the individual who complains about everybody and everything be it their boss, colleagues, organization or what have you. You can easily identify this person by his/her negative verbal remarks as well as negative behavior that's usually very evident from their body language, always frowning, defensive posture, ..etc

You can respond to this negative attitude by asking questions like "What do you suggest to change this situation?" or "What have you done about this in the past?"



CHALLENGING PARTICIPANTS

One last common issue that can be very disruptive is side conversations. They can be at times a frequent and annoying occurrence when two or more participants engage in a side conversation while you or another participant is talking.

THE SIDE CONVERSATIONALISTS

There are several tactics that can be used to stop this behavior, walking over to the individual/s is usually sufficient in making them stop. In case it's repeated again, try calling out the person/s names and put them on the spot by asking them something like "We were just talking about...what are your thoughts about this?"

