EMPACT+

AN ERASMUS+ PROJECT

BOOKLET FOR PROJECT MANAGERS & FACILITATOTS

coconutwork CIU Erasmus+

CONTENTS

PART ONE

PROJECT MANAGEMENT 1.0

Introductory Guide for Youth Workers

Event Date & Venue

21st - 29th November, 2019
Nice, France

CHAPTER 1

Key Concepts in Project Management

Key Topics

What is project management?

PM is a series of actions implemented within a certain time frame in order to address needs or problems by allocating human, material, informational, financial and communication resources. The most important publication on the topic is the Project Management Book of Knowledge (PMBOK).

Who is a project manager?

The person who has the overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling, and closure of a project.

Being a project manager means dealing with international organizations and partners from all corners of Europe. Often, due to the lack of experience and skills, language barriers, time pressure and other factors, the project managers have real difficulties in understanding and cooperating with diverse partners during all phases of a project.

What is quality management?

Quality management is defined by the following standards or pillars: EQYP5 - European Quality in Youth Projects (See reference in the link below).

1. **Nonformal learning.** A range of core learning principles, methodologies and approaches, commonly emphasising the learner's intrinsic motivation, voluntary participation, critical thinking, and democratic agency.
2. **Project management.** Making sure that the SMART objectives set for the project are achieved, disseminated, and evaluated.
3. **Partnerships.** Partners should agree on shared goals and values and establish regular communication among themselves.
4. **PR and Communication.** Interaction with the audience and stakeholders should be regular, consistent, and visible.
5. **Financial Planning.** Efficient, realistic, and well documented. For more information, refer to the principles set out in section 5).

Quality can be ensured by using set and agreed procedures and checks, which must be applied on all stages of the project by those responsible for the implementation of each activity.

Relevant publication: *Youth work quality systems and frameworks in the European Union. Handbook for implementation – Study* (2017), available at: https://op.europa.eu/en/publication-detail/-/publication/47840260-28b3-11e7-ab65-01aa75ed71a1

CHAPTER 2

Project management methodology

Key Topics

Formulating the problem

Before initiating a project, one must identify the needs of the beneficiaries of the project, also known as the problem which will be addressed

There are 5 ways of conducting a needs assessment:

1. SWOT analysis
2. brainstorming
3. quantitative research (questionnaire)
4. desktop research
5. field research

Combining many different methods is recommended, as it gives your project more credibility. Remember to use references, in other words to mention how and when you found the information, as well as which sources you used in your research. All of this influences the quality of your project.

It is also important to identify and describe the causes of the problem and its effects, or how they affect the target group(s). The latter refers to the audience of the project and can be divided into:

- Direct beneficiaries of the project (e.g.: 30 youth from 12 EU countries), and
- Indirect beneficiaries of the project (e.g.: 5000 individuals from the general public).

When describing the target group, it is recommended to include information about demographics (age, location, sex, etc.), as well as the profile of the participants.

Formulating the objectives of the project

- The Aim/Goal of a project is a general statement and represents an umbrella for all the project objectives. It includes the problem to be addressed and the target group, but omits activities and methods.

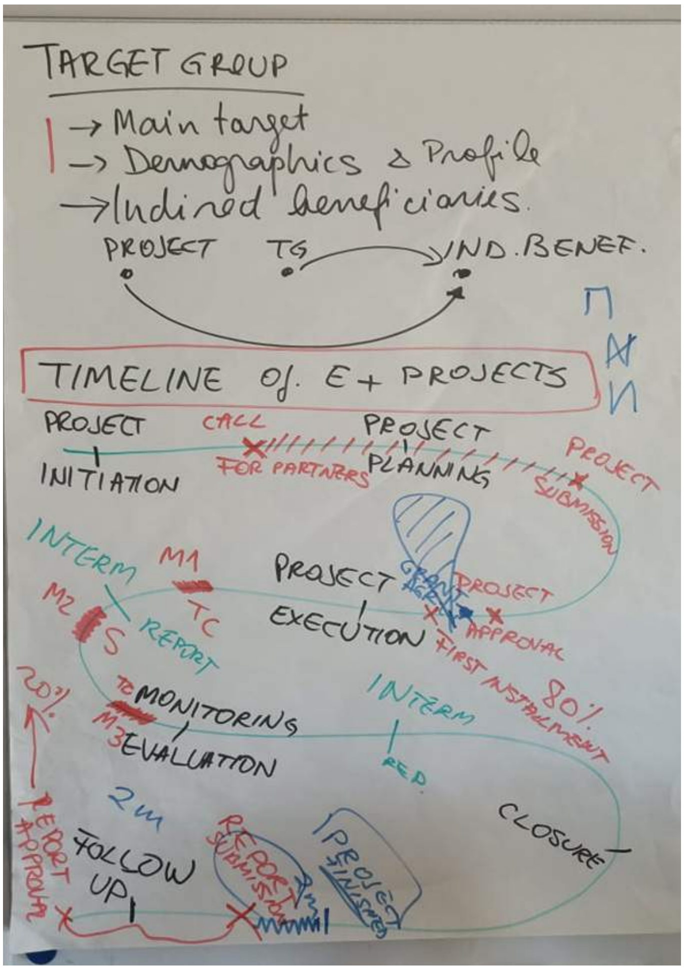
Tip: Do not use the word “through” when formulating the aim.

e.g.: To raise awareness about fake news and increase media literacy among youth.

- Objectives represent specific statements related to project activities, Usually, an objective is met through one or more activities. Objectives should be **SMART(ER): S**pecific - **M**easurable – **A**ttainable - **R**ealistic -**T**ime-framed – **E**nvironmentally-conscious - **R**eplicable.

e.g.: To develop the knowledge of 30 youth workers on how to successfully plan, implement and evaluate a youth exchange project within the framework of Erasmus+.

Usually, an Erasmus+ project has 3 to 6 objectives.



Timeline of an Erasmus + project process

Initiation (can be short or long, depending the involvement of the partners) **call for partners** (partners could change your project/ add value)

Project planning

A **GANTT chart** is a method of defining and planning activities, processes, and the roles of each team member. It can be combined with the **PACI matrix,** which is a method of defining the roles of each participant in each activity. PACI stands for the participant roles (R1, R2, R3): Participates, Approves, Coordinates, Is informed.

Project submission

How long it takes from the project initiation until the project submission depends on the experience of the organisers, on the partners, etc.

When applying for a project, we can also apply for an APV (Advanced planning visit), leaders meeting before TC (training course) to plan last visit.

Project submission

The approval takes from 2 to 4 months, but depending and the National Agency of the country it can take longer

First instalment 80% (signing of grant agreement)

Project execution

Project execution includes the mobility/ mobilities, as well as budgeted preparatory meetings, and it can start even before the grant is delivered.

If there is more than one mobility, the organisers generally have to submit an intermediary report between the mobilities, in addition to the final report.

Monitoring & evaluation

Closure

Report submission

Up to 60 days after the final activity date

Follow up

Report approval

Observations

1. The duration of the project (after the approval) is from 3 to 24 months.
2. 80% of the budget is transferred to the implementing organisation after the approval of the project, in instalments.
3. 20% of the budget is transferred to the implementing organisation after the approval of the final report (which may take between 2 and 6 months after its submission).

Table 1: A GANTT Chart for project planning

PERSON/ROLE	R1	R1	R3
A1			
A2			
A3			

CHAPTER 3

Visibility, dissemination, exploitation & multiplication

How to make the project visible, disseminate it, exploit its results and multiply actions and initiatives from the project

Key Topics

Visibility

Visibility concerns the visual identity and the means to ensure that the project and the organisation(s) may be recognised and easily identified.

This point is extremely important when implementing an Erasmus+ project, both for the organisation and for the identity of the programme. For example, the logo of Erasmus+ programme has to clearly appear on all materials and content connected to the project.

The visibility of a project is composed of the following elements:

- **logo:** of your organisation, of your project and of the programme
- **project title:** in order to prove that your project is unique
- **website:** to promote your project, your organisation, and make it easy for partners to find you and show them your activities and achievements
- **social media:** to increase the visibility of your image and enhance your presence on different channels
- **hashtag:** it has to refer to your own project and to the more general programme
- **documents, materials, etc.**

Table 2: Relevant resources:
Erasmus+ Visual Identity guide, available at: https://eacea.ec.europa.eu/about-eacea/visual-identity_en
European Commission Visual Identity Manual, available at: https://ec.europa.eu/info/sites/info/files/charter_en.pdf

Dissemination and exploitation of the results are extremely important phases of the E+ project lifecycle. By sharing and communicating the results of each project, its impact is extended to others, the dimension of sustainability is improved and the values of the E+ programme are more widely recognised.

Dissemination

Dissemination refers to making the project results available for other people, your target group(s). Dissemination can happen online (e.g.: articles, a booklet published on the website, social media posts, videos, tweets, etc.) and offline (e.g.: press releases, events, flashmobs, etc).

Dissemination can be measured with the help of the following tools:

- **online:** number of shares/ retweets, number of unique users who access the website/ article, number of downloads, etc.
- **offline:** number of participants (tool: attendance list), number of offline media outlets who attend and write about project activity/ result, etc.

Table 3: Examples of measuring reach on social media:
https://www.instagram.com/explore/tags/empactplus/
https://www.facebook.com/search/top/?q=%23empactplus&epa=SEARCH_BOX

Exploitation

Exploitation refers to how the results are used. Project results should be transferable, replicable, and useful for others.

Exploitation also means maximising the potential of the funded activities, so that the results are used beyond the lifetime of the project.

E.g.: Organising discussions or sessions with the local communities of project participants in order to find ways in which the project results (knowledge, deliverables, experience) could be used by the community. The local youth centre is a good destination to reach people.

Multiplication

Multiplication refers to the set of activities conducted in order to transfer the successful results of the project to other target groups.

It may take the form of meetings, seminars or training sessions addressed to people who have similar interests with the purpose of sharing knowledge/ skills and implementing the outputs of the project.

Table 4: Relevant publication
SALTO Youth Resource Centre, Making Waves. Creating More Impact with Your Youth Projects, available at: https://www.salto-youth.net/rc/inclusion/inclusionpublications/makingwaves/

CHAPTER 4

Communication and PR

How to handle the communication strategy of your organization and the projects.
Strategies to work with the press and the media.

Key Topics

Communication and Dissemination Strategies

Defining communication

Communication is a fundamental requisite for survival and development in any environment.

In a project, it functions like a mirror that reflects its general state of effectiveness: it defines the organization's goals, values and principles, the relationships between the key actors involved and the impact of their efforts. Eventually, it provides the organisation with a transparency towards its audience.

Principles of quality in communication

- **Accountability:** Being aware of the privilege and responsibility of sharing and delivering information, maintaining a positive organizational culture, vision, and ethics.
- **People-centred:** Communication should be focused, adapted, and strategically designed for the target group of each activity.
- **Networking:** Communication should focus on developing potential partnerships and collaboration.
- **Digital opportunity:** Using digital tools to create efficient and enjoyable communication with the target group, as well as the project team.
- **Coherence and transparency:** All communication should have clear goals and be consistent in their core message.
- **Intercultural dialogue:** Communication should foster mutual trust. There is no space for hate speech but for understanding and diversity.
- **Storytelling:** Storytelling is a great tool for transmitting personal narratives and touching people. It has to be respectful and inclusive, as well as coherent with the project aims and the values of the organisation.
- **Environmental responsibility:** Communication should aim to use resources in such a way as to diminish the negative impact it may have on the environment.

Using Social media

What kind of social media can be used?

Instagram

Posting content as pictures and videos, also adding daily instastories. The number of posts should be connected with activities you run. Every time you organize an event, course, partner meeting or any interesting activity, take a picture, share it on your profile with personalized hashtag, add the location and briefly explain what are you working on.

Create a hashtag that is related to the field you work in and focus on your target group. Have in mind that time when you post your content is quite important, if you are focused on students or ´regular workers´ the best time would be around 5 p.m., when people finish their school and work. Lunch break is also a good time. For instastories it is not so important when you post them, but make sure you post regularly.

There are different apps that can help you manage your posts online. Later is an App that allows you to schedule when you want your posts to be published. With this App, you schedule the time when you want a post to be published and it works even if you're not online.

Facebook

Facebook can be used to share posts and stories. This makes it possible to share the content with your network, and for other people to share it within their network. The posts can be made public for everyone and by using the right hashtags people can find your post based on their interests (even without knowing you personally). This creates even more coverage and visibility and expands the reach. Furthermore, the posts can be saved so people can still look them up. Also, by using stories your friends and family will watch these, since these will disappear after 24 hours. By using Facebook your network is also engaged and can even give you feedback.

Table 5: Free tools and images
Free tools for graphic designs: • https://www.canva.com/ • https://pixlr.com/editor/
Free images: • https://unsplash.com/ • https://pixabay.com

General recommendations when planning your communication strategy:

- **Plan properly:** Allocate enough resources and time to the communication strategy, as it´s a core area! Check engagement peaks in your social media, in order to reach more people.
- **Include specific activities and methods** for ensuring the visibility, dissemination, exploitation, and multiplication of the project results (see Section 3).
- **Save time:** You can schedule your publications in advance (with the app Later, for instance)

Working with the Press and Media

Working with the press and media is an important task of an NGO or organization. The press and media can have a big positive or negative impact on the public perception of your organization.

Working with the press

One important factor to consider is the difference between press relations and public relations. Public relations include every outward-facing channel of your organisation, such as:

- Social media
- Website
- Personal contacts
- Press release
- News Agency

Press relations, on the other hand, refers to connections established only with the online and offline press.

Table 6: Glossary
Press release: an official statement issued to newspapers giving information on a particular matter
Press review: a report in the media in which someone gives their opinion of something such as your project or your organisation.
Press conference: an interview given to journalists by a prominent person in order to make an announcement or answer questions. **Tip:** Use badges for all the participants and distinguish them according to their different roles (speaker, participant, media).
Press invitation: An organisation has the opportunity to present news regarding the organisation in its most favourable light by inviting the press to a special event.

Writing a Press Release

- **Title**: Catchy, short, objective, and informational.
- **Chapeau**: 4-5 lines answering the questions Who? What? Why? When? How?
- **Event description**: 2-3 Paragraphs
- **Quote from an organiser:** In an interview style give a quote of 4-5 lines from an organiser.
- **Contact person:** Add a contact person for possible interviews and a website for more details.
- **About XXX:** Brief introduction of the organisation that issues the press release.

Organising a Press Conference

When inviting the press for a conference you should take several points into account:

- **Press Release.** Print the official press release and hand it out to the journalists so they can make notes.
- **Badges.** Provide different badges for press, speakers, and staff. Use different colours for each role, add the name, function, and official hashtag of the event to the badges, and print the agenda on the back. This helps to identify to whom you are speaking, and it helps coordinate staff to ensure no outsiders are present.
- **Materials.** Create posters and roll-ups for the room you are hosting the conference in. This makes it easier to find and creates visibility for your organisation if people post pictures of the event. Also create an official hashtag for the event include it on the materials.
- **Acknowledgements.** Thank the media several times for covering your topic. Thank them offline at the conference and online in each post you make. Also thank your partners (send them the press release in advance, ask them to publish it on their website and send you the link).

Tip: Use https://www.google.com/alerts to get an alert every time one of your partners posts something about you or your organisation.

Working with media

In addition to the press, media is important to spread awareness of our organisations and increase your visibility.

Examples of media are: Radio, TV, Newspaper, Magazines, Specialized press, News agencies (Reuters, etc)

Getting cited in prestigious media (such as The New York Times) can boost your organisation significantly. Therefore, knowing media surrounding your organisation and building partnerships with them is crucial.

CHAPTER 5

Fundraising strategies, Principles of financial planning

Raising funds for your projects and planning the financial aspects of your project

Key Topics

Table 7: Glossary
Budget: an overview of an organisation's revenues and expenses, usually presented in the form of a table with two sheets, one for revenues (+), the other for expenses (-) which should be balanced (0).
Cash flow: a table which presents the organisation's expenditures and revenues in chronological order. The cash flow cannot contain negative numbers.
Revenues: the income acquired by an organisation, which can be used in the organisation's activities (the money coming into the organisation).
Costs: the expenses of the organisation (the money going out of the organisation).

Principles of financial planning

- **Be effective.** Take measures so that you reach your expected objectives with your planned budget.
- **Be efficient.** Always strive to achieve the best results with the least waste of time and effort.
- **Get value for money.** Maximise the impact of the money that you spend.
- **Be realistic.** Research actual prices of goods or services necessary for your project and include real costs in the budget.
- **Be organised.** Keep all financial documentation (employment contracts, invoices, receipts, contracts with service providers, bank statements, etc.) in order and in a safe place, both online and offline.
- **Be transparent.** Ensure that your organisation's main revenues and expenses are public (for instance, include an overview of the organisation's budget in the annual report published on your website).
- **Stay safe.** Make sure to plan for unexpected events (damages to a venue, accidents, etc.) and allocate a budget for that.
- **Be creative.** Find innovative solutions when you're running low on money: get alternative sources of funding, postpone certain payments/ expenses, cover expenses from other projects, etc.

Guidelines for creating a budget for an Erasmus+ project

In Erasmus+ projects, an organisation receives a lump sum of money, meaning that the organisation is not obliged to spend the money received from the European Commission as indicated in the initial budget headings/ categories, but is free to decide how to spend it. However, one should keep in mind that the organisers are obliged to implement all the activities included in the application form, even though some of the implementation dates of the project activities may be postponed under special circumstances, as long as there is a good justification for the changes and the dates are within the approved timeline of the project.

According to the type of project one is implementing (youth exchange, mobility of youth workers, under Key Action 1, 2 or 3, etc.), the budget can cover costs related to travel, organisational support, special needs support, exceptional costs.

The budget for an Erasmus+ project should generally include the following costs:

1. **Food** (this usually also includes the costs related to the people making the food)
2. **Accommodation** (for the participants and the project organisers)
3. **International travel** (for the participants and the project organisers)
4. **Local transport**
5. **Trainers & facilitators' fees** (they should be able to issue an invoice for the activity)

6. **Project management costs** (the staff costs, usually paid through an employment contract)
7. **Materials** (markers, paper, scissors, etc., but also printing costs related to brochures, fliers, posters developed during the project)
8. **Communication costs** (fees for the communication officer of the project, costs related to advertising, such as Facebook ads)
9. **Unforeseen costs**

If the costs of the project surpass the sum received by the organisation from the European Commission, the difference may be covered by using one of the following methods:

- participants are asked to pay a fee to take part in the project;
- the organisers may receive sponsorships;
- The project may have savings (money that is not spent), although this is unlikely given that Erasmus+ project usually have small budgets.

Nota bene: Travel costs are reimbursed to participants according to travel distance from the country of origin to their destination, up to a certain amount. Costs related to organisational support are calculated per day, per participant, according to the country where the activity is taking place.

Example of budget for mobility of youth workers:

The table below represents a budget for a hypothetical youth exchange in Spain, with:

Lines 2 to 8 refer to travel costs, as follows:

- 5 participants traveling to the destination from a distance between 10 and 99 km
- 5 participants - between 100 and 499 km
- 20 participants - between 500 and 1999 km

Line 9 refers to organisational support, and is calculated as follows:

- 34 euros (C9. the sum allocated in Spain/ participant/ day) * 240 (D9. 8 days of training * 30 participants) = 8160 euros

Line 14 contains the Total budget:

- Travel costs (100+900+5500) + organisational support (8160)=14660 Euros

EmpactPlus - Financial planning

	A	B	C	D	E	F
1	**Category**	**Revenues description**	**Unit amount (EUR)**	**# of units**	**Total (EUR)**	
2	Travel	For travel distances between 10 and 99KM	20	5	100	
3	Travel	For travel distances between 100 and 499 KM	180	5	900	
4	Travel	For travel distances between 500 and 1999 KM	275	20	5500	
5	Travel	For travel distances between 2000 and 2999 KM	360	0	0	
6	Travel	For travel distances between 3000 and 3999 KM	530	0	0	
7	Travel	For travel distances between 4000 and 7999 KM	820	0	0	
8	Travel	For travel distances of 8000 KM or more	1500	0	0	
9	Organisational Support	per day of activity per participant	34	240	8160	
10						
11				**TOTAL**	**14660**	

For more information about financing rules, consult the ***Erasmus+ Program Guide,*** available at: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en
(Pages 84-88 contain the rules for designing the budget for a mobility for youth workers).

Fundraising Methods

1. Single financiers, private donors, philanthropists

Members of society that possess a personal patrimony and are interested in social or private causes.

You can find them mainly offline, at private events or by joining a network of associations that have already taken advantage of this kind of collaboration. When you join a private partnership with a single donor you must report the money output directly to the financier, so you can arrange a tailored method of communication, as personal as the relationship you have.

2. Foundations:

Collateral associations related to specific businesses or private groups of financiers. Foundations pursue nongovernmental initiatives in a structured way, usually by organising open calls (competition announcements) on topics such as art, sustainability, young entrepreneurship, disadvantaged groups, on their specialised platforms.

Organisations and sometimes informal groups can apply to these funds by filling in the application (which describes the project step by step, including the objectives, budget, distribution of the monetary and human resources, business plan - if applicable, etc.).

If the application is successful, the foundation will grant funding to the organisation, who will be obliged to report to the financier and ensure its visibility throughout the project stages (the foundation's name, logo, short description, etc. must appear on materials and/ or at events that are part of the project).

3. Corporate Social Responsibility (CSR)

Corporate Social Responsibility (CSR) refers to company practices or strategies which are aimed to contribute to social, environmental or ethical goals of communities and societies. CSR diverts parts of the brand profit, turning it into a social utility, while also positively impacting the company's public image. At its core, CSR underlines concept of Shared Value, the idea that a company cannot be in conflict with the environment, the people it serves and their values. Examples of CSR include safeguarding the oceans by fishing companies, reducing carbon footprints, improving labour policies, etc. As an organisation, it is best to establish a professional relationship with companies that have a CSR policy in your activity field.

4. Commercial Sponsorships

Similar to CSR, commercial sponsorships involve establishing a professional relationship with firms or companies in order for them to support an organisation's projects and activities. Sponsorship may take the form of financial support, but also goods (e.g.: laptops, printers, furniture, etc.) or services (e.g.: an IT company may redesign an organisation's website).

When approaching a company for support, it is important to present a clear plan of how the organisation intends to spend the received funds, as well as transparent reporting and communication mechanisms.

Additionally, the organisation should offer something of value to the company supporting them, either in the form of increased visibility or advertising, or provide the company with meaningful activities for its employees.

5. Crowdfunding

Crowdfunding is a modern and free method of raising small amounts of money from a large number of people for a common cause or interest. It not only disseminates an initiative, but also allows people to gather online and support an idea they are interested in.

Nowadays there are different online platforms which allow individuals and organisations to raise funds for projects or campaigns, while also ensuring transparency and easy communication between the campaign owners and the donors. Some well-known crowdfunding platforms are Indigogo, Kickstarter, Patreon, and Causes.

For more information about financing rules, consult the ***Erasmus+ Program Guide,*** available at: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en
(Pages 84-88 contain the rules for designing the budget for a mobility for youth workers).

CHAPTER 6

Types of project partnerships. Project partnership practices

What are the different types of project partnerships and the tools to find good partners? How do you communicate with partners and ensure their involvement in the entire project process?

Key Topics

International partnership

International partners generally have the following responsibilities:

- To send participants from their countries to take part in the activities, training courses, etc.;
- To provide trainers, facilitators or other staff;
- To provide visibility, dissemination and evaluation activities;
- To provide input in scheduling and implementing the project activities.

It's important to work with reliable partners. For this we must establish clearly and from the beginning which are the conditions, responsibilities and benefits of each of the parties involved.

Table 8: Tips on how to find reliable partners
Choose organisations that have complementary expertise
Open a call and set out criteria, publish it on SALTO, on our organization's communication channels. https://www.salto-youth.net/tools/otlas-partner-finding/
Choose partner organizations with whom you have already worked and who have produced good results.
Try to meet someone responsible for these organizations in person. For example, in training courses or networking events.
Find organizations that already worked with the topic you want to develop. https://ec.europa.eu/programmes/erasmus-plus/projects_en?fbclid=IwAR3G0vk1gWILIlUjg5LE24VAwG-P2t3W1QE8eEs_vZ2TdbJnREaYEeWG86o

Funding partnership

A funding or financial partner is responsible with providing the money for the project. It can be one partner or more than one.

In the case of Erasmus + projects, the first provider is the European Union, but the project can also be sponsored by other partners as national or local level agencies.

Commercial partnership

A commercial partnership entails working together with a company which makes profit. For example, a catering company could be hired to provide the food and further services. With a commercial partnership a sponsorship is also possible.

In order to establish a commercial partnership, the shared values should be recognized from the start. If one of the company's values is sustainability, this could be taken into consideration when choosing the right partner. Furthermore, it is important to make use of contracts to manage expectations and to have clear agreements.

Depending on the partner you have you can communicate directly by phone and e-mail or by using social media to share content. By using a signed contract in the beginning of the project the details of the involvement of the partner are clear.

For more information about financing rules, consult the ***Erasmus+ Program Guide,*** available at: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en
(Pages 84-88 contain the rules for designing the budget for a mobility for youth workers).

Photo **Gallery**

Project Management 1.0: Introductory Guide for Youth Workers

21st - 29th November, 2019, Nice, France

PART TWO

FACILITATION 1.0

Introductory Guide for Youth Workers

Event Date & Venue

7th - 15th January, 2020
Nea Makri (Athens), Greece

CHAPTER 7

Introduction to facilitation

Key Topics

What is facilitation?

Facilitation in the context of youth work is the process by which a group of young people are supported by a team leader (or facilitator) in reaching objectives and carrying out tasks such as planning a community activity or developing new skills in a training session. Thus, it is more characteristic for a non-formal educational setting.

Facilitation guides a group to identify a problem they face, it equips them with knowledge and skills to tackle it, it supports them in finding a solution to the problem, and it guides them towards putting it into action.

Example. You are the manager of volunteers at your youth organisation and you have just finished recruiting 15 new volunteers. They have different backgrounds, ages, an experience, so you fear they might take time to know each other well, to like each other and work together efficiently [problem].

Therefore, you organise a team building activity over the weekend and hire an experienced trainer to facilitate the activity [knowledge & skills].

Throughout the weekend, your volunteers get to know each other, learn how to manage their differences and how to work together, and come up with practical ideas for their work [solution], which they apply as soon as they return to the office [action].

What is a facilitator?

A facilitator is an individual who, with the help of various processes, methods and tools, enables and supports groups to work and collaborate more efficiently, to make competent decisions, and to reach common objectives.

A facilitator is a helper and an enabler of a group, merely guiding them throughout a learning or work process.

Table 9: Qualities of a facilitator

A good facilitator:

- will guide the group towards synergy;
- will encourage participation;
- will create a safe space, where everyone will feel at ease to express themselves;
- will ensure each participant reaches their full potential;
- will turn a group into a team.

A facilitator should always strive to be:

- **neutral:** to give equal importance to all perspectives expressed by participants;
- **fair:** to treat participants equally, without favouring one over the other;
- **supportive:** to encourage participants to voice their opinions;
- **inclusive:** to take measures to ensure that everyone has an equal voice;
- **motivating:** to make efforts to render the subject at hand engaging and interesting for all participants.

What roles does a facilitator have?

A facilitator can have many roles, some more formal than others. Some of them include:

- **Trainer.** He/ she may be an instructor in a course on digital competences for the volunteers of an organisation.
- **Teacher.** Typical in a formal education setting, teachers may in fact be the responsible for gently guiding students towards their educational goals.
- **Conflict manager.** The facilitator may be the main person ensuring tensions between participants are mitigated and collaborative solutions are found, even for the most difficult situations
- **Leader.** Oftentimes, facilitators are seen as leaders by participants, as they are guiding the flow of the educational/ work activities. Many good facilitators also have leadership abilities.
- **Team player.** A facilitator is sometimes simply a person with great collaborations skills, who manages to efficiently engage his/ her colleagues in whatever task they are solving.
- **Ambassador.** In intercultural contexts or when embracing an idea or cause, a facilitator may convey information or support his/ her cause in a communicative manner.

What skills should a facilitator have?

Being a facilitator is no easy task. As in other fields and professions, a professional will constantly strive to improve their knowledge and skills on the matter. A good facilitator should:

- master facilitation **methodology/**non-formal education methodology
- be able to successfully **plan an educational activity**
- understand and adapt to the **participants' needs**
- be able to **assess participants' learning**
- have good **public speaking** skills

Each of these skills are tackled more in-depth in the following sections.

CHAPTER 8

Non-formal Education

Key Topics

What is non-formal education?

Non-formal education (NFE) refers to any organised educational activity which occurs outside the established formal system, which is curriculum and structure-oriented. It is voluntary, flexible, and involves a rather high degree of spontaneity.

Fordham (1993) identified the following characteristic of non-formal education:

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

Non-formal education methodology

A method is a procedure (or manner) in which an activity is carried out and through which content is delivered to the participants, under the guidance of the facilitator. Methodology refers to the collection of methods and tends to be specific to the field of knowledge or work it is used for.

Non-formal methodology is classified as follows:

1. **Outdoor** – this includes methods where learning occurs in an outdoor setting (hiking, climbing, walking, etc.)
2. **Drama** – incorporates artistic expression into the learning process (improvisation theatre, role play, using music to teach, etc.)
3. **Gaming** – emphasises learning through games (musical chairs, Simon says, etc.)
4. **Experimental learning/ Learning by doing** – refers to those methods in NFE which focus on participants experimenting and applying the learned content.

Characteristics of methods:

- should be replicable
- should be applicable to various educational activities and settings
- usually contain several tools

Tip: Don't fall in love with your methods. Even if you really like one method, always alternate and combine several methods in your activities. This not only creates a dynamic atmosphere, but caters to the participants' different learning styles.

Table 10: Differences between Formal, Non-formal and Informal Education

Formal education	Non-formal education	Informal education
Institutionalised	Voluntary	Life-long learning
Regulated	Can take place anywhere, but usually in training rooms, outdoors	Spontaneous
Based on curricula	Based on an agenda/ schedule	Based on natural curiosity
Mandatory (up to a certain point)		

Non-formal education tools

Tools are concrete instruments/ object that support learning. There are usually one or more tools within each method.

Examples of tools:

- Markers
- Flipchart
- Digital devices
- Digital platforms
- Personal objects
- Cards
- Music
- Handouts
- Lego
- Paper
- Balloons
- Constructions tools
- Toys
- Food

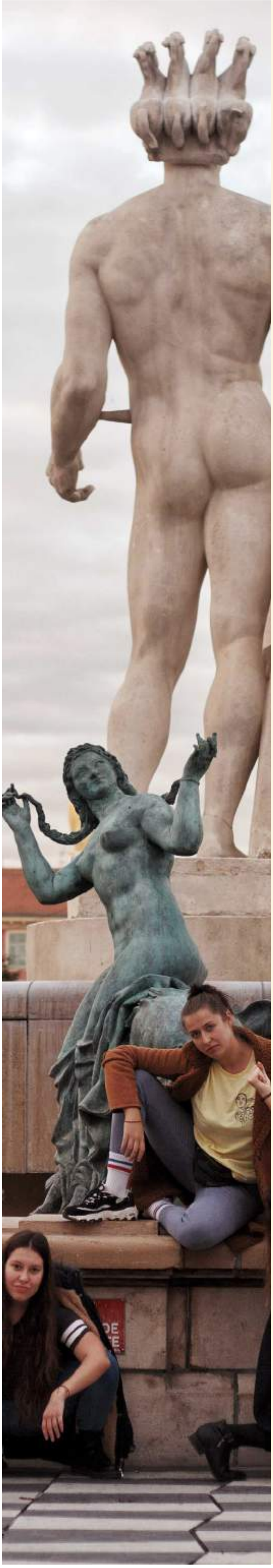
Underlying principles for using tools:

Sustainability. Be mindful of the environment, don't be wasteful. Try to use digital tools when possible and reuse materials.

Flexibility. Be creative and use whatever you have at hand for your learning activities.

Tip: Don't fall in love with your tools.

Table 11: Further Resources
International Cultural Youth Exchange (ICYE), Non-Formal Learning Handbook for Volunteers and Volunteering Organisations (2017): http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf SALTO Youth also offers a great collection of non-formal education methods and tools, which you can browse here: https://www.salto-youth.net/tools/toolbox/
Examples: • Handbook Outdoor activities in non-formal education (2014): https://www.salto-youth.net/tools/toolbox/tool/outdoor-activities-in-non-formal-education-handbook-2014.1585/ • Manual Art In (E)Motion: New A.I.M.s for Non-formal Learning (2015): https://www.salto-youth.net/tools/toolbox/tool/art-in-e-motion-new-a-i-m-s-for-non-formal-learning-a-toolkit-for-non-formal-education.1697/ • Handbook To be or not to be... formal - Tools for recognition of non-formal education in youth and voluntary work (2017): https://www.salto-youth.net/tools/toolbox/tool/to-be-or-not-to-be-formal-tools-for-recognition-of-non-formal-education-in-youth-and-voluntary-work.2033/



CHAPTER 9

Planning an educational activity

As we have seen, facilitation most often happens in a learning environment, when a group of people are guided towards learning goals by a facilitator. In order to be able to successfully plan an educational activity, a facilitator must first understand where learning occurs.

Key Topics

My Learning Path

Learning happens (in/ through):

- individually
- pairs
- small groups
  - o intercultural groups
  - o national groups
  - o randomly divided groups
- segments of the group
- plenary (all participants take part)
- e-communication/ e-facilitation (Example of tools: https://www.menti.com/, https://www.sli.do/)

Tip: Include activities and tools for each of these learning paths and alternate them to ensure a dynamical approach, which caters to every participant's learning style.

Stages in planning an educational activity

An educational activity is in many ways similar to a project and, like any project, it has four stages (or major steps) that are to be followed to ensure its successful implementation.

These steps are:

I. Preparation

1. **Research & needs' assessment.** Any educational activity starts by identifying a need of the participants and conducting research to identify possible solutions to address the need.

2. **Set learning objectives.** Make sure you clearly formulate what you want your participants to achieve by the end of the educational activity. The learning objectives should be SMART (Specific, Measurable, Achievable, Relevant & Time-bound) and should target the participants' knowledge, skills and/ or attitudes in a certain topic.

3. **Identify trainer that will deliver the training.** Choose a person both with expertise in the subject you are approaching and experience in delivering trainings. Involve the trainer in the following steps and/ or give him/ her the freedom to design the training as he/ she pleases.

4. **Assign roles in educational activity.** Verify whether the trainer needs additional support, a co-facilitator, for example, or other team members responsible for logistics, communication, etc.

5. **Create a timetable.** Write down when each learning activity/ step will take place and ensure you have sufficient time to prepare for all of them.

6. **Create content.** Back up your timeline of educational activities with relevant and accurate content on the subject. Conduct research and bring additional resources, which you can provide your participants at the end of the learning activities, should they seek a deeper understanding of the matter.

7. **Choose methods & tools.** Ensure the content in delivered in a time-efficient, yet engaging manner, which sparks participants interest, regardless of their level of the knowledge of the subject.

8. **Plan logistics.** Choose a venue for the educational activity, make reservations, take care of accommodation, food, materials (flipchart, markers, video projector, etc.).

II. Implementation

If you've properly taken care of the first stage of the educational activity, in the implementation stage you should simply carry out the activities as planned, by following the timeline and ensuring all parties involved are doing the same.

III. Evaluation

1. **WHAT?** You may evaluate the following: learning objectives; the methods used, the trainer, etc.

2. **HOW?** Choose the methods for evaluation: a printed or an online questionnaire, a group discussion, a box for post-its with messages from the participants, etc.

3. **WHO?** The person who conducts the evaluations is usually the trainer/ facilitator coordinating the educational activities. Alternatively, the project manager or other parties may conduct the evaluation.

4. **WHEN?** According to the stage when it is conducted, one can have: initial, mid-term, and final evaluation. The purpose of the initial evaluation is to assess the starting point of the participants regarding the subject tackled by the learning activity, while the purpose of the mid-term evaluation is to check progress and make necessary adjustments. The goal of the final evaluation is to assess whether the learning objectives have been achieved.

III. Follow up

As we've seen in the Introduction, facilitation should guide a group towards action. Similarly, a learning activity should not stop after the participants have acquired knowledge and developed new skills, but should apply these assets.

1. **Impact assessment** refers to identifying and measuring the future effects of the educational activity, as well as the changes brought about by the activity (both positive and negative).

2. **Exploitation of results** refers to how the results of the educational activity are used even beyond the activity itself. In general, results should be transferable, replicable, and useful for others.

3. **Dissemination** refers to making the results of the educational activity available for other people, either online (e.g.: articles, a booklet published on the website, social media posts, videos, tweets, etc.) or offline (e.g.: press releases, events, flashmobs, etc).

4. **Coaching.** It may be the case that, at the end of the educational activity, one of the participants is ready to provide training and guidance to other team members, thus becoming a coach and helping with the multiplication of the educational activity.

Learning objectives

As we have seen, setting a learning objective is essential to any educational activity or training, because it is the learning objective (LO) that will drive the organisation of the content, the methods and tools to be used by the facilitator. In a similar way to the educational activity in its entirety, learning objectives go through three stages:

1. Identifying learning needs
2. Formulating learning objectives
3. Evaluating learning objectives

1. Identifying learning needs

Given that facilitation occurs more often in a non-formal educational setting, the learning needs of your participants or target group are the driver of the educational activity – as opposed to, for instance, the school curriculum in a formal educational setting. Successfully identifying these needs is, thus, essential for the project. This may be done by using different methods and at different stages of the educational activity.

Prior to the project/ training (in order to formulate LOs and design the activity):

- ***Brainstorming with partners.*** Sit down or have a video call with colleagues or project and discuss the areas in which you feel your target group needs improvement. Write all ideas down and then reduce the list by filtering the most important and realistic learning needs and by prioritising them.

- ***Research & official statistics.*** Consult official statistics and reports on various topics, as they will confirm or inform your perception about a particular topic. Include these sources in your application and/ or description of the learning activity and the reasons for doing it.
- ***Participants' application forms, questionnaires, etc.*** Identify learning needs straight from your target audience, by inviting them to fill in questionnaires or application forms specifically assessing gaps they identify in their knowledge/ skills on a particular topic.

During the project/ training (in order to adapt the content and delivery of the training along the way):

- ***Brainstorming & other needs evaluation methods.*** As in the previous stage, these methods may be used at the beginning of the learning activity with colleagues, project partners, but also with the participants themselves.
- ***Daily evaluation.*** Although its main purpose is to assess whether the LOs have been achieved, daily evaluation may also provide insight into the participants' learning needs that remain unaddressed.

Examples of learning needs:

Example1: How to apply conflict management techniques with young people.

Example2: How to structure a story in order to deliver a public speech.

2. Formulating learning objectives

A clear LO states what the learner will be able to do or know upon completion of the educational activity. It indicates the desired outcome – in terms of knowledge, skills or attitudes – of the educational offering.

LOs begin with this phrase:

"At the conclusion of this activity, participants will be able to..."

LOs contain action verbs which describe the learning outcome, and which can be measured: *define, identify, describe, classify, apply, develop, create, perform, compare, contrast, design, outline, plan, propose, organise, etc.*

LOs end with a specific mentioning of what the learning will be doing once they have acquired the targeted skill/ knowledge/ attitude.

Examples of learning objectives (LOs):

LO1: At the end of the training, participants will be able to create a webpage by using a content management system (CMS) platform.

LO2: At the end of the training, participants will be able to solve interpersonal conflicts by applying conflict management techniques.

3. Evaluating learning objectives

Once learning needs have been identified and learning objectives formulated, it is time to evaluate whether these objectives have been achieved. This may be done through different methods and by using different indicators.

Evaluation methods are procedures for measuring the progress made during the educational activity/ training. Examples of evaluation methods include:

- Surveys
- Questionnaires
- Group discussions
- Interviews
- Checklists
- Feedback forms
- Debriefing
- Grades
- Testimonials

- Observations
- Photographs

Indicators are realistic and measurable criteria of the progress made during the educational activity/ training. They can be classified as:

a) Quantitative indicators – are expressed in numbers (whole numbers, decimals, ratios, fractions, percentages and monetary values)

Examples:

- the number of people attending a training
- proportion of participants employed after the training
- per capita income
- the number of participants employed at a community organisation
- the number of methods used in the training

b) Qualitative indicators – are expressed in words (either independent statements or value statements/ relative terms, such as "good", "bad", "improved")

Examples:

- increased engagement with volunteer activities and youth work
- greater confidence in personal public speaking skills
- enhanced knowledge of time management techniques
- participation in decision-making at home organisation
- increased group cohesion
- level of Satisfaction with the training/ trainer

Returning to our previous examples of LOs, how could we evaluate them?

LO1: At the end of the training, participants will be able to create a webpage by using a content management system (CMS) platform.

Indicators:

- Each participant is able to name 3 CMS platforms.
- 7 links to webpages created by participants after the training.
- All participants rate their knowledge of CMS platforms after the training as "improved" or "significantly improved".

LO2: At the end of the training, participants will be able to solve interpersonal conflicts by applying conflict management techniques.

Indicators:

» Participants are able to name and describe 3 techniques for conflict management

» Participants are able to apply at least 1 conflict management technique in a simulated situation during the training

When can evaluation be conducted?

- during/ after each session
- daily
- midterm
- final

CHAPTER 10

Learners

Any educational activity would be inexistent without participants – or learners. Although in more traditional approaches learners were seen as passive receptors of the knowledge and information transmitted by the instructor, they are now also understood as sources of knowledge in themselves and as active contributors to the learning process.

There is no such thing as a perfect participant to a learning activity or training session. Therefore, learning to identify and manage problematic behaviours and attitudes in your participants is extremely useful and contributes to the overall success of the activity. Below is a list of learners' "archetypes", simplified models of participants that facilitators are bound to encounter in different settings.

Key Topics

Types of participants

1. **The Challenger.** A participant who disagrees or argues with the trainer and other participants. He/ she may steal time to express himself/ herself more than others.

2. **The Know-it-all.** A participant with a lot of knowledge who is not shy to show it every chance he/ she has. Usually tries to correct statements of the participants or the trainer

3. **The Complainer.** This participant is constantly dissatisfied (with the training, with the accommodation, with the food, with the weather, etc.). Likes to point out mistakes in a critical way.

4. **The Erasmus+ Crocodile** is a participant with a secondary agenda, whose interest in attending the training/ project is driven by touristic concerns. They apply because their main interest is travelling cheap or even for free (or getting a visa) and visiting around. They are usually quite apathic during the training sessions but very active on social media, posting pictures and videos of the touristic attraction they've seen.

5. **The Erasmus+ Dinosaur** is a type of participant who has attended many projects in the past and who enjoys traveling and taking part in such projects indefinitely. They are serial participants who, although not usually disruptive for the training session, are unlikely to apply much of what they have learned in the training.

6. **The Drama Queen/ King.** Similar to The Complainer, The Drama Queen/ King finds a fault in everything and likes to exaggerate the problem. This type of participant is an attention seeker par excellence.

7. **The Truly-in-love (with the trainer).** This type of participant is usually "harmless" – he/ she will not disrupt the training session – but will compliment the trainer constantly (on his/ her methods, personality, knowledge, etc.), making which may make the trainer and the other participants uneasy.

8. **The Silent One.** A participant who likes to keep a low profile, who rarely expresses himself/ herself and brings little contribution to the discussion. This may be due to the fact that he/ she is shy or to not being interested and engaged in the activity.

9. **The Apathic.** Similar to The Silent One, The Apathic rarely expresses himself/ herself during the session and is very difficult to engage in the activities, which puts him/ her at risk of dropping out of the training.

10. **The Party Starter.** Usually prefers to go out clubbing or stay out late and drink. While he/ she may help with creating a better social bond within the group, The Party Starter can be very disruptive for the learning dynamic. He/ she needs clear instructions and rules in order to ensure that the other participants are not set off course.

11. **The Social Butterfly.** The "cousin" of The Party Starter, The Social Butterfly enjoys attention and is more interested in the social aspects of the training. While disruptive at time, he/ she may also be useful for the trainer if asked to organise social events like games, dances or cultural evenings.

12. **The "Sorry/ Excuse me".** This type of participant constantly disrupts the sessions with requests for clarifications and explanations. They usually do not pay enough attention during the sessions or are completely out of their depth with the topic at hand, so they require quite some effort from the trainer.

Most often than not, participants display some traits of several types of learners and rarely in extreme forms. Nevertheless, it is important for a facilitator to manage these disruptive behaviours as best as possible.

This may be done either one-on-one, through individual discussions with the participant, or collectively, with the entire group. One way to address this issue is to try to identify the participant's need or problem that is causing the behaviour and to try to resolve it.

Participant profile

What is also important when designing an educational activity is to keep in mind the profile of the participants that will be attending your sessions. An assessment of their profile will entail changes and adaptations in the content you deliver, as well as the methods and tools you use.

Participant characteristics:

- Level of education
- Occupation
- Experience
- Language skills
- Age
- Mixed abilities
- Participants with fewer opportunities
- Gender
- Nationality/geographic location/residence (there has to be balance in the selection of participants according to their country of residence).

Tip: Participant profile is very important from the preparation stage of the educational activity. In an Erasmus+ project, this stage is the application, which should include details about the participants targeted for the training sessions.

For example, when describing the **age** of the targeted participants for your training, mention that you are looking for participants between 13 and 30 years old (4 participants), while group leaders will be above 18 (1 participant) – if you are applying for a youth exchange. For projects involving mobilities of youth workers, mention that there is no age limit for the participants, but that, for practical concerns, you will only select participants who are above 18.

In terms of **gender,** it may be a good idea to ensure gender balance, i.e. the number of selected participants is proportional to the number of applications received. Make sure to describe what you understand by gender balance in the application form.

CHAPTER 11

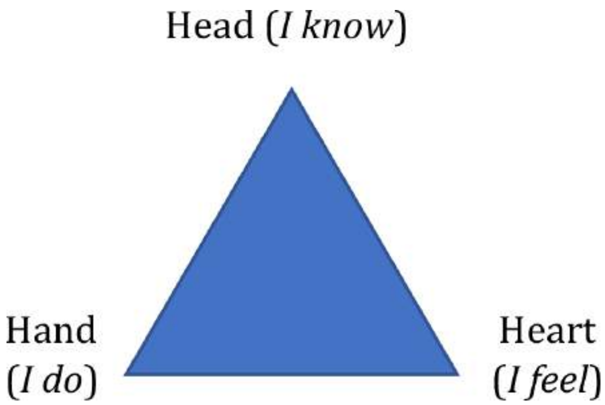
Theoretical models for non-formal education

When planning an educational activity, it is recommended to use theoretical models as a foundation for the content and learning objectives which are to be followed. This ensure higher quality in your sessions.

Key Topics

Competences of Learners – The 3H Model

Originally used in change and transformation studies and work, the 3H model may be adapted to non-formal learning. The model can be visually represented as follows:



The three sides of this triangle refer to areas of learning that you, as a facilitator, may seek to develop during your learning activities/ training sessions:

- **Head** – refers to **knowledge**, to the information that participants acquire during the educational activity.
- **Hand** – refers to the **abilities/ aptitudes** that participants develop during the training session. Also known as **hard skills.**
- **Heart** – refers to the **attitudes** that participants develop as a result of attending the training. Also known as **soft skills.**

A well-balanced training will tackle all three dimensions equally.

Tip: Include this model and describe how you will implement it in the application form for the training session.

Table 12: Further Resources - 3H Model

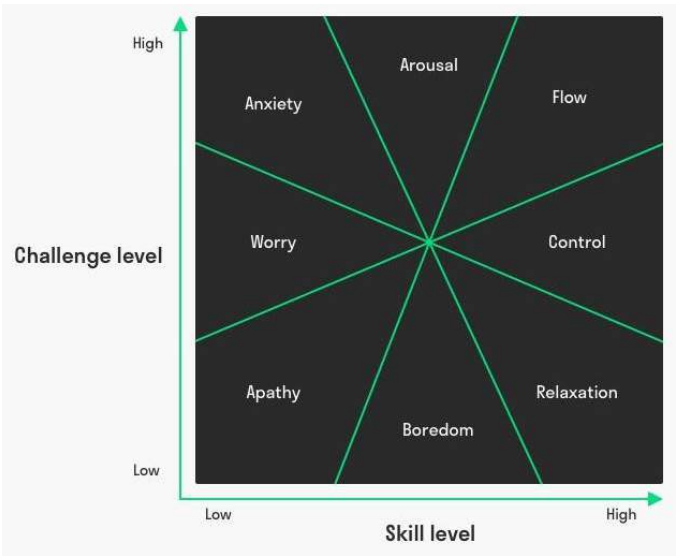
The 3H model is widely used in youth work and in Erasmus+ projects. For instance, it serves as a basis for:

- The key competences framework for YouthPass (revised in 2018): https://www.youthpass.eu/sk/help/faqs/keycompetences/
- ETS (European Training Strategy) Competence Model for Trainers: https://www.salto-youth.net/downloads/4-17-3862/ETS-Competence-Model%20_Trainers_Amended_version.pdf

The Flow Model

The Flow Model was first developed by the American psychologist Mihaly Csikszentmihalyi, one of the founders of the so-called "positive psychology". The model describes the mental and emotional states of learners during a learning activity and can serve as a basis for designing and adapting educational activities so as to ensure that each participant's potential is explored and that all individuals are engaged in the activity.

The model plots participants' reactions to the activity according to two dimensions: the level of skills they have regarding a particular topic (horizontal axis) and how challenging they perceive the activity or task to be (vertical axis). For instance, in a training on social media metrics, a participant with beginner knowledge and skills in the topic will feel very anxious when asked to identify on his/ her own the peaks of audience engagement of the Facebook page of his/ her organisation.



A simplified version of The Flow Model describes four main outcomes:

- **(low skills – low challenge)** If the tasks are constantly perceived as easy by the participants and they do not feel motivated to engage with them, the participants will be apathetic;
- **(low skills – high challenge)** If the tasks are challenging, but the participants do not have the skills to solve them, you can expect anxiety;
- **(high skills – low challenge)** If the participants do not feel interested or challenged by the tasks and are already skilled or professionals, they will be bored;
- **(high skills – high challenge)** If the tasks are both challenging/ motivating and they develop the skills of the participants, then you reach the "flow" , i.e. participants are engaged, actively contribute to the session and feel they are learning.

A good facilitator works on gradually "building the flow" during the training course, starting from low skill/ low challenge and progressing to high skill/ high challenge. Usually, the "flow" moment is reached half-way through a session, when the participants feel confident to approach the task. In this moment, the facilitator should plan a productive activity: for instance, as the participants to make a video, write a project proposal, etc.

How do you know that the participants are in the flow? It is when they are focused and curious, and they have a sense of ecstasy and inner clarity; they feel the activity is doable and they are motivated.

Tip: Pay attention to how you plan breaks: long lunch or coffee breaks are bad for the "flow", because they interrupt the productive process.

Table 13: Further Resources - Flow Model
Further resources: Toolshero, The Flow Model by Mihaly Csikszentmihalyi: • https://www.toolshero.com/psychology/flow-model-csikszentmihalyi/

(Self) Assessment of Trainer Styles. An Adaptation of the Blake-Mouton Managerial Grid

A model adapted and developed by Alexandra Columban & Violetta Marzialetti

A successful trainer always performs a series of roles during their training sessions, but also beyond, during the breaks and leisure time activities, when they interact freely with the participants. Some of these roles include facilitation, leadership, management (of people, tasks, time), communication, and conflict resolution.

As a (future) trainer, it is essential to constantly assess one's performance and improve the content, the methods, and the overall delivery of the training sessions. While training and facilitation knowledge may be easier to acquire, adapting your training style is more challenging. This is why a theoretical model – The Blake-Mouton Managerial Grid – may come in handy.

The Blake-Mouton Managerial Grid was first developed in the 1960s by management theorists Robert Blake and Jane Mouton, who created a model to assess l**eadership styles** according to whether the leaders/ managers were more likely to be people-centred or task-centred. Drawing on the similarities between a leader and a trainer, we adapted this model to a training and non-formal education context. As such, we created a questionnaire assessing whether respondents are more oriented towards **people** or towards **learning objectives.**

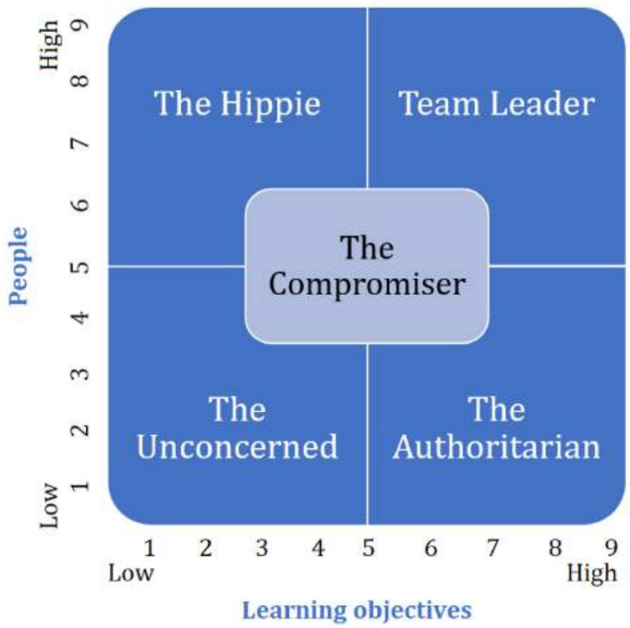
A trainer who is more:

- **People-centred** is a trainer who takes into consideration participants' needs, interests and sensitivities, and does their best to accommodate them. They also consider the participants' strengths and weaknesses when designing and involving them in educational activities.
- **Learning objectives-centred** is a trainer who focuses on achieving tasks, on efficiency during the sessions and on high productivity.

Half of the questions in the questionnaire assessed the former dimension and half assessed the latter (18 questions in total). Participants were asked to rate how frequent they engaged in a certain behaviour, on a scale from 0 to 5, where 0 indicates "never" and 5 indicates "always".

For example, question 12, related to people, read as follows: "I enjoy explaining the details of a complex task or activity to my participants." The final score was then calculated by adding the scores for each corresponding dimension (people and learning objectives, respectively) and multiplying it by 0.2.

The result was then plotted on the grid below (Figure 1). For instance, if a trainer scored 7.2 on the learning objectives dimension and 4.7 on the people dimension, he or she would have an authoritarian training style.



The Blake-Mouton Managerial Grid adapted to Trainer Styles

From the scores on the two axes emerge 5 trainer styles:

- **"The Unconcerned":** a trainer who has a loose people and task management style, who is neither particularly concerned with reaching the learning objectives, nor with considering participants' needs or the group dynamic.
- **"The Authoritarian":** a trainer who is focused on reaching the learning objectives and respecting the initial schedule. They style is autocratic and inflexible and leaves little room for cooperation and collaboration among the participants.
- **"The Hippie":** a trainer who values their relationship with participants and group dynamics above all, and who is reluctant to use coercive tactics with them. Instead, they focus on rewards and incentives to motivate participants.
- **"Team Leader":** a trainer who pays close attention to both learning objectives and participants' needs and interest, engaging them through intrinsic motivation. Generally, this is the most efficient and appreciated type of trainer.
- **"The Compromiser":** a trainer who balances people and objectives in a non-demanding and rather relaxed way, managing to fulfil tasks and people's needs in a merely satisfactory way.

While the most desirable position is Team Leader, the other four training styles may also have their advantages according to the circumstances.

For instance, industrious, yet shy and reserved participants would benefit greatly from a "Hippie" trainer, while unmotivated participants could become more engaged in a training led by an "Authoritarian".

Special thanks to **Alexandra Columban and Violetta Marzialetti** for proposing this workshop

ANNEX: SELF-ASSESSMENT TRAINER STYLES

Below is a list of statements about trainer styles. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. If you are not a trainer, imagine how you would behave if you were one. For best results, answer as truthfully as possible.

never		sometimes		always	
0	1	2	3	4	5

1. ________ I encourage my participants to get involved when it comes decision-making time and I try to implement their ideas and suggestions.

2. ________ Nothing is more important than achieving a learning objective.

3. ________ I closely monitor the schedule to ensure the learning activities will be completed in time.

4. ________ I enjoy providing participants with as many explanations needed until they understand the topic at hand.

5. ________ The more challenging a task is, the more I enjoy it.

6. ________ I encourage my participants to be creative during the sessions.

7. ________ When I have to deliver a complex session I make sure that I pay close attention to every detail.

8. ________ I find it easy to carry out several complicated tasks at the same time.

9. ________ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.

10. ________ When correcting mistakes, I do not worry about damaging my relationships with the participants.

11. ________ I manage my time very efficiently.

12. ________ I enjoy explaining the details of a complex task or activity to my participants.

13. ________ Breaking the main learning objectives of my sessions into small manageable objectives comes naturally to me.

14. ________ Nothing is more important than building a great team.

15. ________ I enjoy analyzing problems.

16. ________ I honor other people's boundaries.

17. ________ I find it very easy to guide my participants on improving their performance or behavior.

18. ________ I enjoy improving my knowledge and skills on project and financial management in order to be a better trainer.

SCORING SECTION

After completing the Questionnaire, transfer your answers to the spaces below:

PEOPLE

Questions 1.______, 4.______, 6.______, 9.______, 10.______, 12.______, 14.______, 16.______, 17.______

TOTAL ________ x 0.2 = ________ (Multiply the Total by 0.2 to get your final score)

LEARNING OBJECTIVES

Question 2.______, 3.______, 5.______, 7.______, 8.______, 11.______, 13.______, 15.______, 18.______

TOTAL ________ x 0.2 = ________ (Multiply the Total by 0.2 to get your final score)

Table 14: References:
Mind Tools, The Blake Mouton Managerial Grid. Leading People and Producing Results, n.d. [Online] at https://www.mindtools.com/pages/article/newLDR_73.htm (accessed January 19th, 2020).
Molloy, L. Peter, A Review of the Managerial Grid Model of Leadership and its Role as a Model of Leadership Culture, 1998. [Online] at https://pdfs.semanticscholar.org/c923/cfbb84a87e9b0dc56d3fa59c6f6500b34961.pdf (accessed January 19th, 2020).
The Blake and Mouton Managerial Grid - Leadership Self Assessment Questionnaire, n.d. [Online] at https://www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf (accessed January 19th, 2020).

CHAPTER 12

Public speaking

A phobia for many, a passion for some, public speaking is definitely a skill that facilitators should master. Public speaking can serve a multitude of purposes, from transmitting information and story-telling, to persuasion and entertaining the audience. If you're not confident in your public speaking skills, follow the tips and tricks below and, of you are, make sure not to get carried away and steal the show.

Key Topics

Public Speaking Tips & tricks

1. **Make dramatic pauses** to emphasise important moments in your speech and to capture your audience's attention.

2. **Look at your audience and make eye contact** with as many people as possible. This way, they will feel included in your speech.

3. **Involve the audience** by asking questions or by calling people by their name.

4. **Walk around** and cover space for a more dynamic speech.

5. **Pay attention** to the tone of voice and to your pronunciation so that the audience is able to hear you, understand you and follow you easily.

6. **Use personal examples.** It brings the participants closer and makes you more relatable.

7. **Use self-deprecating humour** so as not to appear in a position of authority and, again, to make yourself more relatable.

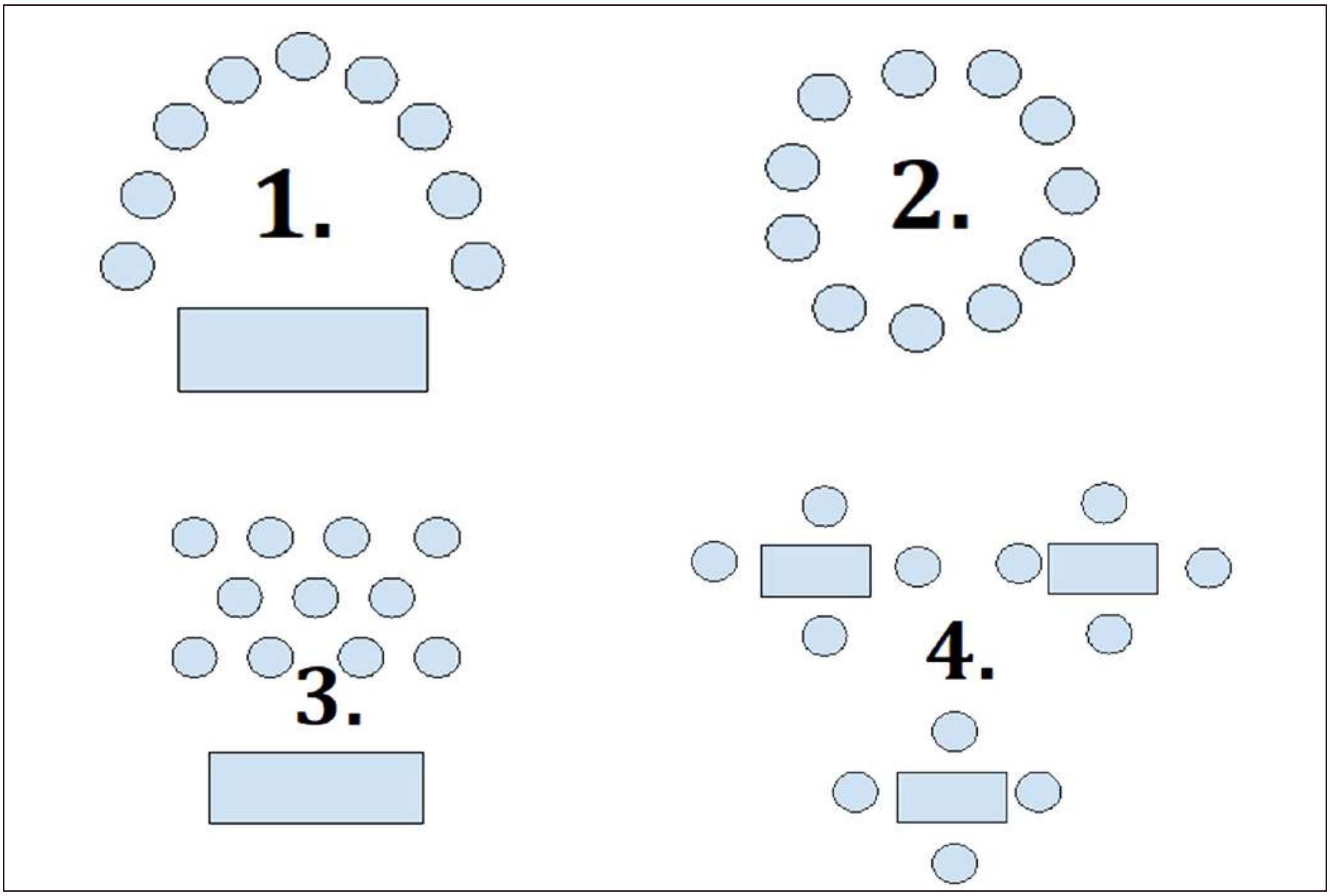
8. **Body language and nonverbal communication** carries most of the message, so make sure your body language does not call attention to itself, but delivers your message without distraction.

9. **Adapt your vocabulary to the audience's level of understanding.** This may be particularly useful in intercultural groups, where participants have different language skills.

CHAPTER 13

Room layout

Key Topics



Room layout

Last but not least, a facilitator should pay attention to the room layout when designing an educational activity. Oftentimes, the layout of the training room and the positions of the chairs (and desks) can affect the quality of the educational activity, as well as the group dynamic. It is therefore important to plan the layout in advance, in accordance with the learning activity, method and tool(s) you intend to use.

The most common types of room layout are:

1. **Half circle**
2. **Circle**
3. **Classroom**
4. **Stations**

There is no such thing as the perfect room layout, but rather more or less appropriate layouts depending on the activity.

For example, a half circle display of chairs is suitable for a presentation or lecture or for watching a short film, while work stations are efficient for more in-depth discussions of a limited number of participants (group work).

The layout of a room should reflect the methods and tools used by the facilitator during the sessions and should, thus, change from one activity to the other.

Tip: Take advantage of your environment and use it.

Photo **Gallery**

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