# Let It Be
## Project manual

23rd May-1st June, 2017, Bánk, Hungary

Training Course funded by Erasmus+,organized by

Association Co– Efficient

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# Introduction

Main aim of the project was introducing and practising the method of peer supervision, thus giving a new tool in the hands of the participants to help improving their professional lives. The project also aimed at raising awareness about the importance of self-reflection and self-knowledge activities to help processing experiences gathered as youth workers. This was also helped by looking at facilitation in details throughout the course — what tools, techniques are used when and with what purpose.

Participants developed understanding and had practice in the use of certain methodologies, with a special focus to peer group supervision.

During the training we used the tools of non-formal education: debates, simulations, structured discussions, group presentations, self-knowledge exercises and the tool of peer group supervision.

Host: Association Coefficient

Grant: Erasmus+, Key Action 1, Training Course (Programme countries)

Dates of the project: 05.23.2017—01.06.2017

Partners: Zamojskie Centrum Wolontariatu, ASOCIATIA NEVO PARUDIMOS, Diabetes, prediabetes and metabolic syndrom, Network for European Citizenship and Identity [NECI], EDUcentrum o.s.,The Exchangeables (NL)

**During the 9 days training participants got knowledge and experiences about:**

- Erasmus + and YouthPass processes and their key points of organisation

- Description and use of tools in group management

- Various NFL methods

- Communication, management techniques by non- formal learning

- Key points of creating a case study

- Peer supervision, its relevance, methodology and practice

- The importance and practice of self-knowledge techniques

- social and personality connected  competences, the following skills were highlighted by the participants (more than half of the group stated): team work, self-knowledge, self-confidence, efficient communication and building relationships.

- Intercultural communication, multicultural attitude and professional use of English.

# About Erasmus+

This project is co-financed by the Erasmus+ programme of the European Union.

Erasmus+ aims to strengthen the quality of youth work and non-formal learning for young people in Europe.

It provides opportunities for young people to experience learning mobility in Europe and beyond and for youth workers to develop their interpersonal skills and improve their employment prospects through training and networking opportunities in Europe and beyond.

Opportunities for young people to participate in activities abroad, including:

- Youth exchanges;
- Voluntary Service;
- Large Scale EVS projects .
- Opportunities for youth workers to take part in activities abroad, including:
- Training and networking events;
- Job shadowings.

Opportunities are available to the following individuals and organisations:

- Young people aged between 13 and 30;
- Youth organisations based in the EU and outside the EU;
- Other stakeholders with an active interest in youth issues.

Please consult your local National Agencies website or the website of the European Commission for further details.

# Partners

## Host



ASSOCIATION FOR COMMUNITY DEVELOPMENT
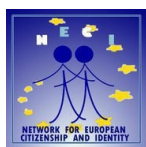WWW.EGYUTTHATO.EU
INFO@EGYUTTHATO.EU

## Partners:

Asociatia Nevo Parudimos

nevoparudimos.ro

Zamojskie Centrum Wolontariatu

http://wolontariatzamosc.pl

Network for European Citizenship and Identity [NECI]

www.necieu.wix.com/neci

EDUcentrum o.s.

info@educentrum.eu

**Diabetes, prediabetes and metabolic syndrome (DiP) (BG)**

**https://www.credoweb.bg/page/24911/sdruzhenie-diabet-prediabet-i-metaboliten**

**The Exchangeables  (NL)**

**info@the-exchangeables.org**

**LET IT BE**
www.egyutthato.eu

Erasmus+

# Agenda of the TC

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 8:00-9:00 | ARRIVAL | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 09:00-12:00 | | Presentation of the project Group integration | Erasmus+, YouthPass | Contracting, The role of the rules in the group integration | Working methods in these roles: reflection, feedback, paraphrase… | CITY GAME - Székesfehérvár | Introspection (self –supervision)- traditional European supervision, How to use this?Case study | Peer Group Supervision II. | Self-knowledge: what's in it for me | Evaluation, youthpass process |
| 12:30-13:30 | | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | DEPARTURE |
| 14:30-16:30 | | Group integration | Differences and similarities along responsibility: trainer, facilitator etc. | Motivation, trust in the group | Working methods in these roles: reflection, feedback, paraphrase… | Preparation for the case study | Peer Group Supervision I | Co –training, one or more trainer in the program? | Evaluation, video interview | |
| 17:00-19:00 | Introduction of the host organisation, technical information | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | Reflection Group Team Meeting | |
| 19:00-20:00 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | |
| 20:00 | | Intercultural night | Intercultural night | Games & fun | Games & fun | Preparation for the case study | Preparation of the Karl Popper debate | World Café | Farewell party | |

# Group integration

**Ice breakers:**

Ice-breaking and team-building games serve as a starting point for an international project using non-formal education as a principle. Participants get to know each other and form a team in the process, which is a key component regarding group dynamics and a crucial factor regarding quality learning outcomes.



Activities used were "Speed Date" and "Walk & Talk".

This is very good method to exchange a lot of information in a group in a very short time. Participants have chance to interact with every member of the group and to get some info about others.

**Group Agreement, Learning objectives, fears & expectations:**

Group contract, fears, expectations and contributions are essential information to be completed at the beginning of each international project.

Participants share their fears and expectations towards the TC by writing them briefly on slips of paper of two different colours. On a third paper they note their learning objectives they hope to achieve by the end of the TC. Paper slips of these three categories are collected on a single flipchart paper to be pinned on a wall in the training room so that participants' fears and hopes stay in fore all along the programme.



Participants were encouraged to identify the fears and expectations as well as their learning objectives – skills and competencies they whish to improve – in order to dispose a base to build on during the TC. Specifying their learning objectives helped them to find the main fields of interests and improvement.

The exercise was followed by designing the group contract: participants developed their own suggestions in small working group which was followed by a plenary session facilitated by the organizers and leaders. The process was preceded with short discussion on how to formulate 'good rules', which are followed by the community, definition of 'rules' and general place of them in our lives. Exercise was followed by debriefing on the learning process.

# Erasmus+ & YouthPass

One of the first workshops was about Erasmus+ projects and the YouthPass process itself. Some of the participants had more experience in Erasmus+ projects, but it gave a good opportunity to analyse the projects from a techniqual point of view.

What roles are involved, what are their responsibilities, what sort of preparations a facilitator/trainer/host/group leader has to make at what stage for a successful project.

Key competences were introduced in an exercise where the participants needed to compare and connect their learning objectives and the key competences.



**Learning styles:** Part of the demonstration of the YouthPass project was an exercise about different learning styles. The participants had to make a juggling ball by the end of the session. They had three different means offered with the instructions. One was a video ion Youtube, one was a "professor" showing them how to do it and the last one was solitary work, simply looking at the materials and figuring out what to do with it. Participants made a self-evaluation on which way they are comfortable making the juggling balls, then got to work. At the end of the exercise we evaluated each learning experience.

**Living Library:** This tool is to efficiently share experience and intelligence using the knowledge already present in the group. Four participants were asked to share about their Erasmus+ experience and responsibilities. Then the group was split into 4 smaller groups and one by one they visited each "stop" to hear and learn about that specific participant's expertise. The topics were: youth exchanges, EVS volunteers, strategic projects, running projects of the host association.

# Reflection Groups



Aiming to raise awareness about self-knowledge and self-development, the TC, above the usual YouthPass processes, set apart a longer period of time, an hour daily for the reflection groups.

Reflection groups generally serve to give space and time for participants to think over the processes of the day. It allows them to reflect on their current state, on how the workshops, the group dynamics, their expectations etc. affect them. It is a space to formulate new insights and personal learning outcomes.

One of the first tasks at the beginning of the TC was to create a little booklet for each participant . The function of the booklets was to use it day-by-day as a journal for reflections, insights.  Writing in them was highly recommended by the trainers  and  the benefits of supporting the process with using the booklet was described in details.

The reflection groups were formed by  splitting the full group to reach a smaller numbers with more intimate atmosphere to enable deeper sharing. They were closed groups with no member changes and with one moderator each.  The last thing after the daytime workshops was to gather in the reflection groups to process the day. Various techniques were used for personal sharings. Sometimes the participants were asked to choose "mood cards" to show how they felt, visual and spatial demonstration was also used to refer to one's state. For more detailed sharings and expression verbal sharings and moderated discussions were the chosen methods. Part of the hour then was used to write into the reflection booklets.



Some feedbacks were given about how this made the experience special, because participants felt that after the workshops and using the cognitive functions the emotional grounding and monitoring of one's state was also possible.

# Participant workshops

**The purpose of the participant workshops:** One of the training course's basic concept was to allow participants to reflect upon what they do as youth workers and how they do it when they are working with groups or individuals. This required and analysis of group management, means and tools of facilitation, different roles and responsibilities a group leader could take. Thematic workshops referred to each topic and for better learning and versatile examples the participants were encouraged to lead each workshop themselves then learn and progress from the feedback received from the group after the activities.



**Differences and similarities along responsibility: trainer, facilitator, educator, coach, mentor:** The first participant workshop used handouts and peer group learning then a plenary discussion to grasp the essential qualities, the main differences and the key responsibilities of each role that a youth worker can take in local and international projects.



**Contracting, the role of the rules in the group integration:** A game was conducted by the participant as a simulation of the importance of rules and adhering to them in the group in order to achieve the targets. The TC's group agreement was also revisited and some key points were emphasised.



**Motivation, trust in the group:** A short weather-check was conducted in the beginning of the workshop to involve all participants and give the opportunity for the group to monitor their own state. Then the topic of trust was brought to life with a longer trust game.

**Working methods in these roles: reflection, feedback, paraphrase, emphaty, intuition, mediation, questioning techniques, etc.:** To work with this topic several different designs were used like monitoring the workshop leaders way of managing the group and conducting the excercise. Role-play games were a tool to describe the importance of empathy as an essential tool.After each workshop the leaders received contructive feedback from the group about their facilitation-
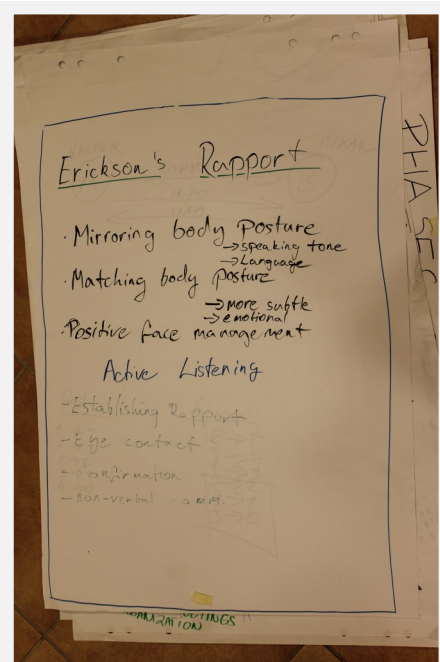
# Communication and Motivation

The session started with a simulation of different types of leadership and its influence on motivation and the outcome of the task. Three participants volunteer and then leave the room. The facilitator asked the rest of the group to remain silent observers but pay close attention on the manner he would communicate also on the reaction of the three participants in the task. The participants come in one-by-one, blindfolded and then in different ways are told to throw pens into a box. The way the instructions are given hugely differ following the characteristics of Kurt Lewin's autocratic, democratic and lassiez fair leaderhip styles. After the excercise there was a reflection from the participating volunteers to tell the group about how they felt during the task. Then the group spoke about their observations and there was a brief reflection on the theory of the leadership styles and what correlations they found between the leadership styles and the motivation in different groups.
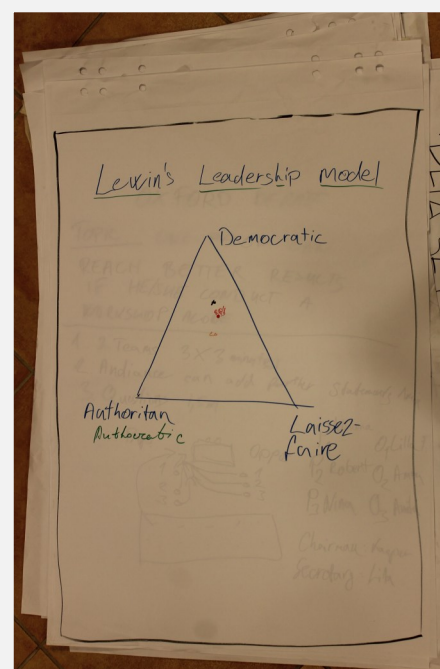
Then an excercise was conducted with two volunteers. The volunteers needed to describe a geometrical image consisting of multiple shapes and the others were to draw the image based on the instructions. First volunteer had to face away from the rest of the gorup and the gorup wasn't allowed to ask questions from them. Second volunteer was facing the group and they could give instructions to the group and the group was allowed to ask clarifying questions. After the two phases we have compared the results of the rounds and the differences in how the participants felt during the process. Then we reflected on the motivation connected to different communication settings.

Then two volunteers were asked to model different situations and relationships without using verbal conversations. Then in a plenary discussion the group gathered the main characteristics of non-verbal communication and metacommunication. We referred to Erikson's rapport, a useful concept for facilitators and generally everyone working in the social field. We analyzed how the rapport can be established and bring examples from the groups' former experience.

# Oxford debate

Structured debate is a way to improve communication skills and can be a great tool to develop a crucial skills of young people: forming fact based arguments. At the traning this tool had a second function besides familiarising the participants with this method. The debate gave a frame to process one of the TC topics: **Co – training, one or more trainer in the program?** Here's the brief description of the method.

## 1. Opening Words by the Chairperson

The Chairpeson, who should always be addressed as Mr/ Madam Chairperson, will open with a few words on the debate and voting procedures. The Chairperson will then call on the first speaker to begin the debate.

## 2. The First Speaker for the Proposition

It is the duty of the first speaker for the proposition to introduce the other guest speakers.

## 3. The First Speaker for the Opposition (4min.).The first speaker should then briefly introduce thesis of the debate.

The Chairperson will thank the speaker and call upon the next speaker.

## 4. The Second Speaker for the Proposition The second speaker should give arguments why thesis is right

The Chairperson will thank the speaker and call upon the next speaker.

## 5. The Second Speaker for the Opposition The second speaker should answer to arguments from Proposition team and to give arguments why thesis is not right.

The Chairperson will thank the speaker and call upon the next speaker.

## 6. The Third Speaker from the Proposition. The third speaker should sum up debate.

The Chairperson will thank the speaker and call upon the next speaker.

## 7. The third Speaker from the Proposition. The third speaker should sum up debate.

The Chairperson will call an end to the debate and call for the voting to begin.

## 8. Voting

This would be by:

-writting 'P' on the card if you vote for Proposition or 'O' if you vote for Oposition;

-by writting the name of the best speaker on the card.

# Case studies & Peer Supervision

**Case studies:** As a preparation for working with the method of peer supervision a structural overview and guidelines were offered by the trainers for the participants to write about one of their cases. This work was done in solitude to guarantee that the right case is chosen and that it can be described in details and the key points are seen by the reporting participant. Ethical guidelines were also provided by the trainers, masking all personal information.

**Peer group supervision** is an effective form of leaderless peer group counselling. Participants use the peer group as a space to raise and discuss difficult issues of their everyday work-life in order to have the outside perspective and a

better chance for a solution. Through practicing peer supervision it's possible to manage professional problems in a better way and reduce stress. Peer Group Supervision can be a suitable method for people working in the social field, complementing or substituting clinical supervision. Since the social and helper professions are especially prone to burn-out, the main target professions are: teachers, social and youth workers, counsellors, mediators, psychologists, therapists, legally responsible guardians, carers etc. More information about the method is available on www.peer-supervision.com.



Introduction and analysation of the method was done through peer learning, group presentations and a simulation of the process. This ensured that every participant had enough theoretical knowledge to start the more significant part of actually practising peer group supervision.

**Practising peer group supervision:** Groups were made according to areas of expertise and a formerly filled questionnaire about self-reflection at daily work. Then a full day was delegated to working in these groups, so all participants had a chance to present their formerly summoned cases. Sufficient time and flexible time managment, private space and a non-disturbed work process was granted to each group so discussions and sharing could go deep enough to bring a desired solution. Groups were also given a chance to decide after the first round of case presentations to shuffle groups if the group dynamics weren't satisfactory. One of the four groups felt there was less experience in the group to give each other constructive suggestions so this groups members were then put into the other three groups that decided to stay together. Overall the feedback and the evaluation of the peer supervision process was positive and participants said they could take it and use it in their work life.

With the agreement of the participants the secretary notes taken from the presented cases got typed in and sent to the trainers so they can be shared or used as dissemination of the project.

Evaluation of the process was delivered during the process after the first „trial" round and partly in the later described World Café program.

# Self knowledge



**Self knowledge:** During the training each activity was conducted to give chance to the participants to reflect on themselves and on what they actually do and why they are doing it. The experinces of each workshop were analysed on a meta level.

To follow and round-up this pattern the last part of the training course was a brief reflection on self-knowledge and self-development as professionals. The activity designed for this consisted of three parts.

First, the participants were asked to create a line-drawing of themselves then to add adjectives, characteristics in two cathegories. Features they thought about themselves they had were suppose to go inside the drawing symbolising themselves. Outside of the figure other qualities were listed that they considered the others think about themselves. After the longer reflective time given for this activity participants were asked to stand-up with their picture. Pairs were formed with the aid of a short 3D questionnaire— participants made steps towards other participants they thought they had the most conversations with, they had the deepest debates, etc. Eventually pairs were formed with the instruction of being able to share about their drawings. Pairs were asked to discuss their images with special attention to controversial qulaities and congruences between what qulaities they listed they thought and others thoughts of themselves.



After the deeper sharing pairs were invited back to the big circle and were asked to pass their images around. Each person could have a look and add qualities they thought were missing from the former list. This way all participants could give a feedback about everyone's professional personality. The images were full of constructive feedback by the end they circulated back to their owners. It was a good opportunity for reassurance to each member and to take a final look at what each participant could give and teach each member of the group on a professional level.

# Evaluation



Evaluation of the training course and the participants' own learning got a bigger emphasis due to the topic of the TC. To accommodate this various tools were used. „Potato" was to give us a visual feedback about the satisfaction with each factor of the TC, „3D questionnaire" gave space to the participants to ask their own questions too.

Other methods of evaluation were the quantitative and qulaitative questionnaires that participants were asked to fill to give the trainers and the partners information about the effectiveness and success of the TC.

Video interviews were created with two main questions: evaluation of the TC from the perspective of own expectations and a message to the group. Later on the last day we all have watched this short videos together. Another tool that was used is „World Café", the desctiption of this method and the topic follows now.

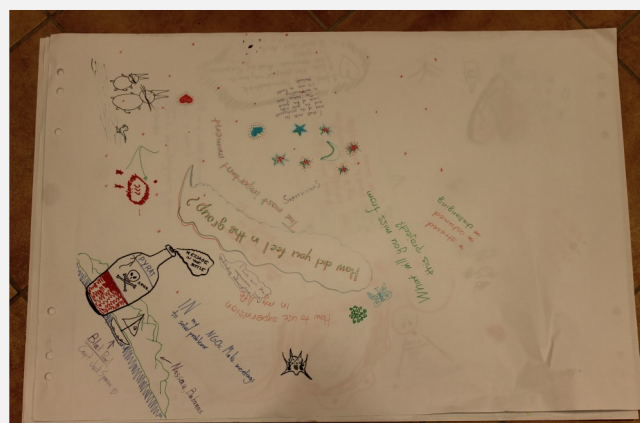World Café: The group was split into four smaller groups. Each table discussed the same set of questions, but after each question with the exeption of one person per group all participants found a new table for the next question to discuss. This way the opportunity is given to discuss the questions with many members of the group and the splitting helps the diversity of experession.
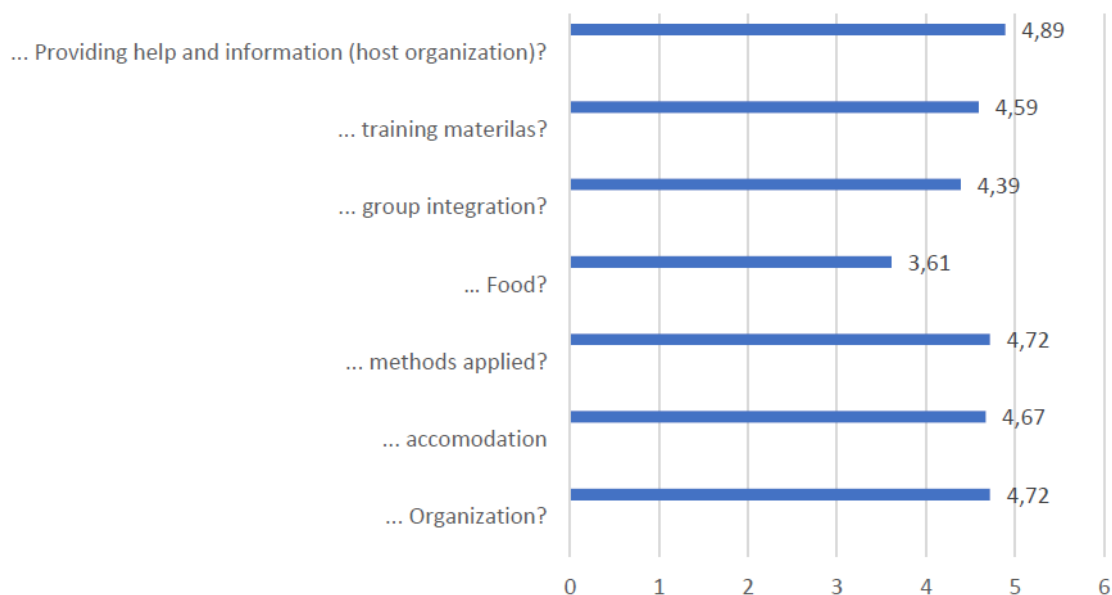


In this case following from the main activity of the day before, the first question was to discuss the peer supervision groups briefly then the questions branched out to more general questions of group dynamics. Each question and table constellation had 5 minutes to discuss then each round started with a brief summary from the previous rounds by the one patricipant who stayed at each table.

At the end of the day the video interviews were streamed and there was the cermony of receiving YouthPass

# Evaluation

## How were you satisfied with...

| Category | Score |
|---|---|
| ... Providing help and information (host organization)? | 4,89 |
| ... training materilas? | 4,59 |
| ... group integration? | 4,39 |
| ... Food? | 3,61 |
| ... methods applied? | 4,72 |
| ... accomodation | 4,67 |
| ... Organization? | 4,72 |

## Did the program contribute to your personal development?

- More or less — 33%
- Yes, a large extend — 67%

# Evaluation



**Said yes**

- Have your proactivity improved during the program? — 20%
- Have your organisations skills improved during the... — 30%
- Have your team work improved during the program? — 65%
- Have your leadership skills improved during the... — 45%
- Have your emphaty improved during the program? — 45%
- Have your self-recognitation improved during the... — 55%
- Have your acceptance improved during the program? — 45%
- Have your self-confidence improved during the... — 55%
- Have your self representation, assertivity improved... — 45%
- Have your creativity improved during the program? — 40%
- Have your efficient communication improved during... — 65%
- Have your openness improved during the program? — 30%
- Have you built more relationships during the program? — 70%
- Have you been more tolerance during the program? — 35%



Do you think the experiences that you gained during the program will be useful afterwards?

- 25% more or less
- 70% yes, to a large extent
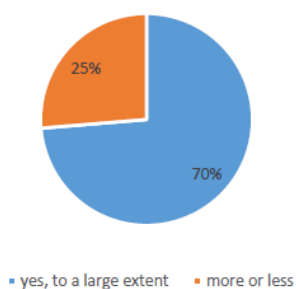


All in all, how did you feel?

- 37% good
- 63% very fine
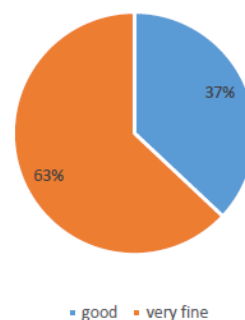


Please rate the program by the following scale (1=very bad, 5=excellent)

- 37% 4
- 63% 5 excellent

# Contact

Facebook: http://www.facebook.com/EgyuttHato
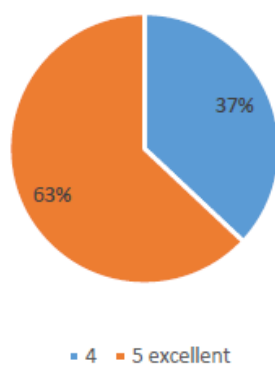
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