

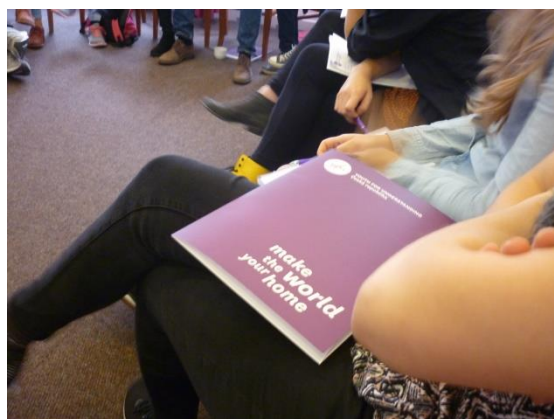
Coloured Glasses by



YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

Training manual of Coloured Glasses

How to train new Coloured Glasses Facilitators





EEE-YFU
European Educational Exchanges
Youth for Understanding

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The electronic version of the manual can be found at www.eee-yfu.org/projects/coloured-glasses.html.

How to train new Coloured Glasses Facilitators

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Information for Trainers

Dear Trainers of Coloured Glasses,

We are really happy that you choose to support the project of Coloured Glasses by offering trainings to new Coloured Glasses facilitators. Thank you very much for your precious time and all your competencies that you will bring into this training course.

The following training manual may help you to train our future Coloured Glasses facilitators. This manual is meant to be a guideline for you, to help you to plan a training course. You are free to adapt the training session outlines to your local circumstances but please note that there are certain quality standards that you have to assure within this training course. Attached to this manual you will find a Quality Assurance Framework for Trainings of Coloured Glasses. Also you will find a Quality Assurance

framework for Facilitators.

A Coloured Glasses Training should cover all the topics that you can find in this manual. This program (pic. at the left) could be used as an example of how a weekend-training course could be structured.

If you have any questions about the content please don't hesitate to contact info@cgrow.eu.

Thank you very much for Coloured Glasses Spirit!

We wish you a lot of fun with the trainings.



	FRIDAY	SATURDAY	SUNDAY
8:30 10:00		SIMULATION ENERGIZER	DEBRIEFING
10:15 11:15		INTERCULTURAL THEORIES	GIVE & RECEIVE FEEDBACK
11:30 13:00		CG FRAMEWORK & BACKGROUND	EVALUATION REPORTING
13:00 14:00		LUNCH	LUNCH
14:00 15:00	ICE-BREAKERS	WORKING WITH CG CONTENT	
15:15 16:00	INTRODUCTION EXPECTATIONS CONTRACT	COMMUNICATION & PUBLIC SPEAKING	
16:00 17:30	SIMULATION	GROUP DYNAMICS	
18:00 19:00	DINNER	DINNER	
19:00 20:30	NON-FORMAL EDUCATION	FACILITATION	

Introduction and Expectations

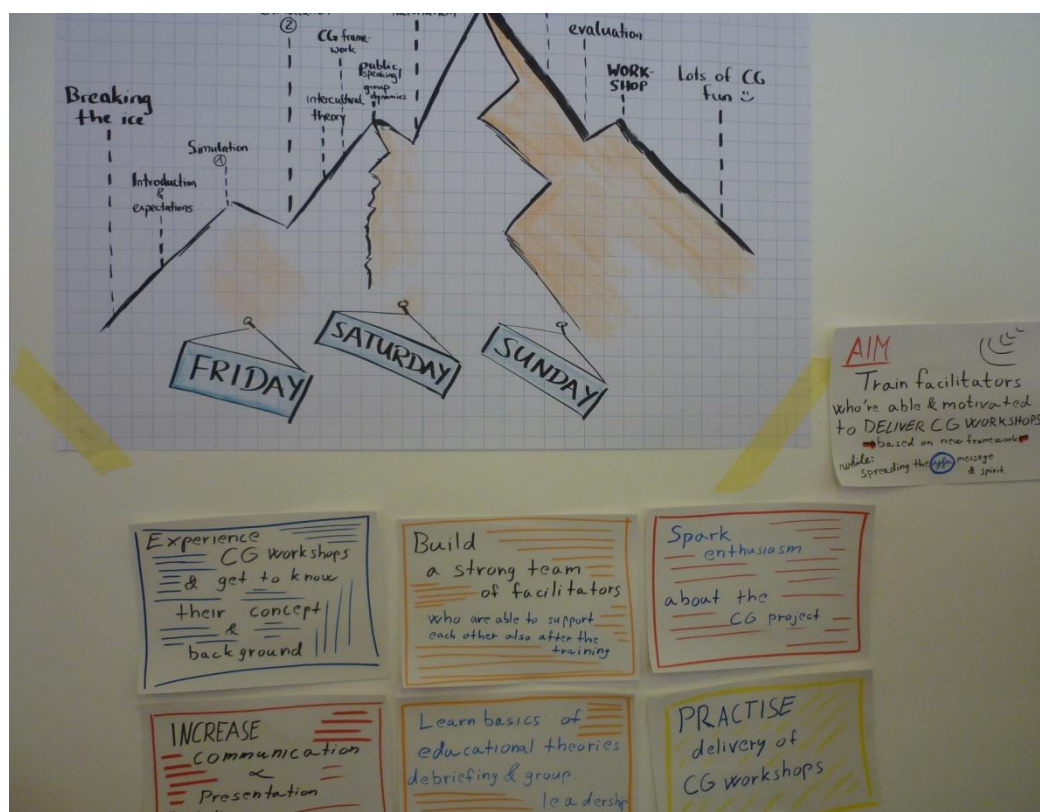
TITLE	Introduction and Expectations AIM: introduce the group and create the base for a trustful and cooperative working environment where everyone's needs can be met
SPACE REQUIREMENTS	big room
SESSION OBJECTIVES:	<ol style="list-style-type: none"> 1. introduce the group of trainers to the trainees 2. present the aim and the objectives of the training 3. create a good and cooperative atmosphere among the participants 4. define rules to create a more productive environment 5. understand the expectations and the fears of the participants
LINK WITH TRAINING OBJECTIVES:	
(STEP-BY-STEP INCLUDING TIMING)	<p>30 mins (depends on the size of the group) Icebreakers: the participants still have to know each other's name and to feel comfortable. An icebreaker can help to warm the atmosphere. Method: There are four papers on the floor and everybody after one another have to step from one field to the other to answer the questions:</p> <ol style="list-style-type: none"> 1. My name is... 2. I am here at this Training, because ... 3. If I think of the World, this comes into my mind... 4. I am the only one in this group, that ... (For this question the person needs to find something that nobody else in this group has in common) <p>20 mins Intro: the trainers introduce themselves, one by one, explaining each one's role little bit of their story. Eg. Prepare a flipchart+ fun facts about all the trainers. This could be an example:</p> <p>Trainer one: This Trainer read the "Petit Prince" in five languages; drove over 10000km last summer; reads and writes poetry; does traditional folklore dances every once in a while; hates swimming; Trainer two: This Trainer likes industrial architecture, has a passion for old bikes, learns to dance swing, doesn't know any famous celebrities, drinks pure gin.</p> <p>+ Background story of the Trainers What Coloured Glasses experience do you bring in? Our motivation to spread the CG workshops, what CG means for us personally. Why we are here.</p> <p>10 mins break</p> <p>15 mins</p> <ol style="list-style-type: none"> 1. Ask what participants expect from the training 2. Introduce aim and objectives of the training: explain the aim on the training <p>Aim: train facilitators capable to deliver the CG workshops Objectives: increase the communication and presentation skills of the facilitators, familiarize them</p>

with the workshops, practice delivery of a workshop, spark enthusiasm about the program.

Prepare one A4 paper for the aim and one for each objective and attach them on the wall.

15 min

1. Introduce the metaphore of the training as a trekking on a mountain, and in the meantime show the already prepared flipchart. As a trekking on a mountain, the training is made of preparation, training, difficult moments, challenges and final victory. During the training there will be moments of stress, joy, enthousiasm and bad feeling, but in the end, once at the top of the mountain, we feel like at the top of the world: exhausted but happy.



2. Introduce program on the wall

15 mins

Definition of common rules in the group. Method: “brainstorming”. Ask the participants to define together the rules for a cooperative and fruitful working environment and for a more comfortable and happier atmosphere. It is possible to give some hints about the rules, speaking about the YFU philosophy (respect, tolerance, volunteerism, participation...).

Ask everyone to sign the flipchart explaining that is a kind of “contract”.

MATERIALS REQUIRED

Flipcharts (with the one about the trekking on the mountain) and markers, post-it and pens.

TRAINING AIDS AND EQUIPMENT	
ADDITIONAL COMMENTS (IF ANY):	
LEARNING OUTCOMES	<p>The trainees will start to move from the “I” to the “you” and “we”.</p> <p>They will better understand the framework of the program and their role.</p> <p>The cooperative atmosphere will be created.</p> <p>The group will understand that respecting each other is a must in order to work proficiently.</p>

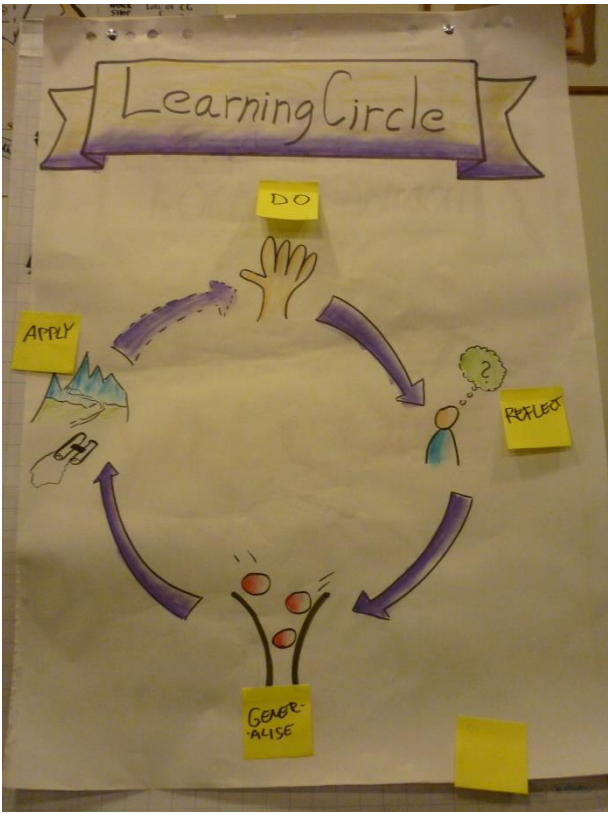
Simulation

Building Bridgeation - (see EEE-CG-Concept)

Non-Formal-Education

TITLE	Experiencing Non-Formal-Education (NFE) through a coloured glasses workshop
SPACE REQUIREMENTS	2 room with chairs (one small, one big)
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • Show them the advantages of NFE • Make them realize/experience the differences between FE and NFE • Encourage thinking about obstacles which might occur when learning through NFE • Encourage thoughts about the role of a facilitator in a NFE-frame
LINK WITH TRAINING OBJECTIVES:	Train facilitators for Coloured Glasses workshops
SESSION DESCRIPTION (STEPBYSTEP INCLUDING TIMING)	<p>15 mins Simulation:</p> <p>Step 1: Split all the participants in 3 even groups. Methode: Participants stand in the circle and trainer attaches colourful (3 colours) pins/stickers on their back without them knowing what it is. The instruction then is to make three groups without talking.</p> <p>Step 2: Groupwork Group 1 and 2 stay in the same room. Group three has to leave the room. Group 1 and 2 are in the same room but far enough from each other that they can't hear each other's introduction.</p> <p>Instruction for Group 1: We will organize a small contest in paper planes flying. You have 5 mins for preparation and then there will be the contest.</p> <p>Group 2 is told to wait and doesn't get any instructions.</p> <p>Group 3 listens to a presentation about how to build the best paper plane has a test about it and is asked to write an essay about it until the week after. Please note, that you as a trainer need to prepare a 5 min presentation about how to build a paper plane. You can prepare a PowerPoint Presentation, or just talk to the group and write down notes at the Board.</p> <p>After 10 minutes everyone comes back to the same room.</p> <p>15 min Evaluation</p> <ul style="list-style-type: none"> • What did just happen?

	<p>Ask every group after each other:</p> <ul style="list-style-type: none"> • How did you experience what just happened? • What instructions did you get? • How did you feel? • How did you react? <p>For everyone:</p> <ul style="list-style-type: none"> • What was the difference between the three groups? <p>OUTCOME: Flipchart noting differences between three groups and linking them with Formal and Non-Formal Education (Experiential Education) and In-Formal Learning.</p> <p>15 min</p> <p>Silent brainstorming on three different Flipcharts on the floor about the method used in Coloured Glasses. Non-Formal Education:</p> <ul style="list-style-type: none"> • Advantages / opportunities of NFE • Disadvantages of NFE • Obstacles which might occur (having in mind that students normally are used to formal education) & ideas for overcoming these obstacles <p>Summarization of the brainstorming. (Explain the importance of a good debriefing when talking about the challenges of NFE)</p> <p>15 min</p> <p>Introduce the participants to the Learning Circle “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38). Kolb’s theory of experimental learning. So that Participants understand why and how Coloured Glasses is structured. (Experience - doing, having experience, Reflect - reviewing, reflecting on the experience, Generalize - think where else it happens, it can be observed, Apply - planning, trying out what I have learned). http://www.simplypsychology.org/learning-kolb.html</p>
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MATERIALS REQUIRED	<ul style="list-style-type: none"> • Paper
TRAINING AIDS AND EQUIPMENT	<ul style="list-style-type: none"> • Presentation about paper planes • printed out test about paper planes • Visual aids to explain Formal education, Non-Formal Education and Informal Education and the Learning Circle • Flipcharts • Markers
ADDITIONAL COMMENTS (IF ANY):	<p>FE=formal education IFE=informal education NFE=non-formal education</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Realize that it's natural for people to learn and that learning occurs not only at school. Experience differences between different types of education/learning. • Became aware of the advantages and limitations and obstacles of the method used in CG Workshops. • Understand the structure of CG and the general Learning Circle. <p>Knowledge about FE, IFE, NFE; knowing advantages of NFE; being aware of obstacles if working with NFE and how to overcome them; Understand the Learning Circle</p>

Short simulations and energizers

Objectives: familiarise PAX with short simulations and make them aware of possible difficulties while conducting energizers in the school context

What simulation?

- Pointmakers (all of them)
 - House and Tree
 - B-13
 - Maps of the World
 - Back to back

For more detailed information, consult the EEE CG manual

Energizers

- Fan
- Funky Chicken (not)
- Joe
- Me too!
- ...

Intercultural Theory

Objectives: familiarize Participants with current intercultural models and discuss advantages of these models over the former theories

Outline:

- Presentation of Dune model and new Colored Glasses
- Discussion of the differences; Advantages/Disadvantages

Timeframe:

- 30' Dune
- 15' Glasses
- 15' Diskussion

Dune model

Theme(s):	Culture
Objectives:	Provide a model that conveys the notion of large and small cultures.
Learning Outcomes:	Participants: <ul style="list-style-type: none">• Have understood that large and small cultures:<ul style="list-style-type: none">○ may be different in size, but contain the same elements○ are dynamic on different levels○ are interconnected and interdependent○ are not clearly distinguishable (“fuzzy”)
Number of facilitators:	1-2
Age:	13+
Duration:	25-30 minutes
Space requirements:	1 room
Materials:	Flip chart and post its or black board

Time	Phase	Description	Key questions	Goals (for facilitators only)
5'	Starting point and introduction	Ask the Participants to write down elements of culture. Alternatively, you can do the	What are the elements of culture(s)?	Participants identify which elements make up cultures

	to the model	Cultural Web before this activity.	Write them down on post-its	
2'	Sorting the elements	Take a look at the post-its that the Participants have written and group them, if some of them say the same thing.		
5'	Presentation of the dune	One of the facilitators draws a big and a small dune on a flip chart and makes sure everybody understands what a dune is. Ask for examples of “types” of cultures. If only national cultures are named, you can guide them by asking questions about other types of cultures. Select one large (e.g. national culture) and one small (e.g. family) culture (see theory chapter on culture for background information). State that the big dune is a national (large) culture (e.g. the Polish culture) and the small dune is the (small) culture of a family. Work together with the Participants to see that small cultures actually contain the same elements as large cultures by checking every element on the post-its to see that most or all of them also apply to a family or sports club or school class etc. (shared values, language/dialect, food, music, rules, traditions etc.).	Do you all know what a dune is? What kind of group can be a culture?	Present the model to the Participants The Participants understand that small cultures are not subsets of large cultures and that they are no more or no less of a culture
10'	Involving the Participants	Tell the Participants that you will now stick the post-its on the large dune, because it is more spacious, but it could just as well be on the small dune representing small culture. Ask the 1st key question. The answers could be: in deserts, at the seaside etc. Explain that when a sandstorm hits the desert, the dunes look quite different after the storm, because	Where can dunes be found? What happens, if a sandstorm hits the desert?	Participants understand that culture is dynamic and fluid

		the top layer of sand has moved somewhere else. The sand closest to the ground which is covered and hidden by the rest of the sand, however, remains the same. So there are different levels of “flexibility”/readiness to change within the dune. It is the same with cultures: Similarly some elements of culture are quite easily changed and this happens in a short amount of time, while other elements stay the same or nearly the same for centuries. Let’s try to stick the post-its to the dune according to how easily this element can be changed.	Which elements of cultures can be rather easily changed and which ones take a long time to be changed?	
5’	Explanation of the essentials	After the elements have been stuck to the dune, the other essentials of the Coloured Glasses approach to culture are drawn and explained one by one (see below). Remember to give examples and to involve the Participants in finding the answers (see explanations for the different age groups below).		The Participants understand that cultures are fuzzy and interconnected.

For older Participants (16+):

1. draw the WIND: cultures are dynamic on different levels, so some elements change more easily and often than others
2. draw the BINOCULARS: seen from far away, cultures look homogenous and we cannot see the individuals who make up the culture, but we see them as one group.
3. draw the MAGNIFYING GLASS: if you zoom in, however, you can see that we are all individuals with our individual lives. Even though we might share some values or behavioral patterns with the “cultures” we are a part of, every individual lives their life differently.
4. draw ARROWS: in the desert, it is impossible to say, whether one grain of sand belongs to one or another dune. Cultures are not distinct bubbles, but are interconnected and interlinked. As individuals, we are not only part of one culture, but of several that change all the time.

For university students:

You can provide university students with the original version of the Dune model by Jürgen Bolten, translated by Fergal Lenehan, that can be found online at the following link:

http://icllibrary.afs.org/cms/media/com_form2content/documents/c3/a816/f21/AFS%20Intercultural%20Link%20news%20magazine,%20volume%205%20issue%202.pdf

A German version is described here: http://www2.uni-jena.de/philosophie/IWK-neu/typo3/fileadmin/publicationen/Bolten_2014_Fuzzy_Sandberg.pdf

Tips for facilitation

- Please read the theory chapter about culture (p. ...) before facilitating this activity, so you have the background knowledge needed
- Think about good and age-appropriate examples beforehand, so you have them ready, if Participants do not understand one of the points.
- Even if your group is above 16, you can still consider using the explanation for younger Participants or mixing the two together!

Coloured Glasses

Theme(s):	Culture, Identity, Intercultural Communication Introduction to Coloured Glasses
Objectives:	Convey the notion that we are each touched by and part of many cultures that influence how we approach and perceive encounters.
Learning Outcomes :	Participants: <ul style="list-style-type: none">• Have understood that meeting new people make them richer and broaden their perspective on the world and themselves.• Have understood that their perspective is ever changing and dynamic, and depends on their social context.
Number of facilitators:	1-2
Age:	12+
Duration:	20 min
Space requirements:	1 room
Materials:	1 flipchart and a lot of different coloured markers



Time	Phase	Description	Key points	Goals (for facilitators only)
5'	Starting point and introduction to model	After a simulation experience or as an introduction to possible sponsors, teachers, etc.	When we meet different people, the encounter can have a big or a small impact on us, but in every case, we are not exactly the same person after the encounter. We will explain this in more detail with the help of the Coloured Glasses metaphor.	
5'	Explanation of model	While one of the facilitators explains the model/ story behind CG, the same facilitator also draws it on a flip-chart and makes spots with different colours so Participants will understand.	We are born with transparent glasses. As we grow, our glasses are constantly influenced by the experiences we have in our daily lives. These encounters will then leave different spots in different colours, patterns and sizes on our glasses that we use to filter our experiences. To give an example, I might share the same colour of glasses with my family, however in different shades, because we are different people. When we are a baby	Participants understand the basic concept of culture, identity, and the influence of encounters to shape these.

			<p>and have not encountered as many people as we will in later life, the patterns might be less complicated and interconnected. Yet quite quickly as we enter kindergarten, then further schooling, after-school activities etc., the patterns are evolving and more and more people and experiences leave their spot on our glasses - some of them might expand, as the person or experience become more important for us, and some may get smaller in time. Moving to another country, moving from the city to the countryside or changing regions within your country can have a big influence on our glasses and thereby, how we see the world.</p> <p>Keeping that in mind, in reality, every encounter is an intercultural encounter (even if we share the same nationality as the other(s) in the encounter). People with the same nationality can have just as big an influence on the colour and patterns of our glasses as people with a different nationality.</p>	
10'	Personal connection to the model	Now you can ask the Participants to draw their own glasses on a piece of paper (5'). Afterwards, ask two or three of the Participants to share their own examples.	Please take a piece of paper and try to draw your own set of coloured glasses. You can make notes on the side, where you describe what the colours, patterns and spots represent. You have 5 minutes.	The Participants make a personal connection to the model and explore their own identities

Tips for facilitation:

- If the simulation right before the presentation of this model was I-We, the last part of this activity is redundant, as they have already created a visual of their own identities

- This model can also be used as an introduction to Coloured Glasses as a project, e.g. for sponsors, teachers, PR presentations etc. Please adapt the storytelling to the target group, before using it in other contexts.

Colored Glasses Framework and Background + Working with the Manual

TITLE	CG Framework and Background
DATE AND TIME	Duration: 60 minutes (introduction) + 90 minutes (working with the manual)
SPACE REQUIREMENTS	Room with chairs and maybe tables.
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • Introduce CG manual to trainees to give them a clear understanding of how to use it. • Introduce framework to trainees. • Link CG theory, that has already been presented, to the practice part • Motivate trainees to work independently and enthusiastically about their practice. • Along with trainees, decide what they categorize as useful and unuseful feedback, and give tips for how to report back after a CG workshop.
LINK WITH TRAINING OBJECTIVES:	<p>The sense of community and companionship between the trainees will be strengthened through mutual decision-making and matching of expectations, in regards of how to evaluate each other's work.</p> <p>Further explaining the theories and framework of CG will prepare trainees to execute their own CG sessions. By presenting the CG project to the trainees with enthusiasm, trainees will start feeling "ownership" towards the project and actively engage in the practice part.</p>
(STEP-BY-STEP INCLUDING TIMING)	<p>History of CG:</p> <p>The Coloured Glasses project has been started by a number of YFU volunteers in the 90's and spread around European national organisations. The Coloured Glasses project was first initiated by European Education Exchange - Youth for Understanding (EEE-YFU), in the frame of the European Voluntary Service (EVS) in February 2001. In 2012, EEE-YFU partnered with nine YFU organisations in order to run 'The World's Coloured Glasses' workshops with 15 EVS volunteers in Europe, Latin America and Asia. In 2016 24 new Coloured Glasses Trainers are trained by EEE in order to sprat the project throughout the YFU network. The Coloured Glasses manual is updated and a Coloured Glasses Framework is developed. The CGrow Project from 2017-18 starts. The goal is to strengthen the network of Coloured Glasses and to build up the network.</p> <p>Timeline:</p> <ul style="list-style-type: none"> • 1997: first Coloured Glasses manual is developed for teachers by EEE Project • 2001: EVS Project starts • 2013: EVS Project • 2016: Project the World of Coloured Glasses starts • 2017-18: CGrow Project starts <p>The framework:</p>

	<p>Short presentation of the framework of Colored Glasses (as described in the Coloured Glasses Manual)</p> <p>The Manual of CG:</p> <p>Content</p> <ul style="list-style-type: none"> • Simulations • Pointmakers • Models and theories • Background knowledge <p>It's a manual - not more, not less!</p> <p>In 2016 the manual was updated to theories of the 21st century on intercultural learning, human rights and global citizenship education. On a regular base the manual is updated by the feedback and revision of facilitators, local CG coordinators, the national YFU organizations and the EEE revision team</p> <p>Groupwork: Introduction of the manual</p> <p>Participants will split in groups of three preparing a presentation on a chosen/appointed part of the manual.</p> <ul style="list-style-type: none"> • Time to prepare: 20min • Time for each presentation: 5min • Time for plenary discussion: 30min
MATERIALS REQUIRED	Flipcharts, paper, markers, pens
TRAINING AIDS AND EQUIPMENT	EEE manuals
ADDITIONAL COMMENTS (IF ANY):	If possible, Participants can not only present but also facilitate their given part of the manual
LEARNING OUTCOMES	<p>It is for the trainees to understand the importance and relevance of CG and how to use the CG workshop. Trainees will be inspired to take their CG workshop in different directions, according to desired themes. Trainees will understand the theoretical background for CG.</p> <p>It is also to give them good feedback tools and understand the effect of constructive and unconstructive feedback. They will be able to constructively evaluate each other as they go on in practice.</p> <p>Trainees will become familiarized with the CG manual and how to work with it, meaning that they will be prepared for practice.</p>

Public Speaking

TITLE	Communication & Public Speaking
Space requirements	Two rooms.
SESSION OBJECTIVES:	<p>Overall Aim: Practice with the future CG facilitators skills, which can be useful for them when introducing a coloured glasses workshop, leading a discussion with workshop participants and which can also improve their ability to communicate effectively in their team.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Practice active listening & experience what it is. Explain why it's important and how it can avoid misunderstandings. • Help future CG facilitators to gain confidence in public speaking and give them easy tools, which can help them to prepare mentally for a speech. • Provide them with a real situation to practice the presentation of coloured glasses
LINK WITH TRAINING OBJECTIVES:	Training objectives: Train great coloured glasses facilitators
(STEP-BY-STEP INCLUDING TIMING)	<p>Session Structure: Communication (45 min) 15' - Exercise 1 or Exercise 2 30' - Debriefing Public Speaking (45 min) 10' - Energizer 15' - Exercise 5' - Debriefing</p> <p>Communication - Active Listening Exercise 1 Introduction of active listening</p> <ul style="list-style-type: none"> • It's a useful skill, which can help to avoid misunderstandings. • This is going to be an exercise, illustration, experience <p><i>Version 1 - Controlled discussion</i> Instructions for a workshop leader:</p> <ul style="list-style-type: none"> • Split participants into 2 or 4 teams, give them a PRO or CONTRA role and select a topic for discussion. <p>Instructions for participants:</p> <ul style="list-style-type: none"> • Choose one speaker and prepare arguments with your team according to your role. • Start a discussion on a workshop leader's sign and try to persuade

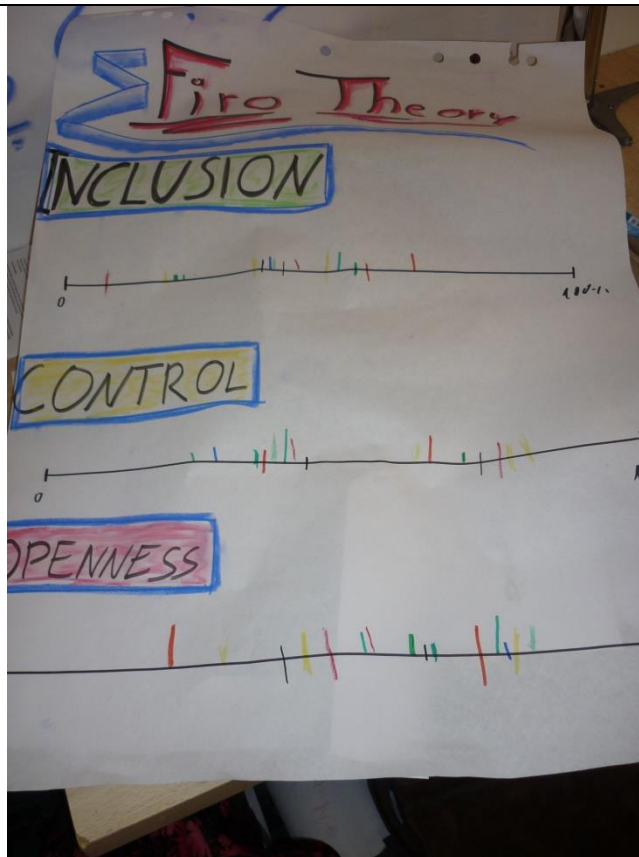
	<p>the other team.</p> <ul style="list-style-type: none"> • The rule is that before introducing your next argument, you always have to repeat the argument of the other team. • Other team members can also help with bringing new arguments, but they also have to always repeat arguments of the other side before introducing theirs. <p>Time plan - Exercise 1 (version 1)</p> <ul style="list-style-type: none"> • 5' Intro and Splitting into teams • 5' 1st round of discussion • 5' 2nd round of discussion <p><i>Version 2 - discussion in smaller groups</i></p> <p>Participants working in groups of three.</p> <p>Instructions for the participants:</p> <ul style="list-style-type: none"> • Select one topic from the list for a discussion and decide who of you is going to stand on the "PRO" and who on the "CONTRA" side. The third person's task is to observe and take notes. • Start a discussion on a workshop leader's sign and try to persuade each other by saying arguments according to your role. • The rule is that before introducing your next argument, you always have to repeat the argument of your partner. • On another sign from the workshop leaders change a topic and the roles in your group and make three rounds so that everyone is once an observer. <p>Time plan - Exercise 1 (version 2)</p> <ul style="list-style-type: none"> • 5' Introduction making groups • 3' 1st round of discussion • 3' 2nd round of discussion • 3' 3rd round of discussion <p>Examples of topics:</p> <p>Topics shouldn't be personal or too controversial, so that everyone can easily identify with the "pro" as well as the "contra" side.</p> <ol style="list-style-type: none"> 1. Should students change shoes when entering school 2. School uniforms 3. Is it better to go on exchange at university or at high school 4. Etc. <p>15' Exercise 2</p> <p>To practice another aspect of Active Listening - Participants working in pairs</p> <p>Instructions for one partner:</p> <ul style="list-style-type: none"> • Select a question from a list and talk to your partner about it in detail. <p>Instructions for second partner:</p> <ul style="list-style-type: none"> • Listen carefully and while your partner is talking to you ask questions back by summarising the content from time to time - making sure you understand correctly what your partner is saying as well as what are for him/her the important key points.
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	<p>After some people will present the key points of what their partners have told them about to the rest of the group. The partners should evaluate how it reflects what they wanted to say and what was important to them.</p> <p>Examples of questions: Questions should be as open as possible.</p> <ol style="list-style-type: none"> 1. Why would you like to be a CG facilitator? 2. Why did you come to this training? 3. What do you do in your studies or job? 4. Something about your life 5. Etc.. <p>Time plan - Exercise 2</p> <ul style="list-style-type: none"> • 5' Introduction • 2' 1st person talking • 2' 2nd person talking • 6' Introducing to the others <p>25' Debriefing How was it for you? How did it go - easy, difficult? What made it easy/difficult? What did you notice? How did the rule influenced the discussion? Why did we practiced this? In which situations can be this approach beneficial or important?</p> <p>----- 5' Break -----</p> <p>Public speaking</p> <p>10' Energizer – voice opening, stretching and improving posture</p> <p>15' Thinking about a good speech: elements. (Theory) Watch a TED talk. E.g. “Power posture”, or “Where is home” or “The danger of a single story” [All of the latter related to either public speaking or coloured glasses]. Everyone gets 2-3 cards and should pick speech elements that he finds important when he listens to a speech. Everyone has to pick one of the cards later as an element he will focus on when listening to the delivery of his group mates. If you don't think the group is able to figure out these elements, prepare the cards yourself and give each one 1-2.</p> <p>15' Form groups of 4-5 people (smaller groups the less time you have left). Making a short speech of 2min each. Prep. time 5min.</p> <p>Speech Topics: The speeches could be on the following topic depending on the experiences of the group members in delivering speeches (choose one for the whole training group)</p> <p>Difficulty 1: (no experience)</p> <ul style="list-style-type: none"> • Choose random objects (one for each student or for each group) and
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	<p>bring them to the training. Have the training participants develop a short marketing speech about the object.</p> <p>Difficulty 2: (little experience)</p> <ul style="list-style-type: none"> The worst/best public speaking experience I have ever had. Make sure the students also reflect on the reasons for their bad/good experience <p>Or</p> <ul style="list-style-type: none"> Deliver a speech inspired by the topic of the TED talk watched before <p>Difficulty 3: (some/quite some experience)</p> <ul style="list-style-type: none"> give each participant a paper with a target group written on it. Have them deliver a short introduction of a Coloured glasses workshop to each of the target groups. You can also make up funny target groups, which ease up the ambiance (“school children 12-15 yo”, “Congress of house elves and magicians”, “bankers”, “blank paper = joker (participant can pick the target group”...) <p>Procedure: each group member prepares his 2min speech in 5min. Then he should present his speech to the other group members. Somebody in the group has to take the time to make sure the speech does not be longer than 2min. Each group member should focus on 1-2 details (chosen during the first part of the session) and give feedback on this element to the person delivering the speech (How was this element realized? How did the audience feel about the speech? What could be done differently?)</p> <p>5’ Debriefing How was the experience for you to speak in front of other? Did you feel pressured/relaxed...? Do you think nervousity affected your performance? How could you control your nerves?</p>
MATERIALS REQUIRED	computer , internet, projector (if unavailable part 1 can be done as brain storming)
Training Aids and Equipment	
ADDITIONAL COMMENTS (IF ANY):	
LEARNING OUTCOMES	<p>Participants will gain confidence in promoting and talking in front of the group. They will learn how to listen actively to the group and to make sure that the understanding in the group is ensured.</p> <p>The participants improve their ability to communicate effectively in their team and practice active listening & experience what it is.</p>

Group Dynamics

TITLE	Group Dynamics
SPACE REQUIREMENTS	A room big enough for a circle of chairs.
SESSION OBJECTIVES:	Create an understanding of: <ol style="list-style-type: none"> 1. What group dynamics are. 2. Why it's important. 3. What defines the different stages of a group's dynamics? 4. How to guide a group in order for them to work in the most efficient way.
LINK WITH TRAINING OBJECTIVES	Create confident facilitators in leading a group.
(STEP-BY-STEP INCLUDING TIMING)	<p>Material k FIRO Theory: https://drive.google.com/file/d/oBoZQCuVCEjzwYkFqdzd2VkhEOEk/view?usp=sharing</p> <p>5 mins Intro: Introduce what the session is about, why group dynamics are important while facilitating.</p> <p>Time: 15 mins Story of William Shultz and the military boats. Will Schutz was a US psychologist. He was asked by the US Navy to find out how combat info centers teams on war ships can work more effectively - he came with a theory of three basic needs of people in one team or a group: Explaining FIRO Theory (F: fundamental I:interpersonal R: relations O: orientation-) -Explaining the people's needs in a group: <ol style="list-style-type: none"> 1. Inclusion 2. Control 3. Openness Method: <ul style="list-style-type: none"> • Flipchart prepared terms - INCLUSION, CONTROL, OPENNESS. Define them and let participants show what their personal preference is in these needs (e.g. make a mark on a line) (Inclusion: like to be around many people or rather less, control: like to take control or rather not, open: like to share personal things, etc...). </p>



- Reassure that it's not an disadvantage to have one or another preference.
- Explain that if people are in their preferences in these 3 needs flexible, it helps a team to work effectively.

Time: 25 min

Introducing the group dynamic model.



- Explain that every time a team gets together or just e.g. gets a new task, they start a cyclic process, which has several phases - introduce phases: Me, You, Conflict, We, Departure.
- Define the phases; brainstorm how people feel in these phases.
- In each phase, the people in the team have specific needs.

Talk about where Inclusion, Control, and Affection come into play.
Explain each of the different stages.

Method:

- Stick papers with symbols of Inclusion, control and openness to flipchart with phases. (Inclusion to Me and You phase, Control to Conflict, Openness to We)

Me & You - Need to be seen and heard. Recognized. Getting to know the other people.

Conflict - Role defining face. Not bad but necessary. If stuck they might need outside help.

We - Functioning group.

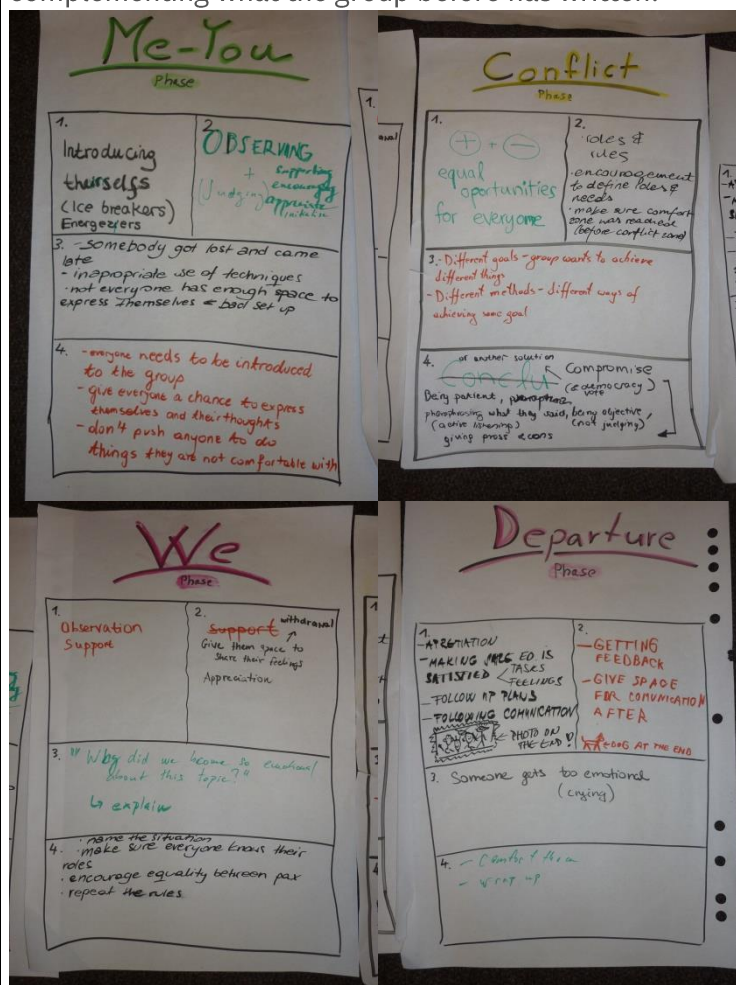
Departure - Leave time for saying goodbye, follow up, etc.

Time: 30 min

Talking about what is needed from the trainer in each stage, what exercises are preferred.

Method: 4 groups, 4 flipcharts with different stages (Me&You can go together).
1st task: to write three things, which a facilitator can do to support his group in this phase. (5min). Groups move to next flipchart. 2nd task: to write a particular

problematic situation, which could appear in the phase? (5min) 3rd task: suggest solution, support to the group in the situation. 4th task: Write more suggestions complementing what the group before has written.



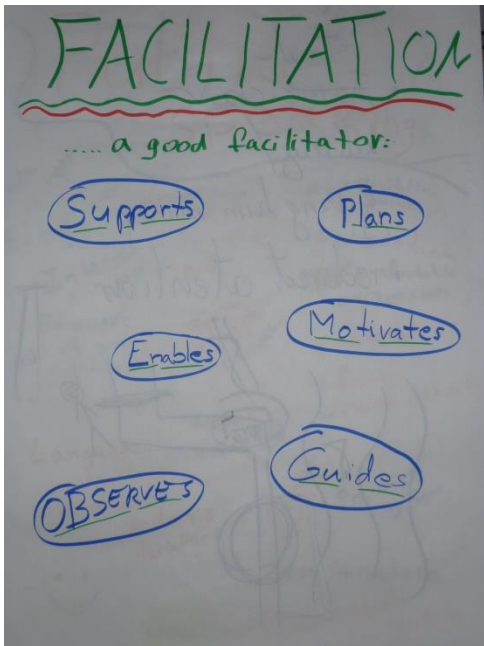
Open discussion: What happens when a new person enters the group? + Explanation.

Time: 15 min

Summary, what they learned: + Questions

MATERIALS REQUIRED	Flipcharts. Markers.
TRAINING AIDS AND EQUIPMENT	Chairs(?)
ADDITIONAL COMMENTS (IF ANY):	This session includes quite a lot of formal education, but is balanced out with storytelling and actively questioning participants.
LEARNING OUTCOMES	Understanding of the theories behind group dynamics and how to respond to difference when a group is in different stages. How to behave in a group.

Facilitating

TITLE	Facilitating
SPACE REQUIREMENTS	Classroom
SESSION OBJECTIVES:	<p>Aim: (To clarify the role of facilitators in non-formal education settings and) to enable participants to effectively facilitate (YFU) workshops for diverse audiences.</p> <p>Objectives: To enable participants to understand and be able to clearly articulate the difference between teachers and facilitators, and to understand key competencies required of a facilitator.</p> <p>To prepare participants to become competent facilitators, able to effectively run a workshop that allows greater aim and objectives to be achieved.</p> <p>To have participants better understand different facilitator traits and audience learning styles.</p> <p>To help participants identify their own learning styles, strengths and weaknesses as facilitators.</p> <p>To equip participants to assess and adjust facilitation technique and activities according to the type of audience and the audience need by introducing them to various activities and methodologies.</p>
1. SESSION DESCRIPTION (STEP-BY-STEP INCLUDING TIMING)	<p>Alternative plan: 5 min Introduce the topic:</p> <ul style="list-style-type: none"> Facilitation types, depends on how people learn. Who is a facilitator? It is a person who contributes structure into the learning process, oversees supports and navigates group interaction to achieve the common goal. <p>Theoretical</p> 

Information session 10 min

Facilitation types, depends on how people learn.

What is a facilitator? It is a person who contributes structure into the learning process, oversees supports and navigates group interaction to achieve the common goal.

Facilitators only focus on the process. Teachers only focus on the results.

There are two types of facilitators: active facilitators and developmental facilitators.

Active facilitators are usually used for a short term need, such as when a decision needs to be made quickly and a problem needs to be solved. The facilitator actively leads the team through the process to achieve the desired results, allowing the team leader to participate fully in the session.

Developmental facilitators use a longer-term strategy where the team learns how to facilitate their own processes. In developmental facilitation, facilitators spend more time coaching the members on the process, roles, tools and techniques before and after the meeting. This type of facilitation appears much more passive during the actual meeting while the facilitator observes team dynamics and only intervenes in a way that teaches the team members facilitation skills. The end goal of developmental facilitation is for the team to get to the point that they won't need an outside facilitator anymore.

The facilitator works with different methods to facilitate so that they cover all the different learning styles of the participants. Different types of learners

Visual learners

- speaks fast, gets help from PowerPoint, picture, videos not great with verbal instructions, good with body language,

Kinesthetic learners,

- solving real problems, gets help from computer games, slow talkers and slow in decisions.

Reading and writing learners

- Advanced organizers, need to read an instruction, clear objectives about what is expected from them.

Environmental learners

Temperature, mobility and light, with or without music, need to be inside or outside and a lot of structure.

Say this then Show them this video.

Activity

The group will be divided into 6 sub-groups and each of them will be given one of the following 6 skills that every facilitator needs to have and the corresponding definition of such skill.

Each group will have 8 minutes to prepare a presentation, sketch, drawing, or anything they will need to present what that skill means.

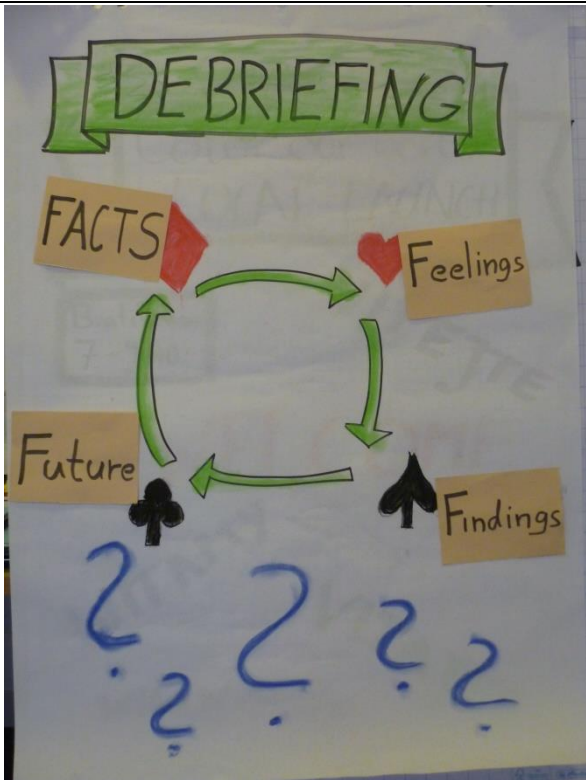
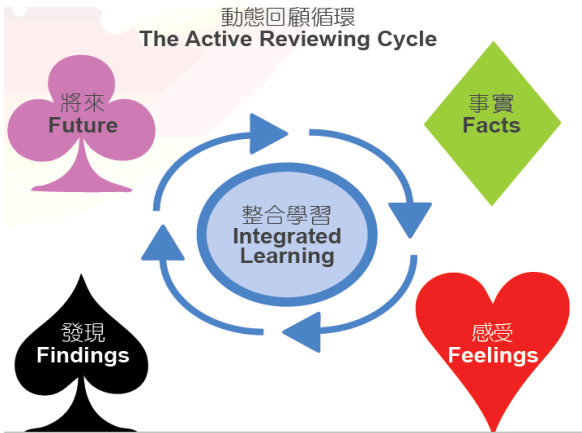
- Support
- Plans

	<ul style="list-style-type: none"> • Enable • Motivate • Observe • Guide <p>Every group will have 2 minutes to present.</p>
MATERIALS REQUIRED	Paper, pens
TRAINING AIDS AND EQUIPMENT	Computer, screen to show https://www.youtube.com/watch?v=3_bQUSFzLI4
ADDITIONAL COMMENTS (IF ANY):	-
LEARNING OUTCOMES	<p>Outcomes: participants to understand and be able to clearly articulate the difference between teachers and facilitators and to understand key competencies required of a facilitator.</p> <p>To prepare participants to become competent facilitators, able to effectively run a workshop that allows greater aim and objectives to be achieved.</p> <p>To have participants better understand different facilitator traits and audience learning styles.</p> <p>To help participants identify their own learning styles, strengths and weaknesses as facilitators.</p> <p>To equip participants to assess and adjust facilitation technique and activities according to the type of audience and the audience need by introducing them to various activities and methodologies.</p>

Debriefing

TITLE	DEBRIEFING		
SPACE REQUIREMENTS	A room with chairs		
SESSION OBJECTIVES:	Improving the participants skills in debriefing by; <ul style="list-style-type: none"> • Explaining the theoretical background (theories) • Carrying out a simulation and debrief (positive and to-be-improved aspects) • Finding different ways of Debriefing 		
LINK WITH TRAINING OBJECTIVES:	To train facilitators to deliver Coloured Glasses		
SESSION DESCRIPTION (STEPBY-STEP, including timing in minutes)	Time	Objective / Procedure	Guiding Questions / Additional Information
	5'	Introduction of the subject: <ul style="list-style-type: none"> • Reflecting about the actual knowledge • Getting to know the expectations • Pointing out the relevance 	What is the aim of Debriefing? What do you expect to learn? Why do you think that it is important?
	2'	Introduction of doing a simulation – <i>Interrail (CG Manual)</i> Time Structure: 10 min - intro to Debriefing subject 30 min simulation 5 min - introduce FFFF model (Cards - symbols) ---- 10 min break ---- 15 min 7 work in groups on questions to support	<ul style="list-style-type: none"> • Sheets with the scenario are already under the seats • What can you tell about the people?

		<p>discussion for different Fs</p> <p>2 present</p> <p>2 present</p> <p>2 present</p> <p>2 present</p> <p>-----</p> <p>10 alternative types of debriefing</p> <p>10min summary of the session - practical tips</p> <p>Briefly describe the scenario and tell the participants to read the descriptions of the people travelling on the train.</p>	
	5'	Now ask each person individually to choose 3 people they would like to sit with in the compartment and 3 people they would prefer not to sit with at all. Ask them to write the list down.	<ul style="list-style-type: none"> Who would you prefer to sit next to? And who would you prefer not to sit next to?
	5'	<p>Once everybody had made their individual choices, ask them to form into groups of four to five and to:</p> <ul style="list-style-type: none"> Share their individual choices and the reasons for them. compare their choices and reasons and check where there are similarities Come up with a common list 	<ul style="list-style-type: none"> Why did you chose to order the people like that? Can you see any similarities/differences?
	2'	Form 4 new groups of four to five.	

		 <p>Introduce 4 flipcharts with on each of them another “F” (= Facts, Feelings, Findings, Future). Every group gets one flipchart.</p>	
	8'	<p>Every group will discuss briefly and write down questions for debriefing about the activity they have done by themselves, and related to the F they have. After 2 minutes they switch to another F.</p>	<ul style="list-style-type: none"> What could be possible questions related to each “F”?
	5'	<ul style="list-style-type: none"> Collect all flipcharts and lay down on the floor in the order on the right  <ul style="list-style-type: none"> Discuss every F, starting with the questions. Tell the importance of using questions in debriefing with the 4 F's Write down the most important points 	<p>Students sit in the circle, flipchart in the middle to summarize, wait for suggestion</p> <ul style="list-style-type: none"> How can you improve the flow of the debriefing?

		and add other aspects if necessary (keep it short and simple)	
	7'	<p>Introduce additional ways of debriefing.</p> <p>→ Drawing:</p> <p>Ask participants to draw their feelings about the simulation</p> <ul style="list-style-type: none"> • Give a message: <p>Ask participants to write down a short message to the others about how they felt during the simulation, what they thought the simulation was for etc.</p> <ul style="list-style-type: none"> • Short presentation: <p>In smaller groups, ask them to think together about the simulation, have a discussion in the group and then give a short presentation about what they think they have learnt, how they felt etc. (There could even be one group for for one F → one group feelings, one group facts etc.)</p>	<ul style="list-style-type: none"> • Can you think of other ways to do a Debriefing? • When there is not much time left. You can form 3 groups and divide the 3 additional ways of debriefing • How did you feel about the simulation?
	6'	<p>Summary & Practical tips</p> <p>Ask participants to wrap up and write down the most important points on a flipchart and add some points, when needed</p> <ul style="list-style-type: none"> • Plan enough time • Give time to think • Set a clear aim • Prepare questions • Be flexible with questions • Be prepared for answers • Adapt to target group • Give the direction • Do not judge • Address students with their name • Stay back • Be clear and understandable • Get feedback • Discuss the roles in the facilitator team 	<ul style="list-style-type: none"> • What do you think is most important about debriefing? • Can you wrap-up the most important points in this session?
MATERIALS REQUIRED	<p>The scenario – Inter rail</p> <p><i>You are going on a one week inter-rail journey from Lisbon to Moscow. You will sit in a compartment with 3 other people. With which 3 of the following passengers would you prefer to share and which 3 if you could you would not sit with?</i></p> <ul style="list-style-type: none"> • Punk, gay/lesbian, vegan, homeless, Italian, Chinese, Syrian, orthodox 		

	<i>Jew, nerd</i> (add or change passengers, depending of the participants in the group)
TRAINING AIDS AND EQUIPMENT	Flipcharts, Pens
ADDITIONAL COMMENTS (IF ANY):	Information about the 4 F's / active reviewing cycle can be found at; http://www.ervaringsleren.be/news.asp?lng_iso=NL&nws_id=92&url=The_active_reviewing_cycle_-_Roger_Greenaway
LEARNING OUTCOMES	Be aware of the importance of debriefing Understand the FFFF-model Be prepared for different debriefing situations

Feedback

Objectives: Inform Participants about different possibilities of giving feedback. Make them aware of the need of including positive and negative aspects while feedbacking. Exchange experiences about feedbacking methods.

Timeframe:

- 15' How to feedback?
- 15' Feedback your partner
- 30' Collection of feedback methods

1) How to feedback?

Participants are given following statements and asked to position themselves on a imagined scale:

- Feedback is the most important part of the workshop
- I always give sincere feedback
- It is hard for me to accept critical feedback
- Trying to include positive and negative aspects while feedbacking is essential
- I always do the same feedbacking method to ensure receiving comparable results
- When doing a CG-workshop in a school it is recommended to also consult the teacher for feedback

See also: University of Sydney: <https://www.uts.edu.au/sites/default/files/Giving-and-Receiving-Feedback.pdf>

Giving and Receiving Feedback: A Guide to the Use of Peers in Self Assessment

2) Feedback your partner

Participants are asked to feedback one another concerning the last days

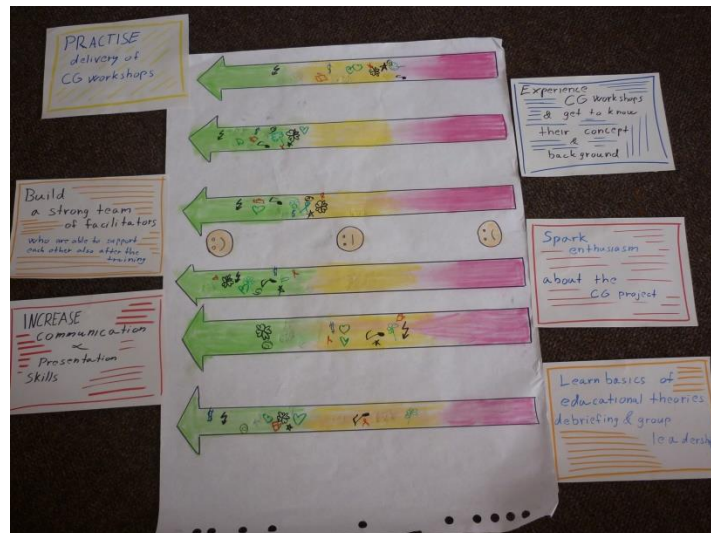
3) Collection of feedback methods

Participants gather from experience (now or in their past activities as a volunteer) possible ways of feedbacking in a silent brainstorming followed by a short presentation of all the methods.



Evaluation

TITLE	Mini Training Evaluation	
DATE AND TIME	30 min	
SPACE REQUIREMENTS	1 room	
SESSION OBJECTIVES:	Collecting feedback to improve future trainings. Let participants reflect on their learning outcome.	
LINK WITH TRAINING OBJECTIVES:	Find out if we met training objectives.	
(STEP-BY-STEP INCLUDING TIMING)	1min	Energizer
	2 min	Greeting “Hey, it’s our last day. We would like to give you room to share your feedback with us. This is how it’s going to work. We have some flipcharts prepared for you. We will leave the room and you can fill them. Take your time, call us, when you are ready. We will be in room xx.”
	5 min	Explaining the different flipcharts 1. Barometers We have different scales. Every scale represents a skill. Please mark how good you feel about each skill. The last scale should answer the question how well you feel prepared in general. Skills: <ul style="list-style-type: none"> • Facilitation • Debriefing • Communication • Evaluation and Reporting • Presentation and Public Speaking • Non - Formal Education • Theoretical Background • Feedback <ul style="list-style-type: none"> • Do you feel prepared?

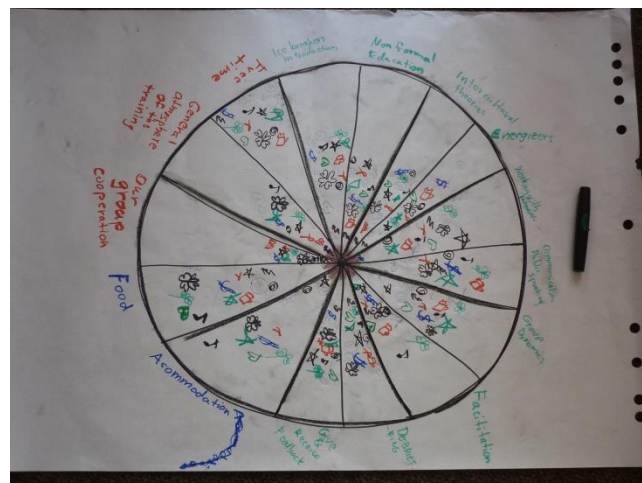


2. Pizza - Slices

As you can see on the model, every slice has another topic, where you (the participants) can mark, how you feel about it. The closer to the center - the better you feel about it, the farer away - the worse.

Topics:

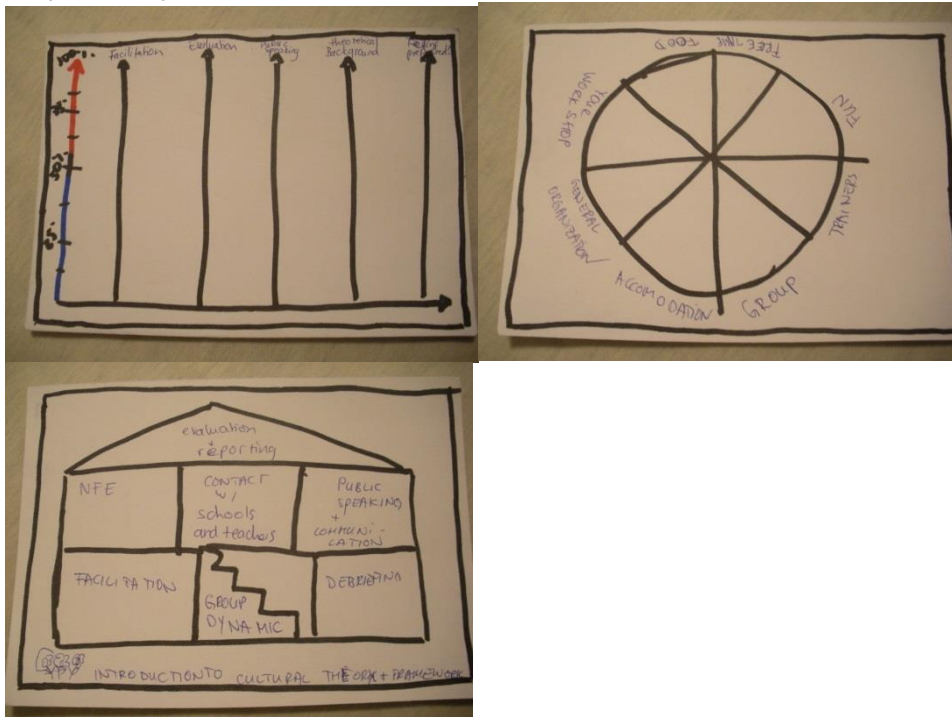
- Fun
- Trainers
- Group
- Freetime
- Your workshop (workshop they delivered at school)
- Accommodation
- General Organization (eg. Information before the training)
- Food



3. Training - Theme - Session - Overview - Image (House, Boat, River, etc.)

You make up a little nice image where all sessions are displayed. So after each session the participants can add their personal feedback about the session, writing them down on post its.

Depending on the duration of the whole mini training, the trainers can decide when to integrate this evaluation form. The main idea is to introduce this flip chart at the beginning of the training, so after

		<p>every session the participants can reflect on it. At the end of the training, during the evaluation session, we encourage them to revise and add to it. You can also just hand it out during the evaluation.</p> <p>4. Leftovers (Trainers can make up a better name for that) This is the flipchart where everything can be written down, which has no space on the other flipchart. Pizza slices and barometers can be commented or completely new topics can be written down.</p>
	20min	<p>Time for participants to fill the papers Participants will call the trainers when they are ready.</p>
	2 min	<p>Trainers take the papers, roll them up and read them later. Finish session: "Thank you. If there is anything you want to talk to any of us personally, don't hesitate."</p>
MATERIALS REQUIRED	<p>Prepared Flipcharts</p>  <p>Flipchart markers Post Its</p>	
TRAINING AIDS AND EQUIPMENT		
ADDITIONAL COMMENTS (IF ANY):		
LEARNING OUTCOMES	<p>For participants: They can reflect on the whole session. For trainers: They can reflect on their performance and possible future improvements.</p>	

Contact with Schools and Teachers

TITLE	Contact with school and teachers
SPACE REQUIREMENTS	A room big enough for a circle of chairs.
SESSION OBJECTIVES:	<p>Give knowledge of:</p> <ul style="list-style-type: none"> • body language while communicating with Schools and Teachers • ways of contacting others • ways of talking • CG elevator speech
LINK WITH TRAINING OBJECTIVES:	Gives the moderator the knowledge how to act while communicating with a client.
SESSION DESCRIPTION (STEP-BY-STEP INCLUDING TIMING)	<p>Session total 90 min</p> <p>5 min. Introduction – what and how we will be going through this session and the goal of it.</p> <p>10 min. Greeting aka body language – to begin the session, there will be an activity.</p> <p>Create two equal circles, inner and outer, facing each other. The activity will take place in silence. The outer circle will move clockwise and will shake hands with the person in the inner circle. The activity will take place until the outer circle gets back to where they started from.</p> <p>Sit down in the circle again and analyze different ways of shaking hands. Did anyone notice any differences and if they did, what were they like. How did shaking hands make them feel? What to pay attention to the next time when one has to shake hands with someone and how to turn shaking hands and body language in general in favor of oneself.</p> <p>20 min. Different ways of contacting with people (breaking the ice) – discussion with questions</p> <p>People sit in a circle.</p> <ul style="list-style-type: none"> • Discussion about over all ways of communicating. What kind of words to avoid (body language), what needs to be present at all times (respect, introduction, contact, etc.) • The beginning the discussion will be about where to get contacts and how to make decisions/choices of whom to contact, but mainly everything will focus on what kind of contact making ways are there. Next will be a discussion and analysis of how to create and keep contacts effectively. <p>All the three topics' most important keywords the facilitator will write on the board. The outcome should be the knowledge of how to communicate with a school to achieve a reputation of a reliable partner. (For that using the right</p>

	<p>attitude, behavior and respectable attitude).</p> <p><i>Regarding customer-oriented sales a good example for approaching is: thorough research about the client, e-mail introducing the service and an invitation to react, in 1-2 days call and ask if they're interested, give time to get acquainted with the material and ask permission to get in touch again, etc. The main thing is that promises that have been made need to be fulfilled. The key to success is 80% of preparation and 20% of execution.</i></p> <p>45 min. Putting together the CG program introduction</p> <p>5 min "elevator speech" method introduction. After that the group will be separated into smaller (3-4 people) groups. The participants should be divided by the counting method, using not numbers but key words. One should use key words which are connected with the two previous activities. E.g. letter, email, telephone, fax, etc.</p> <p>30 min group work where each group's task is to create a short, universally understandable and easily presentable introduction to the client of the YFU Coloured Glasses project. It needs to give a clear and short answer to questions like what we offer than and in what conditions.</p> <p>Help during the making of the presentation:</p> <ul style="list-style-type: none"> • what is YFU Coloured Glasses • what does it give to the students • how will you be executing/doing it? <p>10 min Every group will present their result what will be attached to a visible place. Discussion together about what was the pros and cons of the group presentations.</p> <p>10 min Summary. What knowledge did we gather? Ask and get to know the opinion of the group if the information and knowledge received actually own practical value. Answer question that have arisen.</p>
MATERIALS REQUIRED	<p>1 flip chart sheet - mark the most important nuances of body language</p> <p>1 flip chart sheet - the result should represent a complete solution for the school: methods and order, how to approach.</p> <p>The term of respect for introduction, content ,aka in this case an offer, summary and the basis of a letter. $\frac{1}{4}$ part of it should hold post-it's of the order of contacting methods, $\frac{1}{4}$ part of it should include the expressions that show the most respect and $\frac{1}{2}$ should bring out an reference on the "introduction" page.</p> <p>4 flipchart sheets - for group work (for the groups)</p> <p>15 $\frac{1}{3}$ A4 sheets Good if there are two different colours.</p>
TRAINING AIDS AND EQUIPMENT	Silent place, area for at least 20 people. Good if there is a change to sit (chairs) and a chance for the groups to work separately.
ADDITIONAL COMMENTS	Possible to shorten or make the sessions longer. Just ask how.

(IF ANY):	
LEARNING OUTCOMES	<p>As a result of the work shop there will be a completed and detailed material/manual of how to contact the school/teacher and what to keep in mind to ensure a positive and sustainable outcome.</p> <div data-bbox="421 398 1337 544"> <pre> graph LR A[e-mail] -- "+" --> B[phone call] B -- "=" --> C[CG work-shop] C -- "+" --> D[thanks card by post] D -- "=" --> E[next opportunity] </pre> </div> <div data-bbox="421 562 1337 683"> <p>Examples of the use of vocabulary and body language</p> </div> <div data-bbox="408 728 1340 1086"> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 20%;"> Coloured Glasses introducing 1 </div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 20%;"> Coloured Glasses introducing 2 </div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 20%;"> Coloured Glasses introducing 3 </div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 20%;"> Coloured Glasses introducing 4 </div> </div> </div>

Quality Assurance Framework for Trainings within Coloured Glasses

Outcomes	Indicators	Measurement tool
The needs of participants & society and the mission & values of Coloured Glasses are translated into objectives	Needs of the participants are defined	Trainerteam
	Objectives of an activity are defined and linked to the participant's needs relating to the activity	Trainerteam
	The program is designed according to the information collected from the participants application forms	Trainerteam
	A clear profile of participants is provided	Regional Koordinator
	The aim and the objectives of the project should be aligned with the mission and values of Coloured Glasses	Trainerteam
The objectives of the event correspond with the priorities and objectives of the funding programme which support the event	Priorities and Objectives of the funding the programme are well known by the organizer	Regional Koordinator & Trainerteam
	Priorities and Objectives of the funding programme are transmitted and promoted during the activity	Trainerteam
The educational methodology is suitable/appropriate & inclusive for the learning process to all the participants of the event	Non-Formal Education methods are used	Trainerteam
	The agenda/program enables facilitation in accordance with chosen methodology	Trainerteam
	The program of the activity must be flexible in order to answer all the needs of participants	Trainerteam
	The activities are prepared beforehand	Trainerteam
	There must be regular evaluation which would help the organizer to improve the methods or the programme	Regional Koordinator & Trainerteam
Resources are used in a sustainable, cost effective, responsible and qualitative way	The Eco-friendly Guideline is disseminated throughout the organizers before the activity	Regional Koordinator & Trainerteam
	Rules about being sustainable are created by organizers before the activity starts	Regional Koordinator & Trainerteam
	The organizers of the activity are responsible for disseminating those rules throughout everyone involved in the activity (organizer, trainers, participants, etc)	Regional Koordinator

	Rules are respected	Regional Koordinator & Trainerteam
	In terms of resources and materials used before, during and after the event, its implementation pursues the following simple objectives:	Regional Koordinator & Trainerteam
	Reducing the consumption of water and energy	Regional Koordinator & Trainerteam
	Decreasing the waste of paper (for example by using both sides of paper)	Regional Koordinator & Trainerteam
	Minimize the production of waste	Regional Koordinator & Trainerteam
	Raising the awareness of the participants, organizers and trainers/facilitators regarding environmental issues.	Regional Koordinator & Trainerteam
Educators (trainers, volunteers, facilitators, etc.) have the necessary knowledge, skills, attitude and experience on the main theme of the project	The educators involved in the implementation of the project know and follow the criteria of the Quality Assurance Framework of Coloured Glasses	Trainerteam
	The educators minimize the overall impact of the activities on the environment	Trainerteam
	The educators have decent knowledge in participative methodologies	Trainerteam
	There is teamwork during the preparation/implementation/ evaluation of the activity, and help and support between educators	Trainerteam
	The educators have previous experience in the main theme of the activity	Trainerteam
	The educators have experience/skills in maintaining the learning process of the group	Trainerteam
	The junior educators have the willingness to support educators in maintaining the learning process of the group	Trainerteam
Draft Programme together with list of activities is prepared before the activity	The session outline form is spread/and prepared before the activity	Trainerteam
	The list of activities responds to the participant's needs.	Trainerteam
Effective Communication between all stakeholders involved in the project (for instance national YFU Organisations, GB representative, AO, PET) is	The educators involved in the implementation of the project know, follow and respect the criteria of the Quality Assurance Framework and Communication Strategy Document of Colored Glasses	Regional Koordinator & Trainerteam

implemented		
Participants influence their learning process, understand the learning process and outcomes, and transfer the knowledge to their own surrounding	Each activity block finishes with a short summary of what has been done	Trainerteam
	During the event there is a midterm verbal or written evaluation. The outcomes of the evaluation are taken into consideration by the educators	Trainerteam
	The participants are reminded about obligation of transferring of knowledge to their organizations	Trainerteam
The Event is evaluated by everyone (organizers, participants, trainers, facilitators) involved in the project	The Evaluation form is spread within all people (participants, educators, organizers, etc.) involved in the project	Trainerteam
	The Evaluation form needs to be taken into consideration before implementing the next event	Regional Koordinator & Trainerteam
	The Evaluation forms are gathered by the Regional Koordinators of Colored Glasses and evaluated together with the Trainerteam.	Regional Koordinator & Trainerteam
Concrete outcomes such as handbooks, videos, written reports, publications, local/national events/actions/projects are produced and disseminated within the Colored Glasses network on local and international level	Handbooks, videos, written reports and publications are in English, easily accessible for all users	Regional Koordinator
	Handbooks, videos, written reports and publications are available on the Colored Glasses website	Ubessu

Quality Assurance Framework for Facilitators

1. Competence area: Understanding the concept of Coloured Glasses

COMPETENCES	CRITERIA	INDICATORS	Type of assessment	Experience
Adaptation of the concept of Colored Glasses to the local conditions			Self-assessment	
Awareness of the concept of Coloured Glasses and its educational framework	Knowledge of the educational framework on which Coloured Glasses is built	Knowledge of the framework for intercultural and global citizenship education	Online-assessment	Training course
		Knowledge of the themes which are addressed through the Coloured Glasses workshop	Online-assessment	Training course
	Feeling confident to understand, explain and apply the educational framework of Coloured Glasses	Openly reflects on the approach and educational framework of Coloured Glasses and its relevance	Self-assessment	
Understanding of the theories (Intercultural, Global Citizenship, Human Rights, etc.) behind the current Coloured Glasses framework	Knowledge of the current theories about culture, identity and intercultural communication	Understands culture as a dynamic and multifaceted process (heterogeneity of culture); and the complexity of intercultural communication process	Online-assessment	
		Understands the links between culture and identity and the different models of culture	Online-assessment	

	Knowledge of the Human Rights frameworks, Responsibility and Global Citizenship Education	Knows what is Human Rights Education and how it is reflected in the Coloured Glasses	Online-assessment	
	Skill to explain clearly the theories behind the Coloured Glasses frameworks	Can explain to learners in a clear way the theories behind the Coloured Glasses framework	Peer feedback	Training course
	Awareness about Stereotypes and Prejudices as a base for discrimination and inequality	Understands of the interconnectedness between prejudices, inequality and discrimination	Self-assessment	
Technical competences regarding the contact with schools and talking to teachers	Knowledge of the practical steps to establish partnership with schools	Knowledge on the legal circumstances, formal steps and mechanisms to build partnerships with schools	Peer feedback	Training course
	Skills to communicate and establish cooperation with teachers and school staff	Ability to clearly explain the Coloured Glasses programme and to explain the needed pre-conditions to implement a Coloured Glasses workshop	Peer feedback	Training course
	Skill to set common objectives with local schools and work in partnership	Ability to explain the objectives of different Coloured Glasses workshops and how they link with the school curricula	Peer feedback	Training course
		Ability to communicate openly with the school staff in order to establish partnership	Self-assessment	Workshop implemented

Being able to act as multiplier of the Coloured Glasses	Knowledge about the elements that need to be set in place to implement a Coloured Glasses workshop	Knowledge of the technical conditions needed for a Coloured Glasses workshop (room, materials, timing etc.) as well as the profile of participants, working conditions and other context related conditions	Peer feedback	Workshop implemented
	Willingness to promote Coloured Glasses to schools, students and other interested stakeholders	Taking pro-active approach to promote the Coloured Glasses to different schools, students and potential new facilitators of the workshops	Self-assessment	Workshop implemented
	Skill to organize Coloured Glasses workshop on a local level	Ability to plan and manage the technical conditions needed to implement a Coloured Glasses workshop	Self-assessment	Workshop implemented

2. Competence area: Developing and delivering educational programmes with Coloured Glasses

COMPETENCES	CRITERIA	INDICATORS	Experience, situation, moment which is connected/reflects this	Experience
Developing an educational approach based on the principles and values of non-formal learning	Knowledge of the concept and values of non-formal learning as an educational practice	Demonstrates an understanding of the values and key principles of non-formal learning	Online assessment	
		Demonstrates an understanding of different educational methods and concepts for needs	Online assessment	Training course

		assessment		
	Openness and readiness to tailor the training to participants needs	Assesses learners' needs before or at the very beginning of the training activity	Peer feedback	Training course
		Addresses learners' needs through an adequate and tailored educational approach	Peer feedback	Training course
		Is comfortable with having an adjustable programme	Self-assessment	Training course
	Acceptance of the key concepts, values and consolidated practice of non-formal learning	Is comfortable with addressing and applying the principles of non-formal learning when designing a programme with a particular focus on active participation of the learners	Self-assessment	Training course
		Demonstrates a genuine interest in learners' needs	Self-assessment	
Selecting, adapting or creating appropriate methods	Knowledge of existing methods and their sources	Identifies appropriate methods from the Coloured Glasses manual and other sources	Peer feedback	Training course
	Knowledge of methodologies used in youth training	Explains the methodologies used in a workshop when choosing, adapting and creating methods	Self-assessment	Training course

	Skill to choose, adapt or create an appropriate method	Applies methodologies used in a Coloured Glasses workshop when choosing or adapting methods	Peer feedback	Training course
		Creates and adjusts methods accordingly	Peer feedback	
	Courage to improvise, adjust and deal with unknown and unpredicted situations	Dares to improvise and adjust in unknown and unpredicted situations	Self-assessment	
Understanding and facilitating group learning processes	Knowledge of the theories and concepts of group dynamics	Knowledge of the phases of group development	Online assessment	Training course
		Ability to support the group in different stages of group development	Online assessment	Training course
	Skills of active listening and non-verbal communication	Listens carefully to others without interrupting and in an unbiased manner	Peer feedback	Training course
		Pays attention to body language	Peer feedback	Training course
	Skill to ask meaningful questions and conclude the learning reflection	Asks open questions which are linked with the topic and lead the discussion	Peer feedback	Workshops implemented
	Readiness to confront and be confronted	Dares to push learners to the stretching zone and then to safely conclude their learning process	Peer feedback	Workshops implemented

Competence to lead the learning process through debriefing	Understanding of the experiential learning cycle and the role of debriefing within it	Knows the experiential learning cycle	Online assessment	Training course
		Refers to experience to make adequate questions and lead the learners to conclusions	Peer feedback	Workshops implemented
	Understanding of learning styles	Knowledge on different learning styles	Online assessment	Training course
		Ability to engage participants with different learning styles within the group	Peer feedback	Workshops implemented
	Ability to manage the debriefing process when there are tensions and disagreements	Manages a discussion when there are contrast statements and beliefs	Peer feedback	
		Skill to recognize disagreements and apply specific ways and methods for dealing with disagreements	Peer feedback	
		Encourages observation, experience, reflection, reasoning, and communication among learners	Peer feedback	
Competences linked with evaluation and reporting	Knowledge of various approaches for learning evaluation	Understands various approaches to raise awareness of the participants of their learning; and how to use	Online assessment	Training course

		the outcomes of the learning for their own benefit		
	Skill to design a reflection process so the participants are aware of their own learning	Raises awareness of learning outcomes through meaningful questions and space for self-reflection	Online assessment	
		Encourages the expression of various point of view	Self-assessment	
	Willingness to support and empower participants to use their learning outcomes	Promotes confidence and motivates participants to apply their learning outcomes	Self-assessment	
Needs-based session design (NAOMIE)	Knowledge of NAOMIE	Knows the interlinked elements of NAOMIE	Online assessment	Training course
		Able to use NAOMIE model for planning a session / workshop	Online assessment	Training course
	Skill to set learning objectives based on learners needs	Shows a genuine interest in learners' needs	Self-assessment	

3. Competence area: Communication and teamwork

COMPETENCES	CRITERIA	INDICATOR	Experience, situation, moment which is connected/reflects this	Experience
Meaningful communication	Ability to clearly express thoughts and emotions	Expresses oneself in an understandable way	Peer feedback	Workshops implemented
		Shows an understanding of their own feelings/emotions and is able to express them when suitable	Peer feedback	Workshops implemented
	Competences linked with Active listening	Demonstrates an understanding of what lies behind the concepts of active listening and non-verbal communication	Online assessment	
		Listens carefully to others without interrupting and in an unbiased manner	Peer feedback	Workshops implemented
		Pays attention to body language	Peer feedback	Workshops implemented
	Being diversity-aware	Works effectively with learners from diverse backgrounds	Self-assessment	Workshops implemented
		Is sensitive to the needs of and challenges faced by learners and opportunities that exist within the group of learners	Self-assessment	Workshops implemented
Public Speaking	Knowledge and Skills for public speaking	Knowledge of public speaking essentials (content, structure, presentation skills)	Online assessment	Training Course

		Skills to express oneself clearly and with confidence	Peer feedback	Training Course
Creating inclusive and joyful learning environment	Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking	Refers to a variety of methods that encourage creativity, problem solving and 'out-of-the-box' thinking	Self-assessment	
	Curiosity and openness to improvise and experiment	Dares to improvise and experiment and to acknowledge the importance of improvisation and experience within learning programmes	Self-assessment	
	Knowledge of ethical boundaries	Adopts appropriate behaviour that respects ethical boundaries within a given group of learners	Peer feedback	
	Skill to identify the potential of the environment	Makes adequate use of the environment for learning purposes	Self-assessment	
Being aware of the team processes and being able to work in teams	Knowledge of team processes and their influence on team effectiveness	Reminds himself/herself to team processes and their potential influence on team effectiveness	Peer feedback	
	Skill to recognise team processes during team work and to adjust them accordingly	Is able to adjust to different teams	Peer feedback	

	Openness to team processes and recognition of their importance	Shows an interest in the team process and does not ignore any team work issues	Peer feedback	
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4. Competence area: Learning to Learn

COMPETENCES	CRITERIA	INDICATORS	Experience, situation, moment which is connected/reflects this	Experience
Experience and practice of the preparation of a CG workshop	Knowledge on practical preparation steps	Can make a list of most important actions that need to be taken in order to prepare a Coloured Glasses workshop	Based on experience	Workshops implemented
		Can guide others to work in teams and cooperate together in order to prepare a Coloured Glasses workshop	Based on experience	Workshops implemented
	Skills to reflect on the preparation process for a Coloured Glasses workshop	Identifies easily if the preparation activities are done with the needed attention and quality	Based on experience	Workshops implemented
		Proposes additional activities and strategies to ensure the workshop is properly prepared	Based on experience	Workshops implemented

		Takes time to reflect on the workshop preparation and draws conclusions from that process	Based on experience	Workshops implemented
Experience and practice delivery of Coloured Glasses workshops in local high schools	Knowledge on practical challenges related to the delivery of a Coloured Glasses workshop	Plans and manages the needed materials and working spaces appropriately	Based on experience	Workshops implemented
		Delivers the workshop within the given time frame for the defined group of learners	Based on experience	Workshops implemented
	Skills to react on potential obstacles which can influence delivery of the workshop	Proposes effective measures to overcome unplanned situations	Based on experience	Workshops implemented
Competence to give and receive feedback on how to improve sessions and delivery/facilitation	Ability to critically reflect on the outcomes from the Coloured glasses workshop	Can use the evaluation and feedback session to estimate how much were the learning objectives of the session reached	Peer feedback	
		Can identify the strongest and weakest points in terms of content of the implemented session	Peer feedback	

	Ability to give meaningful feedback	Provides feedback to colleagues, YFU National organization and partner schools about the workshop process and the possible improvements	Peer feedback	Workshops implemented
	Ability to receive feedback	Actively listens and understands the feedback received from colleagues, YFU National organization and partner schools	Peer feedback	Workshops implemented
		Plans appropriate measures to improve based on the received feedback	Self-assessment	Workshops implemented
Self-reflective as a trainer (Me as a trainer)	Assessing one's own learning achievements and competences	Applies appropriate methods for assessment and self-assessment of their own learning achievements	Self-assessment	Workshops implemented
		Takes responsibility to run self-assessment and build personal development plan based on it	Self-assessment	Workshops implemented
	Undergoing personal/professional development through feedback	Understands the values and mechanisms of feedback	Self-assessment	Workshops implemented
		Gives, receives and integrates	Self-assessment	Workshops implemented

		feedback in a constructive way		
		Asks for feedback	Self-assessment	