

# Coloured Glasses by



YOUTH FOR UNDERSTANDING  
Intercultural Exchange Programs

## Quality Assurance Framework

Version 1

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## ***Coloured Glasses as an Educational Programme of Youth for Understanding***

In 1996, a EEE-YFU project resulted in the creation of a manual entitled Coloured Glasses: a Resource Manual for Intercultural Education, which contains ready-to-use workshops on intercultural learning for use with young people. This set of tolerance workshops is tailored for both teachers and students and use interactive non-formal education methods. Participants explore and learn about values, cultural differences, stereotypes, non-verbal and verbal communication as well as identity. The objectives of these workshops are:

- **to introduce young people to the concepts of intercultural learning**
- **to raise awareness on problems in society caused by intolerance**

Coloured Glasses refers to the well-known analogy of the sunglasses as a representation of cultural filters through which we observe and interpret reality.

The manual was used during a European Voluntary Service (EVS) project in 1999, which ran parallel in Estonia and Germany. Since then, the manual has gone through several revisions and updates, mainly in YFU Germany. YFU European organisations have sporadically been involved in organising Coloured Glasses workshops in schools. These interactive workshops also increase YFU's visibility since they demonstrate our organisation's expertise in intercultural learning, especially with teachers and school students.

In recent years, individual YFU organisations have brought volunteers from other countries - in the context of the EVS programme - to conduct these workshops, giving an added value to the workshops and to the capacity of the YFU organisation.

## Defining Quality: Different Aspects and Their Indicators

Within the Coloured Glasses Project we identified different aspects of quality and developed indicators which can help all included actors to reach a high standard.



## Content & Implementation

### Learning outcome:

Coloured Glasses is firmly anchored within the Intercultural and Global Citizenship Education fields. The Educational Framework, which is explained in our manual for workshops, consists of four pillars or thematic areas:

- Culture & Identity
- Intercultural Communication
- Stereotypes, Prejudice, Discrimination & Inequality
- Human Rights & Responsibility

These thematic areas define the main learning outcomes for all participants within the project: reaching from students in schools to trainers. Hereby, learners are prepared for their learning experience, influenced in their learning process and end with understanding the learning outcomes. Finally, they feel supported in applying them in their own context.

Reaching the learning outcome (see attachment) for each workshop/training is our definition of quality.

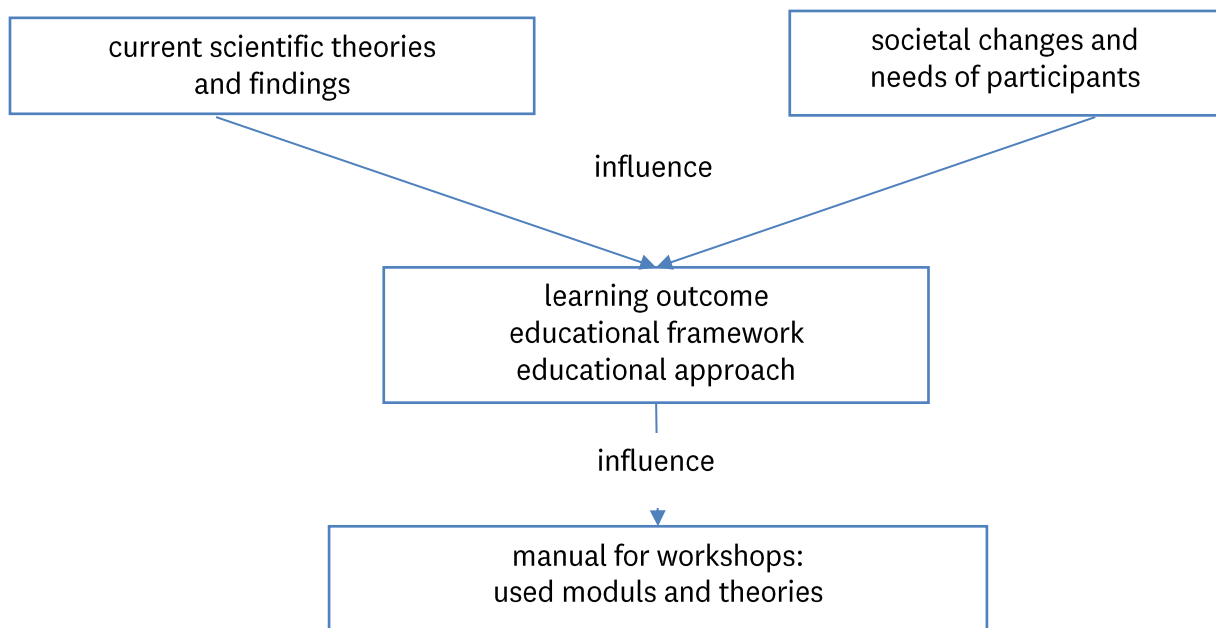
### Conceptual framework:

The basis for the Coloured Glasses project is its conceptual framework. Most important for carrying out the workshops is the manual for workshops, in which the content is closely tied to our defined learning outcome. It includes methods and theoretical input for facilitators. It also contains references and further literature recommendations as well as examples from everyday life.

With the conceptual framework we want to set standards as well as define our theoretical understanding and goals. Therefore, our aim is to ensure a high quality of our concepts, which means that:

- the conceptual framework is based on the current scientific state,
- the needs of all involved stakeholders are taken into account,
- the objectives are linked to the programme and methods,

it contains an educational framework and an explicit educational approach.



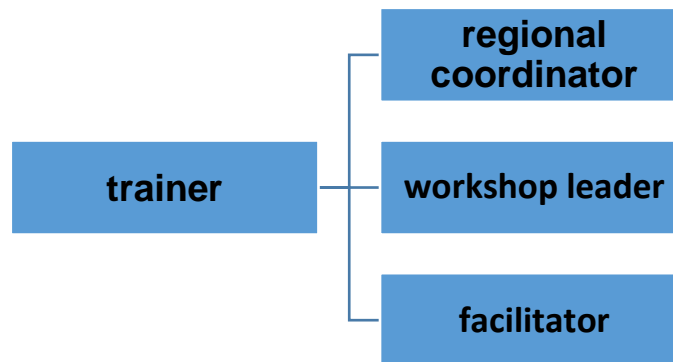
### Training/Education:

Based on the manual for workshops, a concept for the training of facilitators was set up to ensure a standard for trainings. Trainings are provided to volunteers on a regular basis in order to enable them to organize, plan and carry out Coloured Glasses workshops on a high quality level. After initial training, facilitators:

- are theoretically firm (e.g. Understanding of the theories (Intercultural, Global Citizenship, Human Rights, etc.) behind the current Coloured Glasses framework)
- have the skill to set up a workshop according to target groups,
- have technical competences regarding the contact with schools and talking to teachers.

Next to training and hands-on experience, we believe education to be a motivating driver for volunteers. Therefore, we ensure further qualitative online training and education within the network to support the exchange of experiences among volunteers, as well as to give them a guiding construct for their contribution and growth within the project.

Within the Coloured Glasses curriculum we provide trainings for different steps within the project to ensure a qualitative and sustainable performance of our volunteers on several levels:



1. **Trainer:** responsible for conducting training courses within the educational framework of Coloured Glasses for facilitators, workshop leaders, and regional coordinators.
2. **Workshop leader:** responsible for organizing, planning, conducting and evaluating a workshop together with other facilitators. Workshop leaders help facilitators maximize their learning outcome by coaching and by giving feedback.
3. **Facilitator:** responsible for preparing and conducting a workshop together with other facilitators and the workshop leader.
4. **Regional coordinator:** responsible for project-management and volunteer-management of Coloured Glasses on the local level.

#### **Certification:**

The certification system is constructed to ensure the recognition of expertise inside and outside of the Coloured Glasses framework. It will help to recognize volunteers and the value and expertise they develop throughout the process of their volunteer work. It thereby takes different ideas of learning into account, such as self-assessment, online-assessment but also trainings at different institutions or/and practical experience.

Remaining flexible, as needed in a voluntary discourse, while setting standards is what we define as quality.

## Management

### Communication & Visibility:

For Coloured Glasses to be sustainable, different communities, people and institutions have to know about it. Communication between all actors has to be managed effectively at all times and major stakeholders are aware of the educational objectives and outputs.

Communication and visibility should, however, also be linked to the possibilities and necessities of each Coloured Glasses country. The demand should not increase if a team is not able to fulfil.

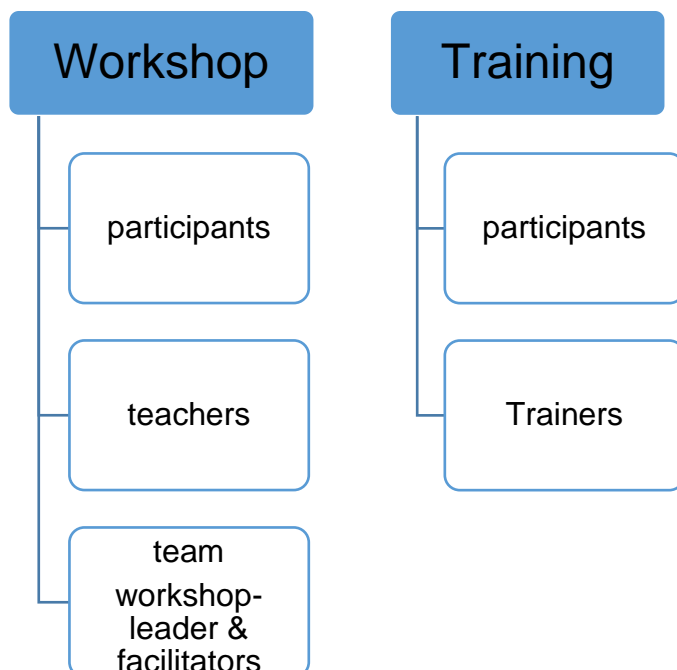
### Resources:

Necessary resources should be made available to allow Coloured Glasses to run smoothly and effectively. However, resources should be used in a sustainable, cost-effective and responsible way. This means, for example, that:

- in terms of transportation, public transport should be preferred over travelling by car, also should be booked as early as possible to reduce costs;
- in terms of paper, only should be printed if really necessary;
- trainings can be organized, when feasible, via e-learning or blended learning.

## Measuring Quality

To ensure our high level of quality we developed the following system:



### Direct feedback from workshops

At the end of every workshop our teams (workshop leader and facilitators) provide time for feedback through different feedback methods, ranging from questionnaires (see Annex 6: Questionnaires for participants) to more interactive methods (the “temperature scale”, do feedback as described in the Coloured Glasses Manual etc.). Feedback is, hereby, not only given by the direct participants but also by their teachers or youth leaders. Both the feedback from the workshop participants and their teachers/youth leaders is recorded in the workshop report (see attachment), which has to be filled in after every workshop. The workshop report also includes the feedback from the team.

Furthermore every participant and teacher/youth leader has the possibility to give feedback via an anonymous online survey.

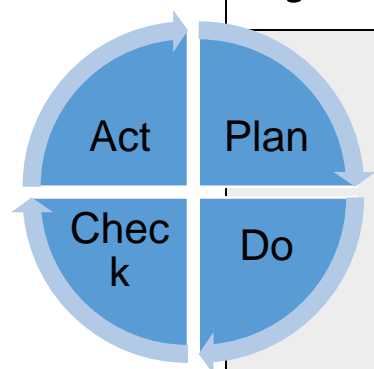
### Direct feedback from trainings

Similar to the workshop feedback, participants of our training courses are asked to give feedback at the end of all trainings. This, as well as the feedback of the facilitators is recorded in the training report.

Next to direct feedback at the end of the training, the training participants are encouraged to fill in an anonymous online survey.

## Securing Quality - The CG Quality circle

Having implemented these different measuring tools, Coloured Glasses has developed the Coloured Glasses Quality Circle (CGQC) :



Stage	What to do?	By whom?
Plan	<ul style="list-style-type: none"> <li>• Ongoing collection of ideas, theories and necessary changes for review of Coloured Glasses learning outcome, Educational Framework and Educational Review</li> <li>• Planning review according to needs or at least every 3 years: <ul style="list-style-type: none"> <li>○ Appointment of a revision team,</li> <li>○ Structural analysis of workshop reports,</li> <li>○ Including revision of themes and modules</li> </ul> </li> </ul>	International Steering Committee
Do	Conducting new possible modules and theories for implementation on a small scale (i.e. in one country)	Appointed Revision Team
Check	Testing new possible modules and theories for implementation on a small scale (i.e. in one country)	Appointed Revision Team
Act	Rewrite Concept according to needs and implement it in all countries: <ul style="list-style-type: none"> <li>• translation in different languages</li> <li>• training of prior trained facilitators</li> </ul>	Appointed revision team, International Steering Committee and Regional Coordinators

At least every three years the Coloured Glasses learning outcomes and workshop manual are revised by a team of volunteers. During the scheduled revision workshop reports are analyzed, a literary review is undertaken and included in the change of the manual for workshops. If nothing needs to be changed, it is an ok outcome as well.

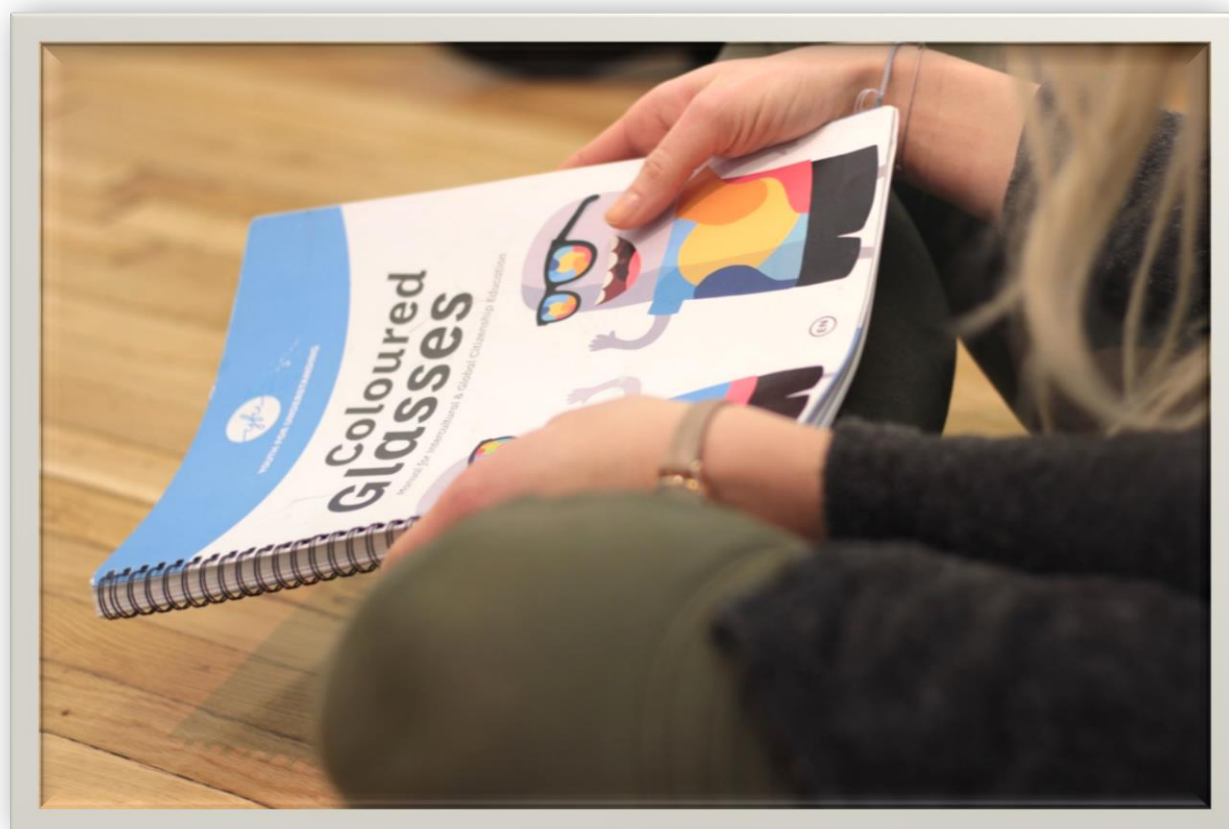
The same is done for the training manual.



## **Annexes**

1. Learning Outcomes (Coloured Glasses manual)
2. Conceptual framework
3. Training educational framework
4. Certification framework
5. Questionnaires for participants (workshops)
6. Questionnaires for participants (trainings)
7. Workshop-reports
8. Training-reports

**Annex 1:**  
**Learning Outcomes**  
**Coloured Glasses Manual**



## 1. Culture and Identity

Outcomes	Indicators	Measurement tool
<b>Knowledge and critical understanding of:</b>		
Culture and cultures	Culture and cultures – how culture is formed, the process and elements composing it. See Glossary for a definition of culture.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
The self	The self-awareness about how one functions – One's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
<b>Valuing:</b>		
Cultural diversity	Cultural diversity – this value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
The right to self-identity and to belong	The right to self-identify and to belong – recognises the uniqueness of all individuals, in terms of their own personal histories, experiences, wants and needs. Part of our uniqueness is that we are all members of particular social groups, which means that we share some experiences, wants and needs with other members of those groups.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
<b>Skills:</b>		

Critical thinking	Analytical and critical thinking skills – the skills required to pursue, analyse, evaluate and make judgements about materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences, etc.) in a systematic and logical manner.	Feedback form Teacher, Workshop-report, Feedback Participants,
Self-reflection	Self-reflection – being able to observe oneself and questioning own systems of categorization; reflecting about one's own attitudes and actions in an accepting way.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
Active listening skills	Active listening – the skill required to notice and understand what is being said and how it is being said, and to notice and understand other people's non-verbal behaviour.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
Empathy	Empathy – the set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
Co-operation skills	Co-operation skills – the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to cooperate so that group goals may be achieved.	Feedback form Teacher, Workshop-report, Feedback Participants,
<b>Attitudes:</b>		
Openness to the self	Openness to self – being willing to reflect and learn, to observe oneself in a critical and accepting way, and being willing to challenge and question own systems of categorization.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper

Openness to cultural	Openness to cultural otherness and to others beliefs, world views, practices – openness is an attitude toward people who are perceived to have different cultural affiliations from oneself or towards beliefs, worldviews and practices which differ from one's own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world.	Feedback form Teacher, Workshop-report, Feedback Participants, FernUniversität Hagen: Research paper
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## 2. Intercultural communication

Outcomes	Indicators	Measurement tools
<b>Knowledge and critical understanding of:</b>		
Meaningful communication	Meaningful communication – including the socially appropriate verbal and nonverbal communicative conventions with a focus on expressing only what needs to be expressed to honour the connection.	Feedback form Teacher, Workshop-report, Feedback Participants
The complexity of intercultural communication	Complexity of intercultural communication – understanding it can be a difficult process particularly when participants perceive each other as representatives of cultures that have an adversarial relationship with one another. Under such circumstances, intercultural dialogue can be extremely difficult, requiring a high level of intercultural competence and very considerable emotional and social sensitivity, commitment, perseverance and courage.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Valuing:</b>		
Cultural diversity	Cultural diversity – this value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.	Feedback form Teacher, Workshop-report, Feedback Participants
Different channels and styles of communication	Different channels and styles of communication – valuing the diverse forms that communication can have; appreciating the use of verbal and nonverbal communication.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Skills:</b>		
Autonomous learning skills	Autonomous learning skills – the skills required to pursue, organise and evaluate one's own learning in accordance with one's own needs, in a self-directed manner, without being prompted by others.	Feedback form Teacher, Workshop-report, Feedback Participants

Active listening skills	Active listening – the skill required to notice and understand what is being said and how it is being said, and to notice and understand other people’s non-verbal behaviour.	Feedback form Teacher, Workshop-report, Feedback Participants
Communication skills	Communication skills – the skills required to communicate effectively and appropriately.	Feedback form Teacher, Workshop-report, Feedback Participants
Conflict resolution skills	Conflict resolution skills – the skills required to address, manage and resolve conflicts in a peaceful way by guiding conflicting parties towards optimal solutions that are acceptable to all parties.	Feedback form Teacher, Workshop-report, Feedback Participants
Co-operation skills	Co-operation skills – the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to cooperate so that group goals may be achieved.	Feedback form Teacher, Workshop-report, Feedback Participants
Empathy	Empathy – the set of skills required to understand and relate to other people’s thoughts, beliefs and feelings, and to see the world from other people’s perspectives.	Feedback form Teacher, Workshop-report, Feedback Participants
Flexibility and adaptability	Flexibility and adaptability – the skills required to adjust and regulate one’s thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Attitudes:</b>		
Awareness of my own interaction styles	Awareness of own interaction styles – becoming aware of the individual style of communication and interaction, being aware and critically observing personal reactions in difficult situations.	Feedback form Teacher, Workshop-report, Feedback Participants

### 3. Stereotypes, prejudice, discrimination and inequality

Outcomes	Indicators	Measurement tools
<b>Knowledge and critical understanding of:</b>		
The self	The self-awareness about how one functions – One's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world.	Feedback form Teacher, Workshop-report, Feedback Participants
The definitions and process of stereotyping, prejudice, discrimination and inequality	The definitions and process of stereotyping, prejudice, discrimination and inequality – understanding that stereotypes are oversimplified, generalised and often unconscious preconceptions about people or ideas that may lead to prejudice and discrimination; understanding the link and differences between stereotypes, prejudices and discrimination; understanding and knowledge about how to break out of the vicious circle of discrimination; understanding that inequality is a reality due to unequal power relations.	Feedback form Teacher, Workshop-report, Feedback Participants
Privilege and power relations	History, economy, privilege and power relations – understanding the fluid nature of history and how interpretations of the past vary over time and across cultures; knowledge and understanding of economies and of the economic and financial processes that affect the functioning of society; knowledge and understanding of the economic interdependence of the global community and of the impact that personal choices and patterns of consumption may have in other parts of the world; understanding that systematic marginalisation and exclusion from democratic processes and intercultural exchanges can lead to citizens' civic disengagement and alienation.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Valuing:</b>		



Mutual respect and equity	Mutual respect – living with others on the basis of tolerance, respect and mutual understanding and equity – availability, accessibility, acceptability and quality.	Feedback form Teacher, Workshop-report, Feedback Participants
Integration and inclusion	Integration and inclusion – accepting and valuing all human beings and their ideas as equal; building upon each other’s diversity.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Skills:</b>		
Analytical and critical thinking	Analytical and critical thinking skills – the skills required to pursue, analyse, evaluate and make judgements about materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences, etc.) in a systematic and logical manner.	Feedback form Teacher, Workshop-report, Feedback Participants
Active listening skills	Active listening – the skill required to notice and understand what is being said and how it is being said, and to notice and understand other people’s non-verbal behaviour.	Feedback form Teacher, Workshop-report, Feedback Participants
Empathy	Empathy – the set of skills required to understand and relate to other people’s thoughts, beliefs and feelings, and to see the world from other people’s perspectives.	Feedback form Teacher, Workshop-report, Feedback Participants
Co-operation skills	Co-operation skills – the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to cooperate so that group goals may be achieved.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Attitudes:</b>		
Openness to the self	Openness to self – being willing to reflect and learn, to observe oneself in a critical and accepting way, and being willing to challenge and question own systems of categorization.	Feedback form Teacher, Workshop-report, Feedback Participants

Openness to cultural otherness and to other belief, worldviews and practices	Openness to cultural otherness and to others beliefs, world views, practices – openness is an attitude toward people who are perceived to have different cultural affiliations from oneself or towards beliefs, worldviews and practices which differ from one’s own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world.	Feedback form Teacher, Workshop-report, Feedback Participants
Civic-mindedness	Civic-mindedness – an attitude towards a community or social group to which one belongs that is larger than one’s immediate circle of family and friends. It involves a sense of belonging to that community, an awareness of other people in the community, an awareness of the effects of one’s actions on those people, solidarity with other members of the community and a sense of civic duty towards the community.	Feedback form Teacher, Workshop-report, Feedback Participants
Self-efficacy	Self-efficacy – an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions that are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully and make a difference in the world.	Feedback form Teacher, Workshop-report, Feedback Participants
Curiosity	Curiosity – interest in discovering and learning about other cultural orientations and affiliations and other world views, beliefs, values and practices.	Feedback form Teacher, Workshop-report, Feedback Participants
Pay-it-forward	Pay-it-forward – the simplest way to define “pay it forward” is that when someone does something for you, instead of paying that person back directly, you pass it on to another person instead.	Feedback form Teacher, Workshop-report, Feedback Participants
The self	The self-awareness about how one functions – One’s own thoughts, beliefs, feelings and motivations, and of one’s own cultural affiliations and perspective on the world.	Feedback form Teacher, Workshop-report, Feedback Participants

<p>The definitions and process of stereotyping, prejudice, discrimination and inequality</p>	<p>The definitions and process of stereotyping, prejudice, discrimination and inequality – understanding that stereotypes are oversimplified, generalised and often unconscious preconceptions about people or ideas that may lead to prejudice and discrimination; understanding the link and differences between stereotypes, prejudices and discrimination; understanding and knowledge about how to break out of the vicious circle of discrimination; understanding that inequality is a reality due to unequal power relations.</p>	<p>Feedback form Teacher, Workshop-report, Feedback Participants</p>
<p>Privilege and power relations</p>	<p>History, economy, privilege and power relations – understanding the fluid nature of history and how interpretations of the past vary over time and across cultures; knowledge and understanding of economies and of the economic and financial processes that affect the functioning of society; knowledge and understanding of the economic interdependence of the global community and of the impact that personal choices and patterns of consumption may have in other parts of the world; understanding that systematic marginalization and exclusion from democratic processes and intercultural exchanges can lead to citizens' civic disengagement and alienation.</p>	<p>Feedback form Teacher, Workshop-report, Feedback Participants</p>

## 4. Human Rights & Responsibility

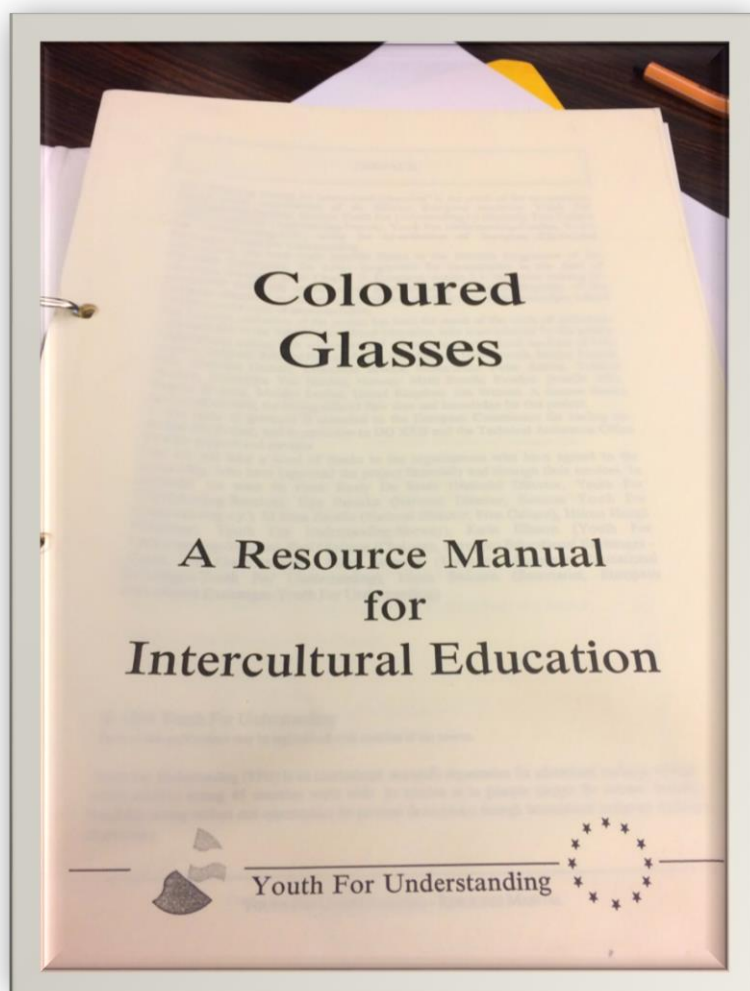
Outcomes	Indicators	Measurement tools
<b>Knowledge and critical understanding of:</b>		
The self	The self-awareness about how one functions – One's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world.	Feedback form Teacher, Workshop-report, Feedback Participants
The world	A large and complex body of knowledge and critical understanding in a variety of areas including politics, law, Human Rights, culture, cultures, religions, history, media, economies, the environment and sustainability	Feedback form Teacher, Workshop-report, Feedback Participants
The role and impact of Human Rights	Using the knowledge that all people share a common humanity and have equal dignity irrespective of their particular cultural affiliations, status, abilities or circumstances in your everyday life as well as in exceptional circumstances.	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Valuing:</b>		
Human dignity and Human Rights	This value is based on the general belief that every human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of Human Rights and fundamental freedoms, and ought to be treated accordingly.	Feedback form Teacher, Workshop-report, Feedback Participants
Sustainability	This value is based on the belief that there are connections between economic, social, political and environmental processes, especially when viewed from a global perspective.	Feedback form Teacher, Workshop-report, Feedback Participants
Diversity	Cultural diversity – this value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.	Feedback form Teacher, Workshop-report, Feedback Participants
Equity	equity – availability, accessibility, acceptability and quality.	Feedback form Teacher, Workshop-report, Feedback

		Participants
<b>Skills:</b>		
Autonomous learning skills	Autonomous learning skills – the skills required to pursue, organise and evaluate one’s own learning in accordance with one’s own needs, in a self-directed manner, without being prompted by others.	Feedback form Teacher, Workshop-report, Feedback Participants
Critical thinking skills	Analytical and critical thinking skills – the skills required to pursue, analyse, evaluate and make judgements about materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences, etc.) in a systematic and logical manner.	Feedback form Teacher, Workshop-report, Feedback Participants
Active listening skills	Active listening – the skill required to notice and understand what is being said and how it is being said, and to notice and understand other people’s non-verbal behavior.	Feedback form Teacher, Workshop-report, Feedback Participants
Empathy	Empathy – the set of skills required to understand and relate to other people’s thoughts, beliefs and feelings, and to see the world from other people’s perspectives.	Feedback form Teacher, Workshop-report, Feedback Participants
Co-operation skills	Co-operation skills – the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to cooperate so that group goals may be achieved. Being able to see clashes from a Human Rights perspective	Feedback form Teacher, Workshop-report, Feedback Participants
<b>Attitudes:</b>		
Responsibility	Awareness of own interaction styles – becoming aware of the individual style of communication and interaction, being aware and critically observing personal reactions in difficult situations.	Feedback form Teacher, Workshop-report, Feedback Participants

Self-efficacy (walk the talk)	Self-efficacy – an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions that are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully and make a difference in the world.	Feedback form Teacher, Workshop- report, Feedback Participants
Pay-it-forward	Pay-it-forward – the simplest way to define “pay it forward” is that when someone does something for you, instead of paying that person back directly, you pass it on to another person instead.	Feedback form Teacher, Workshop- report, Feedback Participants

## **Annex 2:**

### **Conceptual framework**



## Conceptual framework

Outcomes	Indicators	Responsibility
The manual is based on the current scientific state	At least every three years the Coloured Glasses educational framework/ approach is revised with the help of current literature	International steering committee and Revision-Team
	At least every three years the Coloured Glasses learning outcomes are revised with the help of current literature	International steering committee and Revision-Team
	At least every three years the Coloured Glasses manual is updated according to the current scientific state	International steering committee and Revision-Team
The educational framework/ learning outcomes are aligned with the needs of all stakeholder	The needs of the participants and societal changes are defined with the help of feedback-reports from facilitators, teachers and participants	International steering committee and Revision-Team
	The needs of participants & societal changes are translated into objectives and the aim of the Coloured Glasses manual	International steering committee and Revision-Team
	The aim and the objectives of the Coloured Glasses manual are aligned with the mission and values of Youth For Understanding	International steering committee and Revision-Team
Revision	A team of Coloured Glasses facilitators, trainers, coordinators and scientists/experts is appointed	International steering committee and regional coordinators
	Feedback-reports are revised	Revision-Team



	Current literature is revised	Revision-Team
	Current Coloured Glasses manual is revised	Revision-Team
Implementation	Test-workshops are held up on a small scale (at least two in one country)	Regional Coordinators
	Test-workshops are evaluated with the help of participants, facilitators and teachers	Revision-Team
	Test-workshops are revised	Revision-Team
	New manual is translated in other languages	Regional Coordinators
	trained facilitators are updated and trained for the new content	Revision-Team
	Feedback is collected by facilitators, teachers and participants	Regional Coordinators and facilitators

## **Annex 3:**

### ***Training educational framework***



## Training educational framework

Outcomes	Indicators	Responsibility
The needs of participants & society and the mission & values of Coloured Glasses are translated into objectives	Needs of the participants are defined	Trainers team
	Objectives of an activity are defined and linked to the participant's needs relating to the activity	Trainers team
	The program is designed according to the information collected from the participants application forms	Trainers team
	A clear profile of participants is provided	Regional Coordinator
	The aim and the objectives of the project should be aligned with the mission and values of Coloured Glasses	Trainers team
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 Coordinator & Trainers team
	Priorities and Objectives of the funding programme are transmitted and promoted during the activity	Trainers team
The educational methodology is suitable/appropriate & inclusive for the learning process to all the participants of the event	Non-Formal Education methods are used	Trainers team
	The agenda/program enables facilitation in accordance with chosen methodology	Trainers team

	The program of the activity must be flexible in order to answer all the needs of participants	Trainers team
	The activities are prepared beforehand	Trainers team
	There must be regular evaluation which would help the organizer to improve the methods or the programme	Regional Coordinator & Trainers team
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 Coordinator & Trainers team
	Rules about being sustainable are created by organizers before the activity starts	Regional Coordinator & Trainers team
	The organizers of the activity are responsible for disseminating those rules throughout everyone involved in the activity (organizer, trainers, participants, etc)	Regional Coordinator & Trainersteam
	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 Coordinator & Trainers team
	Reducing the consumption of water and energy	Regional Coordinator & Trainers team
	Decreasing the waste of paper (for example by using both sides of paper)	Regional Coordinator & Trainers team

	Minimize the production of waste	Regional Coordinator & Trainers team
	Raising the awareness of the participants, organizers and trainers/facilitators regarding environmental issues.	Regional Coordinator & Trainers team
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	Trainers team
	The educators minimize the overall impact of the activities on the environment	Trainers team
	The educators have decent knowledge in participative methodologies	Trainers team
	There is teamwork during the preparation/implementation/evaluation of the activity, and help and support between educators	Trainers team
	The educators have previous experience in the main theme of the activity	Trainers team
	The educators have experience/skills in maintaining the learning process of the group	Trainers team
	The junior educators have the willingness to support educators in maintaining the learning process of the group	Trainers team
Draft Programme together with list of activities is prepared before the activity	The session outline form is spread/and prepared before the activity	Trainers team

	The list of activities responds to the participant's needs.	Trainers team
Effective Communication between all stakeholders involved in the project (for instance national YFU Organisations, GB representative, AO, PET) is implemented	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 Coloured Glasses	Regional Coordinator & Trainers team
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	Trainers team
	During the event there is a midterm verbal or written evaluation. The outcomes of the evaluation are taken into consideration by the educators	Trainers team
	The participants are reminded about obligation of transferring of knowledge to their organizations	Trainers team
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	Trainers team
	The Evaluation form needs to be taken into consideration before implementing the next event	Regional Coordinator & Trainers team
	The Evaluation forms are gathered by the Regional Coordinators of Coloured Glasses and evaluated together with the Trainerteam.	Regional Coordinator & Trainers team
Concrete outcomes such as handbooks, videos, written reports, publications,	Handbooks, videos, written reports and publications are in English, easily accessible for all users	Regional Coordinator

local/national events/actions/projects are produced and disseminated within the Coloured Glasses network on local and international level	Handbooks, videos, written reports and publications are available on the Coloured Glasses website	Obessu
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## **Annex 4:** **Certification framework**





## Certification

Outcomes	Indicators	Responsibility
<b>Certification process</b>	<ul style="list-style-type: none"> <li>In order to be qualified in the different fields of Coloured Glasses the candidate needs to proof to the regional coordinator/national yfu organisation the following achievements.</li> <li>Certificate is provided by the regional coordinator</li> </ul>	Regional coordinators
<b>Certified Coloured Glasses Trainer</b>	<p>In order to be a certified Coloured Glasses Trainer you should proof:</p> <ul style="list-style-type: none"> <li>Training of Trainers attendance</li> <li>Coloured Glasses facilitator training attendance</li> <li>Knowledge about the 'Coloured Glasses training educational framework'</li> <li>Knowledge about the 'Coloured Glasses training manual for facilitators'</li> <li>Awareness of the concept of Coloured Glasses and its educational framework</li> <li>Knowledge about the online learning modules of Coloured Glasses</li> <li>participation in one Coloured Glasses Workshop</li> </ul>	Regional coordinators
<b>Certified Regional Coordinator</b>	<p>In order to be a certified Coloured Glasses Regional Coordinator you should proof:</p> <ul style="list-style-type: none"> <li>Awareness of the concept of Coloured Glasses and its educational framework</li> <li>participation in one Coloured Glasses Workshop</li> <li>Competencies in the field of               <ul style="list-style-type: none"> <li>Fundraising, finances and reporting</li> <li>Volunteer Management</li> <li>Projectmanagement</li> <li>Knowledge Management</li> <li>Kooperation and Networking</li> </ul> </li> </ul>	<b>National YFU Organisation</b>
<b>Certified Workshop-</b>	<ul style="list-style-type: none"> <li>Coloured Glasses facilitator training attendance</li> </ul>	Regional

<b>Leader</b>	<ul style="list-style-type: none"> <li>• Awareness of the concept of Coloured Glasses and its educational framework</li> <li>• Knowledge about the online learning modules of Coloured Glasses</li> <li>• 10h workshop experience</li> </ul>	coordinators
<b>Facilitator</b>	<ul style="list-style-type: none"> <li>• Coloured Glasses facilitator training attendance</li> <li>• Awareness of the concept of Coloured Glasses and its educational framework</li> <li>• Knowledge about the online learning modules of Coloured Glasses</li> <li>• 4h workshop experience</li> </ul>	Regional coordinators

## 1. Trainer

Competence Areas	Indicators	Assessment
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 <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the values and key principles of non-formal learning</li> <li>• Demonstrates an understanding of different educational methods and concepts for needs assessment</li> </ul>	Online assessment
	Openness and readiness to tailor the training to participants needs <ul style="list-style-type: none"> <li>• Assesses learners' needs before or at the very beginning of the training activity</li> <li>• Addresses learners' needs through an adequate and tailored educational approach</li> <li>• Is comfortable with having an adjustable programme</li> </ul>	Online assessment Peer feedback Self-assessment

	<p>Acceptance of the key concepts, values and consolidated practice of non-formal learning</p> <ul style="list-style-type: none"> <li>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</li> <li>Demonstrates a genuine interest in learners' needs</li> </ul>	Self-assessment
Selecting, adapting or creating appropriate methods	<p>Knowledge of existing methods and their sources</p> <ul style="list-style-type: none"> <li>Identifies appropriate methods from the Coloured Glasses manual and other sources</li> </ul>	Peer feedback
	<p>Knowledge of methodologies used in youth training</p> <ul style="list-style-type: none"> <li>Explains the methodologies used in a workshop when choosing, adapting and creating methods</li> </ul>	Peer feedback
	<p>Skill to choose, adapt or create an appropriate method</p> <ul style="list-style-type: none"> <li>Applies methodologies used in a Coloured Glasses workshop when choosing or adapting methods</li> <li>Creates and adjusts methods accordingly</li> </ul>	Peer feedback Self-assessment
	<p>Courage to improvise, adjust and deal with unknown and unpredicted situations</p> <ul style="list-style-type: none"> <li>Dares to improvise and adjust in unknown and unpredicted situations</li> </ul>	Self-assessment
Understanding and facilitating group learning processes	<p>Knowledge of the theories and concepts of group dynamics</p> <ul style="list-style-type: none"> <li>Knowledge of the phases of group development</li> <li>Ability to support the group in different stages of group development</li> </ul>	Online assessment

	Skills of active listening and non-verbal communication <ul style="list-style-type: none"> <li>• Listens carefully to others without interrupting and in an unbiased manner</li> <li>• Pays attention to body language</li> </ul>	Peer feedback
	Skill to ask meaningful questions and conclude the learning reflection <ul style="list-style-type: none"> <li>• Asks open questions which are linked with the topic and lead the discussion</li> </ul>	Peer feedback
	Readiness to confront and be confronted <ul style="list-style-type: none"> <li>• Dares to push learners to the stretching zone and then to safely conclude their learning process</li> </ul>	Peer feedback
Competence to lead the learning process through debriefing	Understanding of the experiential learning cycle and the role of debriefing within it <ul style="list-style-type: none"> <li>• Knows the experiential learning cycle</li> <li>• Refers to experience to make adequate questions and lead the learners to conclusions</li> </ul>	Online assessment  Peer feedback
	Understanding of learning styles <ul style="list-style-type: none"> <li>• Knowledge on different learning styles</li> <li>• Ability to engage participants with different learning styles within the group</li> </ul>	Online assessment  Peer feedback
	Ability to manage the debriefing process when there are tensions and disagreements <ul style="list-style-type: none"> <li>• Manages a discussion when there are contrast statements and beliefs</li> <li>• Skill to recognize disagreements and apply specific ways and methods for dealing with disagreements</li> <li>• Encourages observation, experience, reflection, reasoning, and communication among learners</li> </ul>	Peer feedback

Competences linked with evaluation and reporting	Knowledge of various approaches for learning evaluation <ul style="list-style-type: none"> <li>Understands various approaches to raise awareness of the participants of their learning; and how to use the outcomes of the learning for their own benefit</li> </ul>	Online assessment
	Skill to design a reflection process so the participants are aware of their own learning <ul style="list-style-type: none"> <li>Raises awareness of learning outcomes through meaningful questions and space for self-reflection</li> <li>Encourages the expression of various point of view</li> </ul>	Online assessment
	Willingness to support and empower participants to use their learning outcomes <ul style="list-style-type: none"> <li>Promotes confidence and motivates participants to apply their learning outcomes</li> </ul>	Self-assessment
Needs-based session design (NAOMIE)	Knowledge of NAOMIE <ul style="list-style-type: none"> <li>Knows the interlinked elements of NAOMIE</li> <li>Able to use NAOMIE model for planning a session / workshop</li> </ul>	Online assessment
	Skill to set learning objectives based on learners needs  Shows a genuine interest in learners' needs	Self-assessment
Self-reflective as a trainer (Me as a trainer)	Assessing one's own learning achievements and competences <ul style="list-style-type: none"> <li>Applies appropriate methods for assessment and self-assessment of their own learning achievements</li> <li>Takes responsibility to run self-assessment and build personal development plan based on it</li> </ul>	Self-assessment

	Undergoing personal/ professional development through feedback <ul style="list-style-type: none"> <li>• Understands the values and mechanisms of feedback</li> <li>• Gives, receives and integrates feedback in a constructive way</li> <li>• Asks for feedback</li> </ul>	Self-assessment
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## 2. Workshop-Leader/ Facilitator

Competence Areas	Indicators	Assessment
Awareness of the concept of Coloured Glasses and its educational framework	Knowledge of the educational framework on which Coloured Glasses is built	Self-assessment & Training course
	Knowledge of the framework for intercultural and global citizenship education	Self-assessment & Training course
	Knowledge of the themes which are addressed through the Coloured Glasses workshop	Self-assessment & Training course
	Feeling confident to understand, explain and apply the educational framework of Coloured Glasses	Self-assessment & Training course
	Openly reflects on the approach and educational framework of Coloured Glasses and its relevance	Self-assessment & Training course
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	Peer feedback; training course & Self-assessment
	Understands culture as a dynamic and multifaceted process (heterogeneity of culture); and the complexity of	Peer feedback; training course & Self-assessment

	intercultural communication process	
	Understands the links between culture and identity and the different models of culture	Peer feedback; training course & Self-assessment
	Knowledge of the Human Rights frameworks, Responsibility and Global Citizenship Education	Peer feedback; training course & Self-assessment
	Knows what is Human Rights Education and how it is reflected in the Coloured Glasses	Peer feedback; training course & Self-assessment
	Skill to explain clearly the theories behind the Coloured Glasses frameworks	Peer feedback; training course & Self-assessment
	Can explain to learners in a clear way the theories behind the Coloured Glasses framework	Peer feedback; training course & Self-assessment
	Awareness about Stereotypes and Prejudices as a base for discrimination and inequality	Peer feedback; training course & Self-assessment
	Understands of the interconnectedness between prejudices, inequality and discrimination	Peer feedback; training course & Self-assessment
Technical competences regarding the contact with schools and talking to teachers	Knowledge of the practical steps to establish partnership with schools	Peer feedback; training course & Self-assessment
	Knowledge on the legal circumstances, formal steps and mechanisms to build partnerships with schools	Peer feedback; training course & Self-assessment
	Skills to communicate and establish cooperation with	Peer feedback; training course & Self-

	teachers and school staff	assessment
	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 & Self-Peer feedback; training course & Self-assessment assessment
	Skill to set common objectives with local schools and work in partnership	Peer feedback; training course & Self-assessment
	Ability to explain the objectives of different Coloured Glasses workshops and how they link with the school curricula	Peer feedback; training course & Self-assessment
	Ability to communicate openly with the school staff in order to establish partnership	Peer feedback; training course & Self-assessment
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	Workshop implemented, Self-assessment, Peer feedback
	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	Workshop implemented, Self-assessment, Peer feedback
	Willingness to promote Coloured Glasses to schools, students and other interested stakeholders	Workshop implemented, Self-assessment, Peer feedback
	Taking pro-active approach to promote the Coloured Glasses to different schools, students and potential new facilitators of the	Workshop implemented, Self-assessment, Peer



	workshops	feedback
	Skill to organize Coloured Glasses workshop on a local level	Workshop implemented, Self-assessment, Peer feedback
	Ability to plan and manage the technical conditions needed to implement a Coloured Glasses workshop	Workshop implemented, Self-assessment, Peer feedback
Experience and practice of the preparation of a CG workshop	<p>Knowledge on practical preparation steps</p> <ul style="list-style-type: none"> <li>• Can make a list of most important actions that need to be taken in order to prepare a Coloured Glasses workshop</li> <li>• Can guide others to work in teams and cooperate together in order to prepare a Coloured Glasses workshop</li> </ul>	Based on experience
	<p>Skills to reflect on the preparation process for a Coloured Glasses workshop</p> <ul style="list-style-type: none"> <li>• Identifies easily if the preparation activities are done with the needed attention and quality</li> <li>• Proposes additional activities and strategies to ensure the workshop is properly prepared</li> <li>• Takes time to reflect on the workshop preparation and draws conclusions from that process</li> </ul>	Based on experience

Experience and practice delivery of Coloured Glasses workshops in local high schools	<p>Knowledge on practical challenges related to the delivery of a Coloured Glasses workshop</p> <ul style="list-style-type: none"> <li>Plans and manages the needed materials and working spaces appropriately</li> <li>Delivers the workshop within the given time frame for the defined group of learners</li> </ul>	Based on experience
	<p>Skills to react on potential obstacles which can influence delivery of the workshop</p> <ul style="list-style-type: none"> <li>Proposes effective measures to overcome unplanned situations</li> </ul>	Based on experience
Competence to give and receive feedback on how to improve sessions and delivery/facilitation	<p>Ability to critically reflect on the outcomes from the Coloured glasses workshop</p> <ul style="list-style-type: none"> <li>Can use the evaluation and feedback session to estimate how much were the learning objectives of the session reached</li> <li>Can identify the strongest and weakest points in terms of content of the implemented session</li> </ul>	Peer feedback
	<p>Ability to give meaningful feedback</p> <ul style="list-style-type: none"> <li>Provides feedback to colleagues, YFU National organization and partner schools about the workshop process and the possible improvements</li> </ul>	Peer feedback

	<p>Ability to receive feedback</p> <ul style="list-style-type: none"> <li>Actively listens and understands the feedback received from colleagues, YFU National organization and partner schools</li> <li>Plans appropriate measures to improve based on the received feedback</li> </ul>	Peer feedback Self-assessment
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### 3. Regional Coordinator/ Trainer/ Workshop-Leader/ Facilitator

Competence Areas	Indicators	Assessment
Meaningful communication	<p>Ability to clearly express thoughts and emotions</p> <ul style="list-style-type: none"> <li>Expresses oneself in an understandable way</li> <li>Shows an understanding of their own feelings/emotions and is able to express them when suitable</li> </ul>	Peer feedback
	<p>Competences linked with Active listening</p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of what lies behind the concepts of active listening and non-verbal communication</li> <li>Listens carefully to others without interrupting and in an unbiased manner</li> <li>Pays attention to body language</li> </ul>	Peer feedback
	<p>Being diversity-aware</p> <ul style="list-style-type: none"> <li>Works effectively with learners from diverse backgrounds</li> <li>Is sensitive to the needs of and challenges faced by learners and opportunities that exist within the group of learners</li> </ul>	Self-assessment

Public Speaking	<p>Knowledge and Skills for public speaking</p> <ul style="list-style-type: none"> <li>• Knowledge of public speaking essentials (content, structure, presentation skills)</li> <li>• Skills to express oneself clearly and with confidence</li> </ul>	<p>Online assessment</p> <p>Peer feedback</p>
Creating inclusive and joyful learning environment	<p>Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking</p> <ul style="list-style-type: none"> <li>• Refers to a variety of methods that encourage creativity, problem solving and 'out-of-the-box' thinking</li> </ul>	Self-assessment
	<p>Curiosity and openness to improvise and experiment</p> <ul style="list-style-type: none"> <li>• Dares to improvise and experiment and to acknowledge the importance of improvisation and experience within learning programmes</li> </ul>	Self-assessment
	<p>Knowledge of ethical boundaries</p> <ul style="list-style-type: none"> <li>• Adopts appropriate behaviour that respects ethical boundaries within a given group of learners</li> </ul>	Peer feedback
	<p>Skill to identify the potential of the environment</p> <ul style="list-style-type: none"> <li>• Makes adequate use of the environment for learning purposes</li> </ul>	Self-assessment
Being aware of the team processes and being able to work in teams	<p>Knowledge of team processes and their influence on team effectiveness</p> <ul style="list-style-type: none"> <li>• Reminds himself/herself to team processes and their potential influence on team effectiveness</li> </ul>	Peer feedback
	<p>Skill to recognise team processes during team work and to adjust them accordingly</p> <ul style="list-style-type: none"> <li>• Is able to adjust to different teams</li> </ul>	Peer feedback

	<p>Openness to team processes and recognition of their importance</p> <ul style="list-style-type: none"> <li>Shows an interest in the team process and does not ignore any team work issues</li> </ul>	<p>Peer feedback</p>
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## Feedback

- + Great energy from all the trainers
- + They make you feel comfortable
- + Motivated me to do a CG workshops
- + I learned a lot
- Maybe more breaks 😊
- + It was funny

This is the story of my poem  
the story of my big fat pony

## Annex 5:

### Questionnaires for participants (Workshops)

<b>Questionnaires for participants (Workshops)</b>	
Date of workshop:	Topic of the workshop:
Name of the school or institution:	Name of teacher:
<b>Evaluation and Feedback</b>	
What were the most important points that you learned today?	
What will you change in the future?	
What did you like most?	
What would you change the next time?	
How did you like your facilitators?	
Would you recommend this Coloured Glasses workshops to others? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you think it is import to talk about these topics also with others? <input type="checkbox"/> Yes <input type="checkbox"/> No
Further Comments:	

## Annex 6:

### Questionnaires for participants (Trainings)

Questionnaires for participants (Trainings)				
Date of Training:				
Personal Information				
Last Name:		Sure Name:		
Address:		Birth Date:		
E-Mail:		Telefon:		
Learning outcome:				
	Yes	To some extend	No	Comments/My additional questions?
I know how to prepare a workshop.				
I feel secure teaching the following themes:				
• Culture & identity				
• 2. Intercultural communication				
• Stereotypes, Prejudice, Discrimination and Inequality				
• Human Rights and Responsibility				
I know how to use the non-formal educational approach.				
I feel secure to conduct a workshop.				
I know how to prepare with teachers/contact persons to organize workshops beforehand.				
I know how to evaluate a workshop.				
The following themes and activities where most fascinating to me:				
I would have needed more information on the following themes and activities:				
Feedback for trainer:				
The structure of the training was:	:-)	:-/	:-(	Comments
time				
flow				
content				
Please describe the performance of xxx				
Please describe the performance of xxx				



Please describe the performance of xxx				
<b>Feedback for organisation:</b>				
Beforehand:	: -)	: -/	: -(	Comments
• communication				
• information				
During:				
• Location				
• food				
<b>Additional comments:</b>				

## Annex 7: Workshop Report

<b>Workshop Report</b>					
Date of workshop:			Report prepared by:		
Name of Workshop-leader:					
Names of Facilitators:					
School Information					
Name of school:			Type of school:		
Schools Address:			<input type="checkbox"/> Primary School <input type="checkbox"/> High school <input type="checkbox"/> Comprehensive School <input type="checkbox"/> Secondary School <input type="checkbox"/> Vocational school <input type="checkbox"/> University <input type="checkbox"/> other:		
Age of participants:			Number of workshop participants:		
Website/E-Mail:			Occasion (Project day/week of classes)		
Name of contact:			Interest in YFU donation announced:		
Workshop Concept					
Workshops Theme(s) and Activities (in general):					
Schedule:					
Time	Phase	Description	Aim	Person	Material
Brief evaluation of the workshop flow:					
Evaluation and Feedback					
Feedback from workshop participants: Please give a summary of the main strong and weak points of the workshop (as well as comments, questions) that have been offered by the participants.					
Which of the mentioned aims (table) did the participants reach?					

And to what extend:	
Feedback from the teacher/contact person: Please give a summary of the main strong and weak points (as well as comments, questions) that you have been offered by the teacher/contact person of the institution.	
Teamwork: Please briefly describe your collaboration process on the workshop, communication and organisation.	
<p>Individual Feedback:</p> <p>We recommend all facilitators to give one another feedback (role as trainer, as team member, tips and tricks for next time). This can be done orally or in written form, in case you want it to be secret.</p>	
<p>Please, check the following box that you have done so:</p> <p><input type="checkbox"/> We have given individual feedback.</p>	
<p><b>Tips for Other Facilitators / Further Comments About the Workshop</b></p>	
What went particularly well, what did not go so well? Do you have any suggestions to give for future facilitation and workshops?	

## Annex 8: Trainings Report

<b>Trainings Report</b>					
Date of Training:				Report prepared by:	
Name of Trainers:					
Training Information					
Name of Location: Address:					
Number of participants:				<input type="checkbox"/> Participant list attached	
Training manual					
Training Session Outline:					
Schedule:					
Time	Phase	Description	Aim	Person	Material
Brief evaluation of the Training flow:					
Evaluation and Feedback					
Feedback from Training participants: Please give a summary of the main strong and weak points of the Training (as well as comments, questions) that have been offered by the participants.					
Which of the mentioned aims (table) did the participants reach? And to what extend:					
Teamwork: Please briefly describe your collaboration process on the Training, communication and organisation.					
Individual Feedback: We recommend all Trainers to give one another feedback (role as trainer, as team member, tips and tricks for next time). This can be done orally or in written form, in case you want it to					

be secret.

Please, check the following box that you have done so:

☐ We have given individual feedback.

**Tips for Other Trainers / Further Comments About the Training**

What went particularly well, what did not go so well? Do you have any suggestions to give for future trainings?