



LET IT BE VOL. 2. SHARED WISDOM PROJECT MANUAL

3rd-13th September 2018, Romhány, Hungary

Training Course funded by Erasmus+

organized by Association Co- Efficient



Erasmus+



**EGYÜTT
HATÓ**

KÖZÖSSÉGÉPÍTŐ EGYESÜLET

Table of content

Introduction.....	3
About Erasmus+.....	4
Agenda.....	5
Group integration.....	6
Erasmus+ and Youthpass process.....	7
Reflection groups.....	8
Participant workshops.....	9
Participant workshops II.	10
Oxford debate.....	11
Case studies & Peer Supervision.....	12
Practising peer group supervison.....	13
Self-Knowledge.....	14
Evaluation.....	15
Project results	17



Introduction

Main aim of the project was introducing and practising the method of peer supervision, a leaderless counselling tool, that can help the coping of the professionals active on the youth field—thus giving a new tool in the hands of the participants to help improving their professional lives. The project also aimed at raising awareness about the importance of self-reflection and self-knowledge activities to help processing experiences gathered as youth workers. Participants could bring their methods, which we analysed and looked at strong points and elements that needed improving. We aimed to cover most aspects of facilitation. Participants developed understanding and had practice in the use of certain methodologies, with an emphasised focus to peer group supervision. During the training we used the tools of non-formal education: debates, simulations, structured discussions, group presentations, role play, art therapy exercises and the tool of peer group supervision.

Host: Association Coefficient

info@egyutthato.eu

www.egyutthato.eu

<https://www.facebook.com/EgyuttHato/>

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

During the 11 days training participants got knowledge and experiences about:

- Erasmus + and YouthPass processes and their key points of organisation
- Description and use of tools in group management
- Various NFL methods
- Communication, management techniques by non- formal learning
- Key points of creating a case study
- Peer supervision, its relevance, methodology and practice
- The importance and practice of self-knowledge techniques
- social and personality connected competences, the following skills were highlighted by the participants (more than half of the group stated): team work, self-knowledge, self-confidence, efficient communication and building relationships.
- Intercultural communication, multicultural attitude and professional use of English.



About Erasmus+

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

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

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

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

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

Opportunities are available to the following individuals and organisations:

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

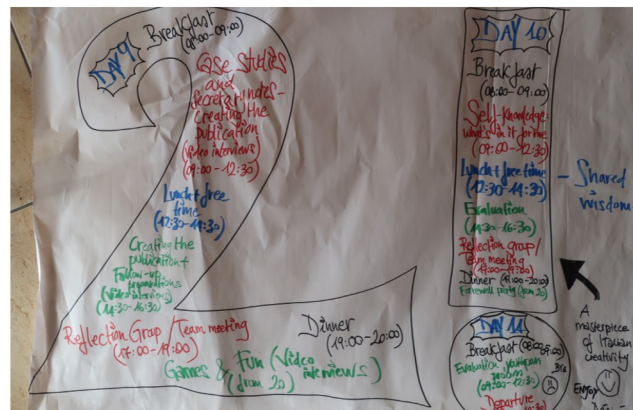
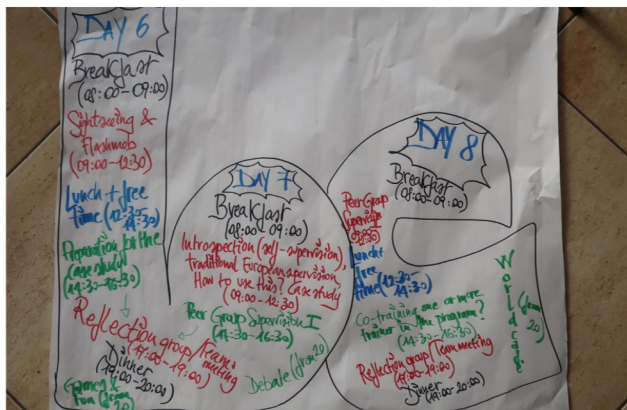
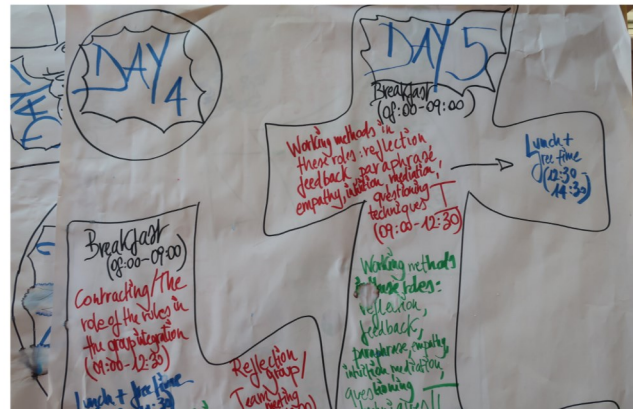
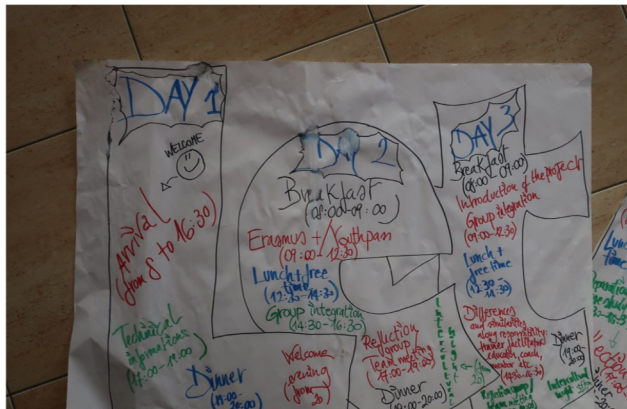


Erasmus+



Agenda of the TC

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11
	3rd Sept.	4th Sept.	5th Sept.	6th Sept.	7th Sept.	8th Sept.	9th Sept.	10th Sept.	11th Sept.	12th Sept.	13th Sept.
8:00-9:00	Breakfast										
9:00-12:30	ARRIVAL	Introduction of the project Group integration	ERASMUS +, Youthpass	Contracting, The role of the rules in the group integration	Working methods in these roles: reflection, feedback, paraphrase, emphaty, intuition, mediation, questioning techniques, etc. I.	Sightseeing and flashmob	Introspection (self- supervision)- traditional European supervision, How to use this?, Case study	Peer Group Supervision II.	Case studies and secretary notes – creating the publication (Video interviews)	Self-knowledge: what's in it for me	Evaluation, youthpass process
12:30-14:30		Lunch+ Free time									
14:30-16:30	DEPARTURE	Group integration	Differences and similarities along responsibility: trainer, facilitator, educator, coach, mentor, etc.	Motivation, trust in the group	Working methods in these roles: reflection, feedback, paraphrase, emphaty, intuition, mediation, questioning techniques, etc. II.	Preparation for the case study	Peer Group Supervision I.	Co-training, one or more trainer in the program?	Creating the publication + Follow-up preparations (Video interviews)	Evaluation	
17:00 -19:00		Technical informations	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting	Reflection Group; Team meeting
19:00-20:00	Dinner										
20:00	Welcome evening	Intercultural night	Intercultural night	Games & fun	Games & fun	Games & fun	Debate	World Café	Games and fun (Video interviews)	Farewell party	



Group integration

Group integration:

At the beginning of an international project, we needed to make it sure that the group will develop personal connections with each other to be able to then work efficiently. In the case of this training course the need for good level of group integration was even bigger, since the level of cooperation, but also empathy and awareness was required to be high for good results.

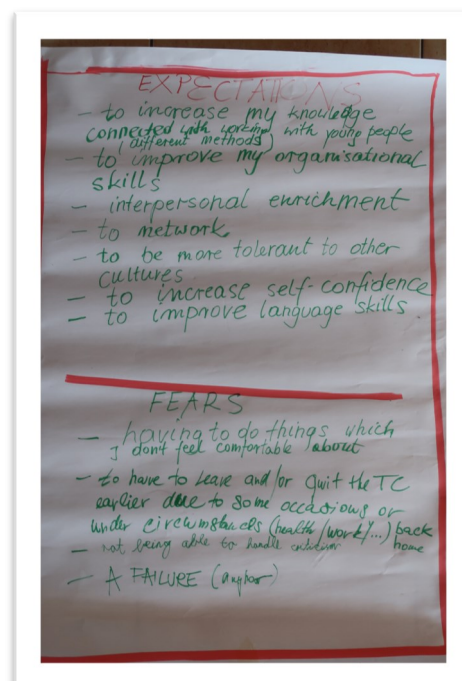


Activities during this phase were “Speed Date” and “Walk & Talk”. These exercises serve as an opportunity to get a personal impression and a short interaction with most of the participants, while the trainers can control the depth of the conversation and the focus of the participants with the questions we give them for discussion.

Group Agreement, Learning objectives, fears & expectations:

We first created small groups to process the objectives of the project. Some key phrases of the project were put on flipcharts. Each group spent 5-8 minutes with each key phrase to discuss what it meant for them. This way we could bring their former experience in the focus and make the objectives of the project clear for the whole group by giving feedback.

Group contract, fears, expectations and contributions are essential information to be completed at the beginning of each group process. We worked in small groups to discuss what the participants felt and thought about these. They created flipcharts which they then shared with the whole group. With the learning objectives they created small sticky arrows, which were placed on a bigger flipchart representing the flow of the program. They were then encouraged on a daily basis to move these arrows towards or away from the ‘finish line’. Specifying their learning objectives helped them to find the main fields of interests and improvement. The exercise was followed by designing the group contract: participants developed their own suggestions in small working group which was followed by a plenary session facilitated by the trainers to finalise the group agreement.



Erasmus+ & YouthPass

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

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

Learning styles and competences: Part of the demonstration of the YouthPass process was an exercise about different learning styles. We already involved one of the participants, who works with the methodology of circus pedagogy. There were three different channels where they could learn how to juggle: a printed handout with instructions, a video showing the process and our participant, who gave you instructions in person. At the end of the exercise we evaluated each learning experience, what were their benefits and drawbacks. Then the trainers gave a short input about competences, in open discussion we analysed and he composition of competence and went to discuss the topic of key competences. After naming and discussing the key competences the participants identified which competences they can develop during the training course.

We also brought examples on the use of Youthpasses on the job market.

Living Library: In international projects, we gladly use this method to again bring in the experience of the participants connected to international projects. Four partici-



pants were asked to share about their Erasmus+ experience and responsibilities. Then the



Reflection Groups



Similar to the previous implementation of the project the achieving of the aims of the training was supported by the extended time for reflection groups. Reflection groups generally serve to give space and time for participants to think over the processes of the day. It allows them to reflect on their current state, on how the workshops, the group dynamics, their expectations etc. affect them. It is a space to formulate new insights and personal learning outcomes. The aim of the se groups

beside reflecting on the group learning process was also to make steps towards working with our personality, feelings and developing strategies and commitment in self-reflection. During this training after the daily workshops we spent an hour with processing the day. The groups were closed groups led by the trainers, who were both experienced in self-knowledge focused group work.

In the reflection group each day every participant could share about how they felt and what were the important points of the day for them. The trainer acted as a guide in this process of deeper exploration— they gently steered the participants with questions and encouraged them to express honestly and authentically.

Beside verbal sharing, various techniques were used for reflection. Sometimes the participants were asked to choose “mood cards” to show how they felt, visual and spatial demonstration was also used to refer to one’s state.

According to the feedback of the participants this feature was very beneficial for them. They felt that they could explore their feelings and spend time with monitoring their own state after the workshops and mainly cognitive activities. The reflection groups also served as a glue for the group—it further developed integration and commitment towards the process and each other.

Project journal

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



Participant workshops I.



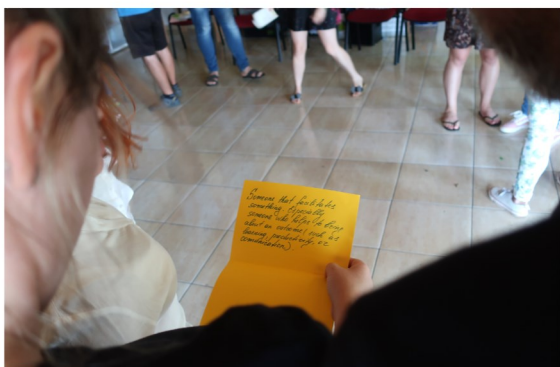
The purpose of the participant workshops: One of the main features of the training course is the part where the participants can bring their own methodology and facilitation techniques in the group. For this we gave space in workshops open for facilitation. The topics were given by the trainers and the participants chose their own methods to work around it. The planned workshops were always discussed in details the previous day during the team meeting, where the trainers also gave support

and tips when it was necessary.

The participant workshops were a platform for the participants to look at what they do as youth workers and how they do it when they are working with groups or individuals. After each workshop we had feedback coming from the group analysing what they experienced, then the trainer also gave their constructive feedback about strengths and points to improve. All this happened in a safe environment in the protection of the group agreement and the moderation of the trainers.



These workshops developed self-reflection, self-knowledge, technical skills of facilitation among many other traits connected to social competences. Skills and knowledge connected to entrepreneurship and learning to learn were also developed.



Differences and similarities along responsibility: trainer, facilitator, educator, coach, mentor:

To tackle the subject the Romanian group facilitated work in smaller groups to collect characteristics of each of these roles. After a plenary discussion the groups went back to work together on scenarios that can happen and give their inputs in ways to handle those from a certain role. These exercises already gave an excellent ground for discussion about do-s and

don't-s in certain situation, while the main differences between aims of the roles were pointed out.



Participant workshops II.

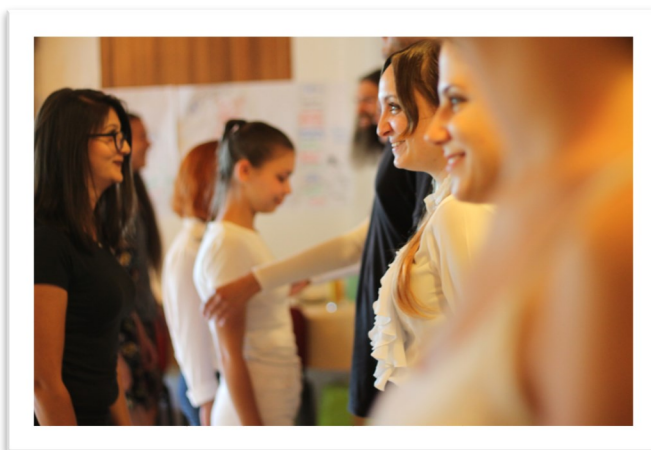


Contracting, the role of the rules in the group integration:

The Polish participants took this workshop that included discussion about the notion of rules and what they are good for, then they worked with role play and scenarios to demonstrate the consequences of rules missing or situations where the tasks and goals of the group remained undefined. The TC's group agreement was also revisited and some key points were emphasised.

Motivation, trust in the groups:

The workshop taken by the Dutch and Italian participants in collaboration aimed at pointing out how the trust is built and measured in the group. How motivation and trust are connected. They gave a valuable input about the learning zones and their characteristics. As part of their workshop they also conducted an exercise where participants could monitor their own comfort zones and relation to each other by distancing themselves from each other in several situations. The exercise gave space to the analysis of nonverbal communication and interpreting body sensations to determine how we feel in certain situations.



The exercise gave space to the analysis of nonverbal communication and interpreting body sensations to determine how we feel in certain situations.



Working methods in different roles of youth work :

One workshop worked with empathy as a tool and as an important element of working with youth. A concise presentation was given about the elements of empathising and developing rapport then the participants engaged into dialogues in pairs where they needed to apply techniques of emphatic and active listening.

The other workshop in this category was working with the topic of feedback and its multiple facets like giving feedback to the group, listening to the feedback given by others and ourselves, and the possible channels of these. This workshop used verbal and non-verbal exercises to explore this topic in a very reflective but also practical way. Discussion, presentation and an art therapy exercise was also part of it.



Oxford debate

Structured debate is a way to improve communication skills and can be a great tool to develop a crucial skills of young people: forming fact based arguments. At the training this tool had a second function besides familiarising the participants with this method. The thesis of the debate was: **Teachers should receive youth worker training,**



Here's the brief description of the method.

1. Opening Words by the Chairperson

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

2. The First Speaker for the Proposition It is the duty of the first speaker for the proposition to introduce the other guest speakers.

3. The First Speaker for the Opposition (4min.). The first speaker should then briefly introduce thesis of the debate. The Chairperson will thank the speaker and call upon the next speaker.

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

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

5. The Second Speaker for the Opposition The second speaker should answer to arguments from Proposition team and to give arguments why thesis is not right. The Chairperson will thank the speaker and call upon the next speaker.

6. The Third Speaker from the Proposition. The third speaker should sum up debate. The Chairperson will thank the speaker and call upon the next speaker.

7. The third Speaker from the Proposition. The third speaker should sum up debate. The Chairperson will call an end to the debate and call for the voting to begin.

8. Voting This would be by: writing 'P' on the card if you vote for Proposition or 'O' if you vote for Opposition, by writing the name of the best speaker on the card.

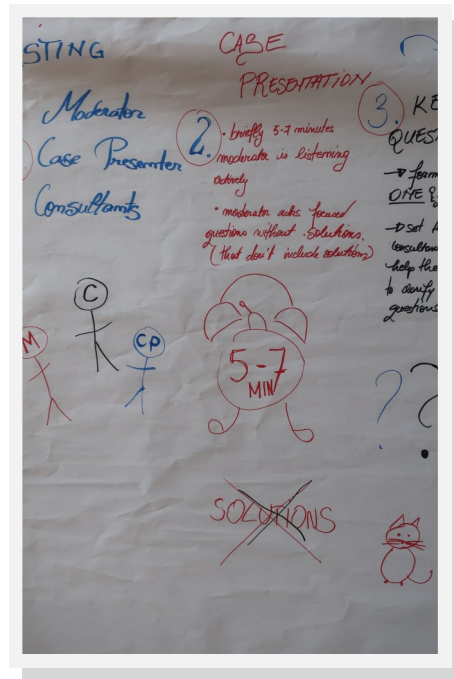
The speeches given by the proposition and opposition taught the relevant content as well as the questions of the audience. All in all the Oxford debate worked as a successful tool to transfer knowledge and involve participants in the topic.



Case studies & Peer Supervision

Supervision: A theoretical input was given about the history, practice and current use of supervision.

Case studies: As a preparation for working with the method of peer supervision a structural overview and guidelines were offered by the trainers for the participants to write about one of their cases. This was communicated previous to the project, so participants could already choose and prepare their cases. However, our experience is that the lack of practical experience in self-knowledge and reflection will always make an extra workshop necessary for rethinking what is actually relevant for them as professionals. This work was done in solitude to guarantee that the right case is chosen and that it can be described in details and the key points are seen by the reporting participant. Ethical guidelines were also provided by the trainers on masking all personal information.



Peer group supervision—introduction and simulation

Peer group supervision is an effective form of leaderless peer group counselling. Participants use the peer group as a space to raise and discuss difficult issues of their everyday work-life in order to have the outside perspective and a more chance of finding a solution. Through practicing peer supervision it's possible to manage professional problems in a better way and reduce stress. Peer Group Supervision can be a suitable method for people working in the social field, complementing or substituting clinical supervision. Since the social and helper professions are especially prone to burn-out, the main target professions are: teachers, social and youth workers, counsellors, mediators, psychologists, therapists, legally responsible guardians, carers etc. More information about the method is available on www.peer-supervision.com. Introduction and analysis of the method was done through peer learning, group presentations and a simulation of the process. This ensured that every participant had enough theoretical knowledge to start the more significant part of actually practising peer group supervision.



Practising Peer Group Supervision

After the theoretical input and simulation of the process of peer group supervision, 4 groups were formed based on the incoming information about expertise and field of experience. We had a full working day delegated to the peer supervision groups to process all five cases per group. This also gave opportunity to the every participant to try all the roles in the framework of peer supervision.

Sufficient time, flexible time management, private space and a non-disturbed work process was granted to each group so discussions and sharing could go deep enough to bring a desired solution. After the morning session the whole group reconvened and gave a quick report on how the process is going. Additional support was also given by the trainers, where the participants were uncertain.

Overall the feedback and the evaluation of the peer supervision process was highly positive and participants said they could take it and use it in their work life.

Dissemination

Developing the results of the first installment of this project, this time our participants were asked not only to type their case studies, but also to prepare a script and summary of each peer supervision session. All personal data was masked in these scripts. From the peer supervision cases our association created a booklet to use as a form of disseminating the project results and telling more people about the usefulness of this applied method.

Our peer supervision groups also created three short videos about their experience. The promotional audio-visual materials are shared on our social media sites.



Self knowledge



Self knowledge: During the training each activity was conducted to give chance to the participants to reflect on themselves and on what they actually do and why they are doing it. The experiences of each workshop were analysed on a meta level in multiple ways. Feedback was asked about the own experience of each facilitator of the workshops, feedback was given by the group to the facilitators and feedback was given by the trainers to the facilitators and the whole group about their conducted

workshops.

To finish the work of the training course dedicated to this subject we had a workshop about self-knowledge using art therapy as methodology. Participants were first creating their face masks in pairs using plaster bandage. Then after a quick drying, the task was given to the participants to paint their masks reflecting on their professional persona. They also were encouraged to go around and find people in whom they trust and ask them to give their additions or advice in finishing the mask. The activity was helped with gentle, meditative music, nice environment outdoors and quiet and reflective working atmosphere.

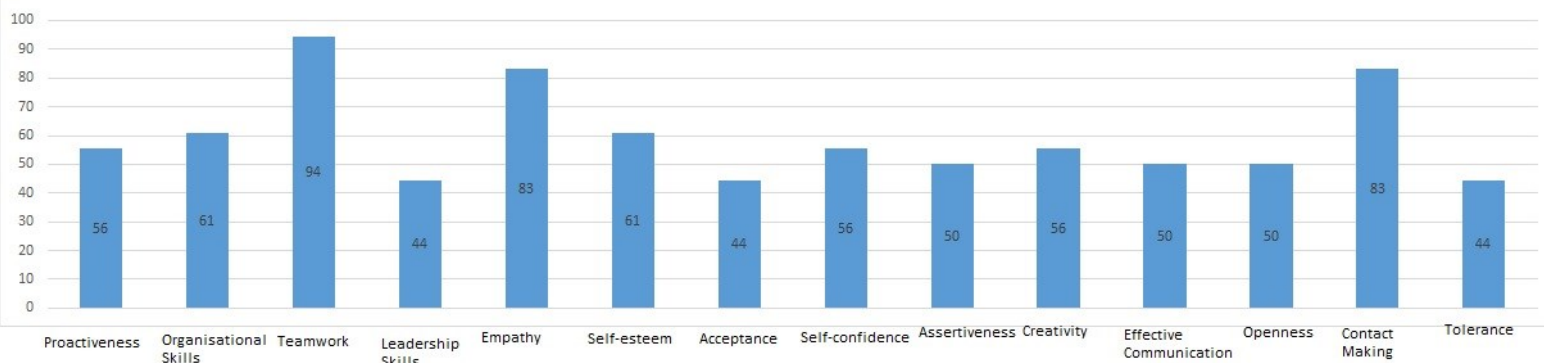
After the activity we had a short evaluation of working in pairs and asking for feedback from others. Then we moved on to the overall evaluation of the project.

Participants were encouraged to take their masks with them as a memento and inspiration for the future.

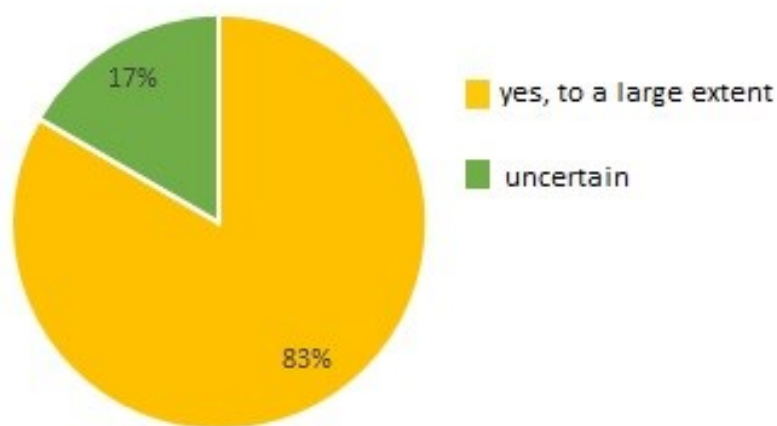


Evaluation

Did the program contribute to the development of the following skills? The following percent of the people said YES (%)



Did the program contribute to your personal development?



Project results

Project videos:

<https://www.youtube.com/watch?v=XbvuoHNuo1Y>

<https://www.youtube.com/watch?v=7RDfmmSn14U&t=6s>

Peer supervision cases—project booklet:

<https://drive.google.com/open?id=1lC8w2yg3lq6iUu5jH30V1ptspkJrPviL>

Infopack of the project:

[https://drive.google.com/file/d/1rfamZE5lLr7mEw7CQ02ODAttp_SoC0C9/view?
usp=sharing](https://drive.google.com/file/d/1rfamZE5lLr7mEw7CQ02ODAttp_SoC0C9/view?usp=sharing)

