



Designing a Training Activity in EuroMed context

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Type of tool:

Activity

Duration:

120+ min

Topics addressed:

EuroMed

Organisational management

Project management

A tool to facilitate the design of a training activity (seminar, training course, etc) within the EuroMed framework.

Aim:

The main aim is to facilitate the design of a TC around several issues within the EuroMed context.

Methodology:

Interactive, participative and pro - active approach.

Individual contributions.

Work team.

Debriefing.

Discussions in plenary.

Step by step process:

- Step 1: definition of the type of training activity and establishing the “aims and objectives”. Starting from the initial aims and objectives, we brainstormed to check which of them needed to be developed and which were to be omitted. It was important to be sure to share a common understanding of them.

- Step 2: Defining the topics for the training activity.

To this purpose, we created three lists:

1. Important topics (to be treated during the training activity)
2. Topics who need further discussion (....in case...)
3. Less important topics (which can be omitted)

- Step 3:

In order to proceed to the setting up of the weekly programme, we marked all the different elements we had taken into consideration so far, in a non organised way on five different colored Post-It as

follows:

1. (Blue) EuroMed training essential activities – (ex. EuroMed inputs, EuroMed Youth Programme presentation)
2. (Light green) Training standard elements – (ex. Ice breaker games/evaluation/NGOs exhibition)
3. (Yellow) Activities led by participants themselves – (ex. Specific workshop/presentations)
4. (Green) Specific elements linked to this training activity – (ex. Expert intervention on selected topics)
5. (Purple) Activities led by the hosting structure – (ex. Traditional evening/outdoor activities/visits)

Then we built the programme respecting our final aims and objectives, checking constantly the programme coherence and balance and including all the activities and themes we considered to be important topics for the training activity.

- Step 4

In relation to the content of the daily programme just elaborated, we used the TAPE method (the base of the Salto EuroMed methodology).

The whole methodological structure of the training activity has to allow each participant to TASTE the atmosphere of the learning situation; this means placing him in a kind of “amniotic fluid” to facilitate the self-awareness and acquisition of new knowledge. He/she also has to be able to TEST him or herself in this new situation and also to test new tools or

methods. Nothing can be achieved without an analysis of all these elements; that’s why enough time must always be set aside for ANALYSIS after each learning session.

Similarly, without the willingness to exchange with the other members of the learning community, it is very difficult to successfully complete the previous points. Each step also has to be EVALUATED before starting again with another first point. (However, no method can compensate for a lack of involvement and personal commitment).

With other smaller Post-It, we had four different colours corresponding to these four verbs composing the acronym

Taste/Test

Analyse

Produce

Exchange/Evaluate

that we applied to the different programme elements. By doing so, we managed to verify that the programme was balanced and offered equal space to these four types of contents.

- Step 5

Then we referred to the way to convey the “EuroMed spirit”. Participants need to self organize part of the activities and thus take a personal responsibility for their learning process.

During each Salto EuroMed training activity we use another acronym: S.T.A.R.

SOLIDARITY – TOLERANCE – AUTONOMY- RESPONSIBILITY & RESPECT

*Solidarity means helping each other to learn, to appreciate, to translate, to understand etc...

*Tolerance is the recognition of the fact that accepting other points of view, ideas, ways of thinking, habits and traditions etc... can sometimes be painful.

*Autonomy is the opportunity given to participants to manage some slots of the programme on their own, at their own rhythm, defining their own aims.

*Responsibility is the freely given acceptance to assume responsibility for tasks before and during the training activity.

*Respect is based on reciprocity, which can sometimes be so difficult to have and to show, but which generates a trusting atmosphere and a good learning process.

- Step 6

We analysed the available material/tools/visual supports in order to decide what should be kept. We decided what to put on CDs and what on paper handouts to be given to participants.

During the last day of the training activity each participant will receive a CD containing all training documents, photos, videos, bibliography, webography and further references...

Materials and resources:

- * Audiovisual equipment: Laptop/PC + Projector + speakers + screen/big wall
- * Notebooks and writers.
- * Flip chart + white paper sheets (flip chart size) + markers

Notes for further use:

An example of this tool could be found in the SALTO EuroMed publication "BRINGING BOTH SIDES TOGETHER: WOMEN in EuroMed: A kaleidoscopic sea of roles and places" REPORT, attached to this tool, page 50.

Other useful recommendations for designing training activities and tools in the EuroMed context could be found in the Practical Guide called "Tools for Learning", attached to this tool too.

Rating:

No votes yet

Documents/handouts:

 [07-WOMEN.pdf](#) [1]

 [Tools for Learning.pdf](#) [2]

Source URL:

<https://educationaltoolsportal.eu/educationaltoolsportal/en/tools/designing-training-activity-euromed-context>

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