



## **CURRICULUM OF THE TRAINING COURSE FOR YOUTH WORKERS**

**“ EASY AND APPEALING ONLINE/DIGITAL  
EDUCATION WITH MARGINALISED YOUNGSTERS ”**



# Project

“Guide to easy and appealing online/digital education with marginalised youngsters” funded by the Agência Nacional para a gestão do programa Juventude em Acção, the Portuguese National Agency for the Erasmus+ programme.

## Project Partners

- **DOTS - Cooperativa de Inovação Social para a Transformação Social, CRL; Portugal**
- **Centar za savremene životne kompetencije (CSZK); Serbia**
- **LINK DMT S.R.L.; Italy**

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**Portugal**

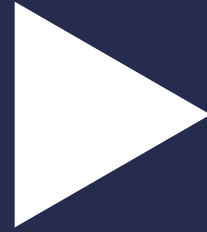
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# ABOUT THE PROJECT



The presence of online education started to get recognised quite a lot in the recent years, starting from different individual online courses to the Massive Open Online Courses that people can register and complete all through online platforms. Many organisations have used a combination of online and in-person activities to conduct a certain programme.

Even though many organisations and educational institutions have managed to easily switch to the online provision of educational services, there is still a big number of those that are experiencing challenges to fully switch and deliver their programme in an effective way as they did before the pandemic. Yet, they have to remain active and respond to their target groups' needs. Additionally, there is a significant number of organisations and educational institutions that did not manage to survive the online way of working and therefore remained inactive during all this period. This also influenced the whole process of their project's implementation, the involvement of people in the programmes, the possibility of employees of these organisations to lose their job, as well as the further planning and initiating future projects.

With our target groups of youngsters with marginalised backgrounds (and their parents) facing bigger challenges (than their mainstream peers) in the current realities and implications of the online/digital education, there is a need for us to further raise capacities of our youth workers to efficiently address those issues, in order to contribute to the more inclusive society in our communities.

With this project, we want our beneficiaries, youngsters with marginalised background (and their parents) to improve their digital skills, and we also aim to encourage and empower more youth workers for organising easy and appealing online/digital education activities for marginalised youngsters, in line with the newest updates and innovations in the field.



## Project Objectives

To empower youth workers and improve knowledge management of our organisations in theory and practice for building competences of educators in online / digital non-formal education for marginalised youngsters, through innovative curriculum for youth workers' training.

To empower marginalised youngsters for equal participation in online / digital NFE youth work through development of inspiring, innovative and up-to-date toolkit with workshops for beneficiaries and their parents.

To exchange good practices and further develop quality strategic partnership among partners from 3 European countries with different realities in regard to inclusion and online/digital education possibilities.

## Project activities

A1 – Project Management

M1 – Kick-off meeting

O1 – Curriculum of the training course for youth workers “Easy and appealing online/digital education with marginalised youngsters”

M2 – Second meeting

O2 – Toolkit “Easy and appealing online/digital education for youth work with marginalised youngsters and their parents”

E1, E2, E3 – Open conferences in Italy, Portugal, Serbia

M4 – Evaluation meeting

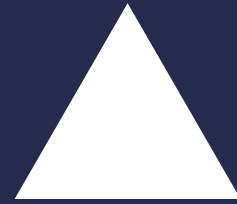
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# INTRODUCTION TO THIS CURRICULUM



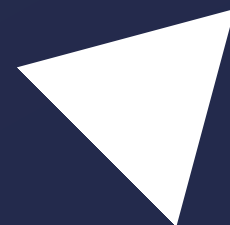
This curriculum is envisioned as a resource material for youth trainers to organise an 8-days-long training course on empowering youth workers to further develop the online educational culture, mentoring and education/workshops/courses for marginalised youngsters (and their parents) on the topics of exploring the challenges and benefits of online/digital education according to the latest developments in the field.

The Curriculum contributes significantly to the knowledge management within youth work organisations regarding the empowerment of the future youth workers for quality and inclusive online/digital education with marginalised youngsters (and their parents/guardians).

## Specific objectives of the training course of the curriculum are:

- To create space for participants to get to know each other as well as get introduced to all useful information during their stay;
- To reflect and share realities on organisational cultures with digital tools and identify challenges and benefits when working on inclusion and equal participation in education;
- To identify the needs of the marginalised youngsters and their parents in online education and discuss on potential ways to address them better;
- To understand the concept of effective management and its importance when developing online educational projects with marginalised youngsters and their parents as well as identify ways to boost this concept;
- To highlight the importance of online communication and cooperation tools and explore different tools when developing online educational projects with marginalised youngsters and their parents;
- To develop participants' competences on communication skills for online education and explore different perspectives for positive communication when developing online educational projects;

- To understand how creative thinking works in online education and explore existing digital tools that support creativity;
- To highlight the importance of time management skills and understand its presence for online education;
- To create space for understanding the online evaluation methods and explore different innovative tools for online evaluation in education;
- To highlight the importance of planning and its key elements, as well as discover main steps for online education activity;
- To learn about the process of mentoring, its key values and contribution to spark motivation as well as exploring different tools for successful mentorship in digital activities;
- To understand how unexpected situations can affect an activity and identify ways to overcome challenges during the online education activity;
- To reflect on the regularly used digital facilitation tools and explore innovative ones for online youth work for inclusion;
- To create space for using the gained knowledge to develop local workshops on combining digital tools for online education;
- To create space for reflection and evaluation of the working programme and sharing impressions on the whole organisation process.



Each objective corresponds directly to the aim of each session developed, therefore achieved through the implementation of each activity/exercise presented.

The training course is based on the principles, methods, and approaches of non-formal education. It involves interactive and participatory methods tailored to the participants' profile and needs, such as theoretical themes and lectures; individual/group activities; group games and exercises, simulations, and role-plays; work on examples in a small group; discussions; etc. The language of the training course is English.

# Programme of the training course

## DAY 1

**PM** Arrival of participants

**EVENING** Welcome evening

## DAY 2

**AM** Introduction, Expectations and Contributions, Group building activities

**PM** Organizational cultures with digital tools - challenges and benefits when working on inclusion and equal participation in education

Daily reflection time and evaluation round

**EVENING** Intercultural evening

## DAY 3

**AM** Needs of the target groups of marginalised youngsters (and their parents) in/for an online education activities

**PM** Effective management of online educational projects with marginalised youngsters and their parents

Daily reflection time and evaluation round

**EVENING** NGO fair

## DAY 4

**AM** Online communication and cooperation tools

**PM** Competences development: communication skills for online/digital education

Daily reflection time and evaluation round

## DAY 5

**AM** Competences development: communication skills for online/digital education

**PM** FREE AFTERNOON

# Programme of the training course

## DAY 6

**AM** Online evaluation tools necessary in the online management of an activity

Planning an online education activity step by step

**PM**

Daily reflection time and evaluation round

## DAY 7

**AM** Mentoring process – how to spark the motivation and give feedback in an online learning setting

Managing possible unexpected situations during the online education activity: technical issues, distractions, lack of contributions/engagement of participants,

**PM**

Daily reflection time and evaluation round

## DAY 8

**AM** Different digital facilitation tools and their application in online youth work for inclusio

**PM**

Developing and presenting good practices of using combinations of different digital tools for online education - I

## DAY 9

**AM** Developing and presenting good practices of using combinations of different digital tools for online education - II

**PM**

Evaluation and Closure

**EVENING** Farewell party

## DAY 10

**AM** Departure of participants



## **Recommendations for using this curriculum and organising similar training courses**

The curriculum “Easy and appealing online/digital education with marginalised youngsters” is created to serve as a resource material for educators and youth trainers to organise training course for empowerment of youth workers to further develop online educational culture, mentoring and education/workshops/courses for marginalised youngsters, and , thus, extending the impact of our project on other partner organisations and similar organisations as well as other beneficiaries to further improve knowledge management and capacity building on the topic.

This curriculum can be an inspiration for the youth trainers in the field of online education, as they can be the multipliers of knowledge, especially when organising training courses for youth workers on local and European level. Detailed session designs, as well as recommendations and other needed materials for easier multiplication purposes, are all included in this curriculum.

When using this curriculum to organise a training course, it is intended that youth workers develop their knowledge, skills, and attitudes in the field of digital tools and education and other relevant skills. In every session, there is a list of the competences related to that session. Therefore, while reading the proposed activity a list of competences developed throughout the implementation of activities is presented. In overall, this training course contributes significantly to the knowledge management within the participating organisations regarding the empowerment of their future youth workers for digital education among marginalised youngsters and in other skills relevant in digital education. In order to organise quality training courses based on this curriculum and to reach the desired learning objectives set in each of the sessions described in this curriculum, it is advisable to ensure a quality learning environment for participants. This needs to be done in several stages.

## Stage 1: Before the training course

- ▶ Participants should receive all needed information related to their participation in the training course such as info pack, registration/application form. Application forms should include detailed questions related to their motivation in the programme and based on that to do the selection of participants. also, in case participants want to contribute to a certaintession, the trainers should arrange some time during the working day for that.
- ▶ Preparatory meetings with participants should be arranged by the coordinators of the project and partners' organisations in charge of preparing/sending participants to the training course with the aim of informing the participant on how the programme looks like and prepare them if needed on various levels – linguistically, culturally or emotionally. For some people, it can be that they are participating for the first time in this kind of training courses, so it would be good to give them a short background on the context of NFE. Participants should also receive some kind of support arranging the travel and other technical support if needed.
- ▶ It is especially important to inform participants in advance of some activities that require them to have a certain level of knowledge about the local context. Participants have to come with an understanding of the situation among marginalised youngsters and their parents when it comes to online educational activities, so they should be able to develop workshops for them around this topic. It is highly recommended that sending organisations support youth workers and help them with this pre-task.
- ▶ Sending organisations should provide participants with updated information about the local and international projects, relevant materials about the organisation's work and activities such as brochures, web page links, business cards, booklets, or other relevant information such as links of web pages and organisations' contact information. This gives them the chance to create networking or initiate potential partnerships.
- ▶ Participants should be informed in advance that that there is going to be an intercultural evening where each group brings local food or drinks, or present interesting facts and cultural values from their own countries.

## Stage 2: During the training course

- ▶ Activities planned in this curriculum were developed by trainers in this field and are suitable for youth workers to encourage development of online educational activities and using innovative digital tools and methodologies. It is also intended for a wider number of beneficiaries interested in the topic. In some cases, depending on the number of participants and the level of experience/knowledge, some activities can be longer or shorter. Thus, trainers should be flexible with the timing according to the needs.
- ▶ Sessions developed in this training course curriculum have recommendations written in the end. It is important to pay attention and use these recommendations when organising the sessions.
- ▶ Daily evaluation and final evaluation are crucial in a training course. The trainers should regularly plan these sessions and observe the comments of participants in order to know if the programme is meeting their needs and objectives set in the first day. The daily evaluation can consist of evaluation on the programme, energy within the group, trainers' performance, and his/her level of contribution and learning.





## **DEVELOPED SESSIONS OF THE TRAINING COURSE**

**"EASY AND APPEALING ONLINE/DIGITAL  
EDUCATION WITH MARGINALISED  
YOUNGSTERS"**



**Session Title:**

# Introduction, Expectations and Contributions, Group building activities



**Duration:** 180 minutes



**Background:**

The introductory programme where all participants get to know each other is essential to be organised in every training course as every participant and organisers are from different countries and cultures. This part consists of an official introduction between participants and organising team and trainers, as well as information about the project, the training course and detailed agenda and content of the programme. Besides this, the introductory session is designed with activities and exercises for participants to get to know each other's backgrounds, work, sending organisations, as well as team building activities, and activities for learning objectives' establishment for the training course. Furthermore, this session is important to cover all logistics information related to the training and the venue, including accommodation and relevant practicalities to the hosting city/country. The introductory activities and session is the base for setting the learning and teambuilding for the next sessions and days so the group can focus more into the topic and working together after getting to know each other in an official programme designed specifically for this purpose.



### Aim of the session

To officially open the training course and create space for participants to get to know each other as well as get introduced to all useful information during their stay.

### Objectives

- ▶ To officially start the training course and introduce main information related to the project and programme
- ▶ To introduce participants with the official agenda of the training course;
- ▶ To create space for teambuilding activities and getting to know each other;
- ▶ To set learning objectives and expectations of participants during the programme;
- ▶ To set common group agreements for the training course work.

### Competences addressed:

- Multilingual competence;
- Communication;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Teamwork;
- Cultural awareness and expression competence.

### Methodology and methods:

- Plenary rounds;
- Inputs (presentations);
- Speed Dating-Exercise;
- Egg drop activity - Exercise;
- Debriefing;



 **Session flow:****I. Official Introduction and welcoming**

(15 minutes)

This is the first session of the training course. The coordinator of the project starts this session by welcoming every participant and trainers. After introducing her/himself, the organising team and the trainers are introduced as well, and shortly mentioning their roles in the training course and contribution to its preparations and development.

**II. Round of names**

(10 minutes)

Next, all participants are invited to have the official introduction in the plenary by mentioning the names and country they come from, followed by the organisation they represent or their study/work.

**III. Speed Dating – Getting to know each other activity**

(30 minutes)

Trainers prepare the room and organise the chairs in two concentric circles. Participants are divided into two groups and each group joins a circle and they sit in the chairs each facing a participant. Groups should be equal in number. The trainer instructs them that this activity is designed as a speed dating concept where participants can meet different people and have a short talk (3-4 minutes) in order to create space for getting to know each other better. The topics are chosen by the trainer. After the first topic to discuss, the trainer gives the sign for participants to move further for 1-2 chairs on their left or right (depending on the given instructions). The purpose of doing this is to give each person the chance to meet a different person for the next topic.

Potential topics to discuss during the speed dating are:

- How do you picture a perfect day?
- As a kid, my favourite game was...
- My hero/heroine is...
- When I was a kid, I wanted to be...
- The city/country I love the most
- An interesting cultural thing about my city/neighbourhood/country

#### IV. Introduction to the project, training course and the programme

(30 minutes)

Participants are further introduced to the project and its activities. The presentation led by the coordinator also includes information about the training course and the idea behind it. The trainers continue further with the official agenda of the programme and explain in detail each topic planned to be covered and planning of each working day and session.

#### V. Egg drop activity – teambuilding exercise

(45 minutes)

The next activity is a teambuilding one where trainers have prepared some working materials for participants that require some creativity and teamwork for the completion of the activity. Participants form 5 small groups by random selection. Each group receives a set of papers, a tape, a raw egg, some plastic straws and some string. The trainer informs them that the activity is about dropping the egg from the second floor without breaking it; in order for the egg to not break participants have to find a creative way to protect it by using materials and form a wrap for the egg. All groups have 20 minutes to complete the task and have the same materials. After finishing it, everyone joins the testing phase of dropping the egg, to see which wrap is more effective.

Next, everyone joins the plenary for a debriefing session on the activity. The trainer asks the following questions:

- How did you feel during this process?
- Can you share the process of doing the task within your group?
- How do you evaluate the teamwork?
- What was the main challenge in your group and what was the main advantage?
- If you have to do this activity again, what would you do differently?
- How does this experience relate to our working programme here?

## **VI. Expectations, Fears and Contributions**

(40 minutes)

At this stage participants have been introduced with the most important information related to the training course, topics, programme, and their participation. In order to have them focused on the programme and serve their needs at the best, this part of the session focuses on expectations of participants on the training programme offered, their fears and contributions. Knowing these, trainers and organisers, and participants as well can work on building upon meeting expectations and lowering the chances for fear and dissatisfaction. There are three flipcharts with the titles "Expectations", "Fears", "Contributions" placed in a visible place in the wall. In the floor, there are sticky notes, markers and pencils that participants are invited to get for the activity. They are invited, individually, to use 20 minutes to think about the programme that was presented, and topics covered. Based on this, to identify the expectations that they have on this training course programme and participants, the possible fears, and their contribution to the programme according to the experience and knowledge they have. The trainer emphasises that these elements and input have to be written in sticky notes and within 20 minutes to be put in the designated flipchart title. Then, in the plenary, trainers and participants check all the papers and read them. After each element, they discuss on how it can affect the programme (positively or negatively) and discuss about the role of participants and organising team to overcome potential fears.

## **VII. Group Agreements**

(15 minutes)

This is another activity ensuring inclusive participation and having common grounds set on the training course. The trainer has a flipchart paper "group agreements" and informs participants that when there is people from different backgrounds participating, a need to establish common rules is essential in order for everyone to feel respected and included. They are advised to use 5-7 minutes to think about ideas of rules of working together and socialising during the training course days. The rules should include the working sessions but also free time and socialising (e.g., later start, earlier start or shorter breaks, have open communication to avoid misunderstandings, etc). Participants start brainstorming ideas and the trainer writes them in the flipchart, which is in the end placed in the front wall in the working room to be visible for all days.

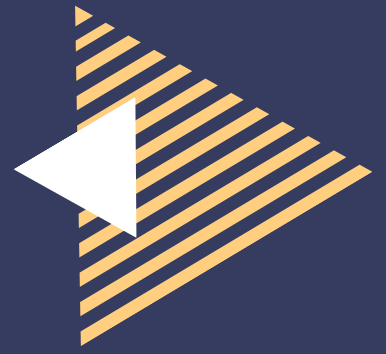
### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, markers, colours, raw egg, papers, tape, balloons, plastic straws, string, laptop, projector.

### Recommendations for future trainers multiplying this session:

Brainstorming is the most effective method to organise working agreement. In this way participants can think and then as a group share ideas and agree on common rules setting. In case there is not many ideas by participants, the trainer can suggest some rules in the beginning to trigger participants' thoughts, or in the end in case something important is missing.





**Session Title:**

# Organisational cultures with digital tools - challenges and benefits when working on inclusion and equal participation in education



**Duration:** 180 minutes



**Background:**

Participants come from different countries and backgrounds, therefore with different practices and knowledge in the topic and addressing the needs of the target groups. Knowing this, it is important to first identify the realities of each organisational culture when it comes to digitalisation and usage of digital tools for education. In this way, the programme and following sessions can be easily adapted to the needs of participants and support their learning and empowerment on the topic. This session is also designed to cover the challenges and benefits organisations have when working with digital tools and programmes on inclusion and equal participation in education. Moreover, this session serves as a space for all participants to exchange their realities and learn more about different practices in other countries.





### Aim of the session

To reflect and share realities on organisational cultures with digital tools and identify challenges and benefits when working on inclusion and equal participation in education



### Objectives

- ▶ To reflect on own organisational cultures with digital tools when working on inclusion and equal participation in education;
- ▶ To identify challenges and benefits when dealing with this topic;
- ▶ To explore and identify certain existing programmes that are worth to further promote in the topic of digital education.



### Competences addressed:

- Multilingual competence;
- Communication;
- Teamwork;
- Digital competence;
- Citizenship competence;
- Cultural awareness and expression competence.



### Methodology and methods:

- Work in organisational/national teams, small groups;
- Presentations in plenary;
- Exchange rounds.

### Session flow:

#### I. Introduction to the task

(10 minutes)

The trainer starts this session by mentioning the main focus and importance of participants' pre-training task completion on the realities on organisational cultures with digital tools and identify challenges and benefits when working on inclusion and equal participation in education

#### II. Organisational/National group work

(80 minutes)

Participants work in organisational/national groups for this task They have to do a research on the introduced topic and prepare a poster/collage to present in front of the other by addressing the following questions:

- What is our organisational culture when it comes to using digital tools and practices?
- What are the challenges that we face when working on inclusion and equal participation in education?
- What are the benefits that we have when working on inclusion and equal participation in online education?
- What are other existing online practices in our communities?

#### III. Presentations

(50 minutes)

All groups join the plenary for a short presentation of their collages. They are given up to 10 minutes to present their findings in front of the other groups and the trainers ask questions afterwards. Other participants are also invited to ask questions or add comments.

### IV. Exchange rounds

(40 minutes)

When presentations are done, the trainer introduces a new activity. Now, they are organised in small mixed groups where each group is composed of participants from different organisations/countries. In this part, they have to exchange their realities through discussing the given presentations. Precisely, they need to discuss similarities and differences they have noticed when other organisational/national groups presented. Additionally, they are given a discussion point on their role as youth workers and trainers to address the mentioned challenges at work. The trainer announces 20 minutes for completion of this discussion. After 20 minutes, everyone joins the plenary and they discuss the outcomes of the exchange round for another 20 minutes.

#### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

#### Recommendations for future trainers multiplying this session:

- This session is connected to the participant's pre-task: research on their organisation/country realities on the topic. It is important that the trainer checks beforehand whether they have completed this task and based on that to adapt the time given on the research during this session.
- During Exchange Rounds, participants should be encouraged to take notes since during this activity they already get some hints on how to address the challenges in their work and with the target groups.





**Session Title:**

# Needs of the target groups of marginalised youngsters (and their parents) in/for an online education activities



**Duration:** 180 minutes



**Background:**

One of the most important aspects when planning and organising an online education activity is to do it based on the needs of the target group for that activity. By having this aspect identified, the activities and programmes are designed in a way to meet their needs and support their learning. When it comes to marginalised youngsters, the involvement of their parents to facilitate and support the online learning process is inevitable, thus highly important to cover their needs as well. This session is especially designed to address this issue – to learn for identifying and better addressing the needs of the target groups of marginalised youngsters and their parents. Online education activities are found quite challenging for all youngsters and being able to have a satisfactory participation is challenging for youth workers and educators. In this session, participants will have the chance to strengthen their competences in addressing the needs of their target groups by focusing only on the online education activities through different activities and learning methods designed.



### Aim of the session

To identify the needs of the marginalised youngsters and their parents in online education and discuss on potential ways to address them better.

### Objectives

- ▶ To reflect on the key elements of an online education activity;
- ▶ To understand the importance of needs assessment and discovering of the target groups when organising an online activity;
- ▶ To discuss on the needs of the target groups of marginalised youngsters and their parents for online education activities;
- ▶ To discover new potential ways on addressing target groups' needs in online education activities.



### Competences addressed:

- Analytical;
- Communication;
- Personal, social and learning to learn competence;
- Teamwork;
- Digital competence;
- Citizenship competence;
- Cultural awareness and expression competence



### Methodology and methods:

- Self-reflection;
- Discussion in groups;
- Small group work;
- Inputs (presentations);
- Silent floor brainstorming;
- Debriefing in plenary.

### Session flow:

#### I. Introduction to the session

(10 minutes)

The trainer introduces participants to the programme of the day, and briefly mentions the plan for the working session and activities planned. He/she emphasises that the session is focused on the needs of the target groups when organising an online education activities, and the focus will also be on their parents as one of the main supporters of their learning.

#### II. Elements of an online education activity - individual work

(15 minutes)

The trainer invites all participants to use the next 15 minutes to think about the key elements of an online education activity based on the experience and knowledge they have. They are asked to list these elements individually in a small paper.

#### III. Elements of an online education activity – sharing in small groups

(20 minutes)

Participants are grouped into 4 small groups. They are asked, in their groups to share the listed elements that they have done in the first part of this session. When sharing, they discuss on the background and justification of each element and see the differences between each other's lists

#### IV. What are the needs of marginalised youngsters/their parents in/for an online education activity? – small group work

(45 minutes)

After going through the discussion of elements of online education activity, participants are instructed for the second task in their small groups. The trainer emphasises that after reflecting once again in the elements of an activity, a special focus and part of the process is to know the needs of the target groups that organisations work with. He/she further announces that the next task for their groups is to identify/reflect on the needs of their target groups of marginalised youngsters as well as their parents when organising an online education activity. They are given 45 minutes to conduct this task and prepare a presentation on a flipchart paper for all other groups in the next phase.

### V. Presentations of group work

(50 minutes)

All groups join the plenary for a presentation on the need's identification and analysis of their target groups of marginalised youngsters (and their parents) in/for an online education activity. They use 5 minutes to present and the next 5-7 minutes to ask potential questions and clarifications to the trainer or other groups. Afterwards, the trainer announces that the flipchart paper presentations will be used for the next activity of the session.

### VI. Silent floor brainstorming: How to address the presented needs of marginalised youngsters/their parents?

(25 minutes)

All groups are asked to put their flipchart presentations on the floor, in the centre of the working room. The trainer instructs them on the next task that is related to their group work. Individually, participants are invited to do a silent floor brainstorming, thus going through all needs presented, analysing the content and put a sticky note on potential recommendation to address those needs. They use 25 minutes to do this and are not allowed to discuss or comment during this phase.

### VII. Discussion in plenary

(25 minutes)

Everyone joins the plenary after the silent floor brainstorming. The trainer asks each group to get their flipchart paper and one representative to share what kind of recommendations/input was given to their previously presented needs. The sharing is done in a discussion form.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Recommendations for future trainers multiplying this session:

It is important that the participants are notified beforehand about this session. Needs assessment is a very important aspect when developing new activities and project, so it is recommended that participants prepare about this with their teams in the organisations



**Session Title:**

# Effective management of online educational projects with marginalised youngsters and their parents



**Duration:** 180 minutes



**Background:**

Participants had the chance to go in details on the needs assessment of their target groups of marginalised youngsters and their parents in/for online education activities. The next important aspect of online education activities is the overall management of all processes involved. An effective management of online educational projects results with higher satisfaction of participating actors, a stronger professional capacity of the organisation in relation to organising future online programmes and strengthening reputation and identity of the organisation in addressing the needs of marginalised youngsters in online education activities. Most important, the effective management of online educational projects serves right the completion of objectives and achievement of results as foreseen for the education of marginalised youngsters and their parents. This session is designed to tackle this topic by including several methods of theoretical input on effective management, interactive exercises and group work that stimulate critical and analytical thinking when it comes to management of online educational programmes.



### Aim of the session

To understand the concept of effective management and its importance when developing online educational projects with marginalised youngsters and their parents as well as identify ways to boost effective management.

### Objectives

- ▶ To understand key fundamentals of effective management;
- ▶ To reflect on the importance of effective management when developing online educational projects;
- ▶ To explore techniques of effective management and ways to boost it among projects with marginalised youngsters and their parents;
- ▶ To stimulate critical and analytical thinking among participants



### Competences addressed:

- Analytical;
- Communication;
- Critical thinking;
- Personal, social and learning to learn competence;
- Teamwork;
- Digital competence;
- Citizenship competence;
- Cultural awareness and expression competence.



### Methodology and methods:

- Inputs (presentations);
- Force-field analysis-exercise;
- Small group work;
- Presentations and Discussion.

## Session flow:

### I. Introduction to the session

(5 minutes)

The trainer opens the session by introducing participants to the concept of effective management and informing them that the session consists of several activities aiming to strengthen their capacities on effective management when developing online educational projects for marginalised youngsters and their parents.

### II. Theoretical input on effective management and 4Ps for effective change management based on the target group needs

(25 minutes)

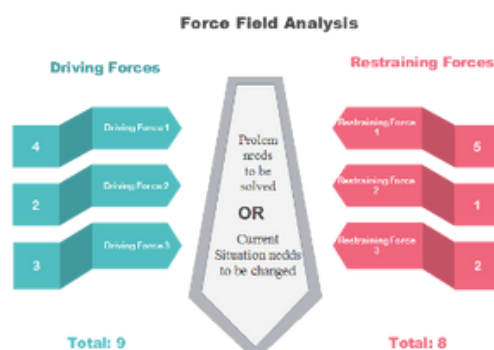
The trainer has prepared a detailed presentation on effective management in order to strengthen participants' capacities on the topic as well as understand its importance when developing online educational projects. Besides the key fundamentals of effective management presented, the presentation consists of 4Ps for effective change management that is integrated with the main aim to adapt the planned projects according to the target group's needs. The 4Ps for effective change management are:

- Project;
- Purpose;
- Particulars;
- People.

### III. Force field analysis for effective management and decision-making process

(20 minutes)

After the theoretical input on effective management, the trainer continues with introducing a new technique that is more used for change management but can be also adapted to effective management when it comes to planning and adapting new projects for target group needs. The force field analysis is used with the main aim to boost the chances for positive change when implementing a new project or process and dilute the forces that restrain the implementation of a new project. The trainer explains the concept and driving forces, while showing an example of its diagram through screening.



#### IV. Rating the forces based on their impact

(20 minutes)

In a flipchart paper, there is a sample of force field analysis diagram drawn. The trainer invites participants to use 5 minutes to think about potential driving forces and restraining forces when it comes to planning new projects with marginalised youngsters. After 5 minutes, they share potential forces, and the trainer writes them down in the flipchart paper. Then, all together, they rate each force based on the current situation with their projects in order to learn in a practical way the usage of this technique.

#### V. Small group work: Identifying ways to boost the driving forces and dilute the restraining forces for projects with marginalised youngsters and their parents

(60 minutes)

Participants are divided into 4-5 small groups. The trainer informs them about the next activity/task of this session which is related with the force field analysis. He/she emphasises that they are going to further focus on this concept and connect it more to their target groups of marginalised youngsters and the projects they develop for them. By having in mind the previous exercise in defining forces and rating them, all groups are now invited to identify ways to boost the driving forces and dilute the restraining forces when planning and implementing projects with marginalised youngsters and their parents. They are given up to an hour time to complete this task and prepare a presentation.

#### VII. Presentations and discussion

(50 minutes)

All groups join the plenary for a short presentation on their task. The trainer gives each group the time of 5 minutes to present their work and uses the next 5 minutes for questions and comments from other groups. When all presentations are done, he/she highlights once more the importance of the effective management for online educational projects as well as the importance of using the right techniques that boost the management performance and eliminate potential challenges and obstacles.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Background documents and further reading:

- The 4Ps Model Canvas: <https://www.prosci.com/hubfs/2.downloads/webinars/Prosci-4Ps-Model-Canvas-Webinar-Handout-2021.pdf>
- Force-field analysis 8 Change Management Exercises: Malik, P. (2021, December 10). 8 Change Management Exercises to Try in 2021. The Whatfix Blog | Drive Digital Adoption. <https://whatfix.com/blog/change-management-exercises/>
- The 10 golden rules of Effective Management: Entrepreneur. (2016, January 8). The 10 Golden Rules of Effective Management. <https://www.entrepreneur.com/article/254547>
- Example of diagram of force field analysis; Source:Janice. (2022, February). 4 Amazing Force Field Analysis Examples - Edraw. Edrawsoft. <https://www.edrawsoft.com/force-field-analysis-examples.html>





**Session Title:**

# Online communication and cooperation tools



**Duration:** 180 minutes



**Background:**

Choosing the right online tools and best featured ones is essential when developing online educational activities. In international projects with marginalised youngsters, usually the project partners are from different countries, thus working in different places. This highlights the need for online communication and cooperation during the whole duration of the project, regardless of several in-person project meetings. Therefore, in order to have an effective management of the whole project processes and activities they need to be equipped with the most effective communication and cooperation tools that help and support their communication, planning, implementation, and assessment of the project. Having into account that participants come from different countries, their awareness about existing tools for communication and cooperation is not the same. Therefore, this session is designed to introduce them to the most suitable and practical tools that are highly rated and with different innovative features to facilitate their communication and cooperation in the most creative and effective way.



 **Aim of the session**

To highlight the importance of online communication and cooperation tools and explore different tools when developing online educational projects with marginalised youngsters and their parents.

 **Objectives**

- ▶ To reflect on the importance of communication and cooperation in teams with focus on the online projects;
- ▶ To introduce participants with the highly rated online communication and cooperation tools;
- ▶ To define pros and cons of presented tools when using them for developing online educational projects on international level with marginalised youngsters and their parents;
- ▶ To discuss on the needed skills and knowledge to use the presented tools;
- ▶ To further highlight the importance of teamwork on online projects development

 **Competences addressed:**

- Digital competence;
- Teamwork;
- Analytical;
- Communication;
- Creative and Critical thinking;
- Personal, social and learning to learn competence;
- Citizenship competence.

 **Methodology and methods:**

- Energizer;
- Brainstorming;
- Inputs (presentations);
- Small group work;
- Presentations;
- Discussion in plenary.

 **Session flow:****I. Magical Hula Hoop**

(30 minutes)

Participants are divided into two or three groups with 8-10 people maximum in a group. The trainer instructs them to stand in a circle and put the point fingers of each hand in front of themselves. When all participants do this, the trainer lays a hula hoop on their fingers in each group. Before putting the hula hoop, the trainer instructs them to have their fingers at the same height of 1-1.2 meters approximately. They are asked to hold the hula hoop only with the pointing fingers and as a team to slowly putting it down to the ground without having involved other fingers or holding it differently. The process is quite challenging so two or three rounds can take place. Afterwards, a debriefing takes place facilitated by the trainer by using the following questions:

- How do you feel after doing this exercise?
- How satisfied are you with the communication in your teams?
- Do you like the way you cooperated during the exercise?
- Did you reach your goal? In the first or other rounds?

After debriefing, the trainer emphasises the importance of teamwork and communication when conducting a task, doing an activity or a project.

**II. Brainstorming – importance of communication and cooperation in online projects**

(20 minutes)

The trainer mentions that the previous energiser is designed to introduce participants to the importance of teamwork and the communication and cooperation. Then, a short brainstorming session on the importance of communication and cooperation in online projects takes place. Participants are invited to share their opinions on the topic, while the trainer writes in the flipchart the key words and the input

### III. Input (Presentation) – Top online communication and cooperation tools

(20 minutes)

The trainer has a prepared presentation with the top online communication and cooperation tools that can be used by teams when working remotely, from different venues, or wanting to organise their work and communication through online tools. The presentation consists of the following tools:

- Microsoft 365
- Slack
- Asana
- Trello
- Podio
- Ryver
- Flock
- Zoom
- Google Workspace
- GoToMeeting
- Basecamp 3
- Dialpad
- Free Conference
- Join.me
- Gather

### IV. Pros and Cons of presented online tools when developing projects for marginalised youngsters and their parents

(40 minutes)

The trainer divides participants into five small groups. The trainer explains that they have to analyse the previously presented tools, more specifically, to define pros and cons of theirs when developing projects for marginalised youngsters and their parents. Each group receives three tools to work on. The given time to complete the task is 40 minutes and afterwards they have to present their work.

### V. Presentations

(40 minutes)

All groups join the plenary for a short presentation on their work. Each group has 5 minutes to do the presentation. The trainer gives comments on each presentation afterwards.

## VI. Importance of skills and knowledge needed for using online communication and cooperation tools

(30 minutes)

The session is concluded with a discussion in plenary regarding the skills and knowledge needed for using the presented online communication and cooperation tools, and the importance of developing these skills. The discussion is facilitated by the trainer.

### Materials needed:

Two or three hula hoops, A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Background documents and further reading:

- Online cooperation tools: Turner, B., & McCaskill, S. (2022, March 1). Best online collaboration tools of 2022. TechRadar. <https://www.techradar.com/best/best-online-collaboration-tools>
- Best communication tools for remote teams: Iwankovitsch, E. (2021, November). The 10 Best Communication Tools for Remote Teams in 2022. High Fidelity. <https://www.highfidelity.com/blog/best-communication-tools-for-remote-teams>





### Session Title:

# Competences development: communication skills for online/digital education



**Duration:** 180 minutes



### Background:

Communication skills are always important when working with different teams as well as when planning, developing and delivering programmes/activities for some certain target group. When it comes to online educational programmes there is an additional challenge – the non-possibility to see the reaction of participants sometimes, feeling their energy and tiredness, in order to adapt the programme intensity and deliver the activity effectively. According to Fournier (2022), the best way to combat this problem lies in better communication—and not just in the way courses are designed. Learners need access to their instructors to address learning challenges and receive feedback. It is often this personal touch that helps learners move beyond their difficulties and graduate a course[1]. The article published by Fournier (2022), suggests 5 ways to improve communication in learning and connect with the learners: offer synchronous communication, discussion forums, feedback, adapting the course to the needs, common sticking points are an opportunity for more instruction (Fournier, 2022). This session focuses on the importance of communication and positive communication for online/digital learning, as well as exploring ways to connect with learners through interactive exercises.



### Aim of the session

To develop participants' competences on communication skills for online education and explore different perspectives for positive communication when developing online educational projects.

### Objectives

- ▶ To highlight the importance of communication skills in digital projects;
- ▶ To understand the concept of positive communication;
- ▶ To develop participants' competences on communication through different exercises and interactive activities.



### Competences addressed:

- Digital competence;
- Teamwork;
- Analytical;
- Communication;
- Creative and Critical thinking;
- Personal, social and learning to learn competence;
- Citizenship competence.



### Methodology and methods:

- Inputs (presentations);
- Exercise- Room 101;
- Small group work;
- Presentations and Discussion.

 **Session flow:****I. Introduction to the topic**

(20 minutes)

The trainer starts this session with a brief introduction on the communication skills development and its importance. Then, he/she highlights why communication is important as digital presence does not show your nuance and introduces an additional challenge in online learning. The trainer informs participants that this session is specifically designed to further develop their competences on communication in/for digital educational programmes and support their connection with the learners. Furthermore, the trainer shortly introduces the five methods to connect with the learners: offer synchronous communication, discussion forums, feedback, adapting the course to the needs, common sticking points are an opportunity for more instruction (Fournier, 2022).

**II. Exercise – Room 101**

(60 minutes)

The trainer announces that the next activity is about highlighting the importance of positive communication in online education, and this will be done through different stages that include individual and group interaction. The title of the activity is “Room 101” as featured in the George Orwell novel ‘1984’. Room 101 is to where ‘Big Brother’ banishes anything that is deemed to be destructive or contradictory to the idea of the society created in the novel[2]. In this session, the activity will be used to destruct negative expressions and develop positive communication skills.

**Phase 1**

Participants are divided into small groups of 3 members. As a trio group, their task is to think about 3 things that they would consider putting in the Room 101. Trainers mention once again that Room 101 banishes everything that is in any ways reflecting to negative expressions or situations.

**Phase 2**

After completing the list, the next task of trio groups is to formulate the argument behind each item put in the Room 101, thus the rationale why these things/elements should be put in the room.

**Phase 3**

Each group, one by one, present their argument/rationale for the first element put in the Room 101. After each group presenting, the other groups are invited to argue and debate against these elements/points. The presenting group are invited to defend their argument.

**Phase 4**

Each group after debating comes up with a summary and a final argument on their point/element/item to put in the Room 101.

### Phase 5

After hearing concluding arguments, each element/item/point goes into voting. If having the majority of votes, the item goes in the Room 101. The trainer writes down in the flipchart the number of votes and items that are to be put in the Room 101.

This process and phases repeat until all three items are discussed, argued, and the final list of items for Room 101 is completed. The trainer says out loud all items and concludes the activity by highlighting the importance of the exercise and positive communication when delivering a message, when arguing, debating, and so on.

## III. Small group work

(40 minutes)

Participants are divided into 5 groups. The trainer informs them that each group has to explore a methodology of communication that facilitates the connection with the learner, as introduced in the first part of the session. He/she appoints a methodology to each group. They are given 40 minutes to conduct their task and prepare a presentation. All groups are advised to also include advantages and challenges of using their methodology of communication.

## IV. Presentations and discussion

(60 minutes)

All groups join the plenary for a short presentation on their work. Each group has up to 10 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Background documents and further reading:

- Improving communication in E-learning and 5 ways to connect with the learners: Fournier, M. (2022, March 21). How To Improve Communication in E-Learning. LearnDash. <https://www.learndash.com/how-to-improve-communication-in-e-learning/>
- More information about the exercise "Room 101": Training Course Material. (n.d.). Activity - Communication skills - Room 101. Retrieved 2022, from <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/room-101>
- More activities for communication skills development: Training Course Material. (n.d.-b). Communication skills activities. Retrieved 2022, from <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities>

### Recommendations for future trainers multiplying this session:

For the Room 101 activity the trainer should be attentive when groups debate. Negative expressions should not take place and participants should be encouraged to use positive communication when arguing on the items for Room 101.





### Session Title:

# Competences development: creative thinking for online/digital education



**Duration:** 90 minutes



### Background:

Non-formal education is characterised as learning where interactive and attractive methods and methodologies are used, and experiential learning is promoted. The concept of creative thinking was always promoted in non-formal education programmes and especially in those designed for young people. The importance of creative thinking was even more highlighted during covid-19 pandemic when majority of educational activities took place online, and organisations needed to use their creativity and explore different tools and methodologies to attract their target groups and meet their needs in education. For this reason, this session tackles this topic in the programme with the purpose to further develop participants' competences in creative thinking for online/digital education, as well as to explore the highest rated tools that support creative thinking.





### Aim of the session

To understand how creative thinking works in online education and explore existing digital tools that support creativity.



### Objectives

- ▶ To discuss on the importance of creative thinking in online education;
- ▶ To explore digital tools for creative thinking in online education;
- ▶ To contribute to competence development of participants in creative thinking;
- ▶ To further stimulate critical thinking on choosing the right methods and tools for online educational activities for effective learning.



### Competences addressed:

- Digital competence;
- Communication;
- Creative and critical thinking;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.



### Methodology and methods:

- Brainstorming;
- Inputs (presentations);
- Discussion in pairs;
- Sharing in plenary.

 **Session flow:****I. Brainstorming – why is creative thinking important in online education**

(20 minutes)

The session starts with a short brainstorming on how participants understand creative thinking. Then, the trainer asks the following question to the participants: Why is creative thinking important in online education? The brainstorming of ideas takes up to 20 minutes before moving to the next stage of presenting online tools for creative thinking.

**II. Input by the trainer: exploring digital tools for creative thinking in digital education**

(25 minutes)

The trainer mentions that during this stage, they have the chance to explore some of the most useful tools that boost creative thinking in digital education. He/she presents the following tools:

- Socrative
- Classtools.net
- Kahoot

**III. Discussion in pairs – what type of activities are suitable for each tool**

(20 minutes)

After the presentation, the trainer provides participants with website links of each presented tool. Then, divides participants in pairs. Their task is to analyse each tool based on the presentation, or by checking the website links, and discuss about the usage of the tool when it comes to educational activities that their organisations do. They are given 20 minutes to discuss on this and write down main points of their discussion to share in the plenary in the next phase.

**IV. Sharing in plenary**

(25 minutes)

The next 25 minutes are used for all pairs to share their discussion outcomes in the plenary. In between, trainers or other participants can add or suggest something else, as well as support their opinion.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop for presenting the tools, projector.

### Background documents and further reading:

More information about explored tools for boosting creativity in online programmes can be found at:

- Field, A. (2015, November 23). Digital tools to spark creativity. Cambridge Assessment International Education. <https://blog.cambridgeinternational.org/digital-tools-to-spark-creativity/>
- Riley, S. (2021, August 23). Creative Thinking Activities for K-12 Classrooms: 5 Ideas to Try Today. The Institute for Arts Integration and STEAM. <https://artsintegration.com/creative-thinking-activities/>

Websites of presented tools:

- Kahoot: <https://kahoot.com/>
- Classtools.net: <https://www.classtools.net/>
- Socrative: <https://www.socrative.com/>

### Recommendations for future trainers multiplying this session:

The trainer must be very familiar with the presented tools in order to give participants practical and useful information to use them. This will also facilitate their learning and they will be able to better analyse them in the next activity.





**Session Title:**

# Competences development: time management skills for online/digital education



**Duration:** 90 minutes



**Background:**

Participants are already aware on the importance of time management skills in their work. However, it is very essential to reflect on the knowledge and further improve their skills and competences when it comes to developing online/digital education activities. This is due to the fact that digital activities can bring unpredictable situations (participants' challenges with internet connection, sudden power-cut, challenges with the app or device they are using, and so on) and challenges that need immediate reaction and adaptation of the agenda, or even re-organising the activity on another occasion. Therefore, this session covers the importance of competences development on time management and introduces participants to intrinsic resources that support mastering of time management skills, for participants to develop their skills and improve their knowledge on the concept.





### Aim of the session

To highlight the importance of time management skills and understand its presence for online education.



### Objectives

- ▶ To understand the importance of time management skills for online/digital education;
- ▶ To explore resources that support mastering of time management skills;
- ▶ To contribute to competence development of participants in time management skills;
- ▶ To further stimulate critical thinking and teamwork for online/digital education programmes.



### Competences addressed:

- Analytical;
- Time management;
- Multilingual competence;
- Communication;
- Digital competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.



### Methodology and methods:

- Theoretical Input;
- World café
- Presentations in plenary.

 **Session flow:****I. Input by the trainer: importance of time management**

(15 minutes)

The trainer uses the first 15 minutes of the session to present shortly the importance of time management for online educational activities. The presentation includes also tips to master the time management.

**II. World café – Persistence, Dedication, Motivation**

(45 minutes)

The trainer mentions once again the three intrinsic resources for mastering time management skills: Persistence, Dedication, and Motivation. Then, divides all participants into 3 groups. Each group receives one resource to cover, while all have the same question:

- How to use \_\_\_\_\_ for mastering time management?

The trainer emphasizes that this activity will be done by using world café methodology. Each group has 15 minutes to contribute to its own question. After 15 minutes, they shift to the next group for another 10 minutes to contribute to other papers. However, one group member remains as the moderator in original group. After next 10 minutes, they switch groups once more, until each group goes back to their original group. Then, groups use the remaining time to sum up the input on their paper and prepare for a short presentation in the plenary.

**III. Presentations**

(30 minutes)

All groups join the plenary for a short presentation on their work. Each group has up to 5-7 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop for the presentation, projector.

### Background documents and further reading:

More information for the theoretical input on time management can be retained at:

- Todorov, G. (2021, May 12). The Importance Of Time Management In Online Learning. eLearning Industry. <https://elearningindustry.com/time-management-in-online-learning-importance>
- Walden University. (2021, March 25). 10 Time Management Skills to Make Earning Your Online Degree Easier. <https://www.waldenu.edu/programs/resource/ten-time-management-skills-to-make-your-online-degree-easier>





### Session Title:

# Online evaluation tools necessary in the online management of an activity



**Duration:** 180 minutes



### Background:

The next topic covered in this training course programme is evaluation process of online activities through the usage of online evaluation tools. As known, evaluation is part of every educational activity. In many in-person activities, organisers and trainers use online tools for evaluation. In the online activities, it is the only option for the organisers to have a final or daily assessment on the programme by the participants. Youth workers and trainers have already some basic or certain level of knowledge when it comes to online evaluation tools necessary in the online management of an activity. However, as the digital world is evolving, the presence of more tools and platforms is higher. There are many ways to conduct online evaluation and for better online management the distinction of formative and summative assessments is necessary to be known, in order to choose the right method and tools. This session consists of several activities and online research to define main aspects of online evaluation tools in the online management of an activity and discover ways and tools that are innovative.



### Aim of the session

To create space for understanding the online evaluation methods and explore different innovative tools for online evaluation in education.

### Objectives

- ▶ To highlight the importance of online evaluation in online activities;
- ▶ To develop participants' knowledge and skills on online evaluation methodology and tools;
- ▶ To explore ways and tools to conduct online evaluation;
- ▶ To create space for discussion on the most used evaluation tools by the educators.

### Competences addressed:

- Digital competence;
- Cooperation competence;
- Analytical;
- Research;
- Personal, social and learning to learn competence;
- Citizenship competence.

### Methodology and methods:

- Inputs (presentations);
- Research/Exploring tools;
- Presentations;
- Discussion

 **Session flow:**

## I. Importance of online evaluation – Formative and Summative assessment

(15 minutes)

The session is opened by the trainer with a short introduction on the topic. The trainer presents the importance of online evaluation with the focus on online activities that are managed online. The presentation consists of brief information on the formative and summative assessment that occur during and after the completion of an activity.

## II. 9 ways to conduct evaluation

(70 minutes)

After the short introduction, the trainer announces that the next phases are focused on the identification of different methods and tools to conduct evaluation. He/she has prepared a list of ways to conduct evaluation and divided them among participants. Participants are divided into 3 groups and each group receives three methods to analyse. Their specific task is to use the next 45-50 minutes to research on their given methods, analyse them, discuss in their groups and prepare for a short sharing in the plenary afterwards. The division of evaluation methods/activities is as follows:

### Group 1

- Online quizzes
- Essay questions
- Drag-and-drop activities

### Group 2

- Online interviews
- Dialogue simulations
- Online polls

### Group 3

- Game-type activities
- Peer evaluation and review
- Forum posts

The sharing in plenary takes place right after the completion of the task. All groups join the plenary and shortly share their discussion points, while others are invited to ask additional questions or comment on the points presented.

### III. Tools for evaluation

(45 minutes)

The trainer informs participants that they have to remain in the same groups for another small research in relation to evaluation process. At this stage, they are given 1-2 tools to analyse. These tools are most used by educators and teachers, and comprise of practical templates, quizzes, questions, and so on. They have to prepare for a presentation afterwards while the research work on this part is organised as follows:

#### Group 1

- Socrative - quizzes and questions with real-time grading. ...
- Google Forms - easy to use and COPPA/FERPA compliant. ...

#### Group 2

- Mentimeter - pre-built education templates. ...
- Poll Everywhere - used by 300,000 teachers. ...

#### Group 3

- Kahoot - game-based assessment tool.

### IV. Presentations and discussion

(50 minutes)

All groups join the plenary for a short presentation on their work. Each group has approximately 10-15 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions after each presentation. The trainer concludes the session by emphasising once again the importance of evaluation in online management activities and choosing the right methods and tools to conduct it.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop for the presentation, laptop for groups during the research (in case they do not possess a laptop or need one more to have in the group), projector.

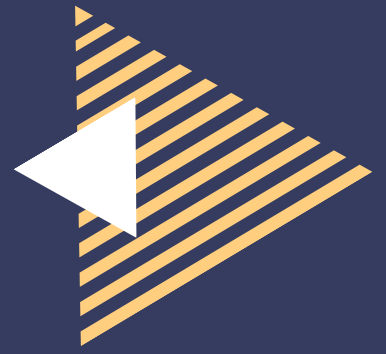
### Background documents and further reading:

- Colman, H. (2021, June 29). 9 Ways to Assess Student Learning Online. Ispringsolutions. <https://www.ispringsolutions.com/blog/8-ways-to-assess-online-student-learning>
- Gerencer, T. (2020, April 11). 5 Best Online Assessment Tools for Teachers. HP TECH TAKES. <https://www.hp.com/us-en/shop/tech-takes/best-online-assessment-tools-for-teachers>

### Recommendations for future trainers multiplying this session:

- This session is quite intensive for participants. The trainer should observe the mood of participants, and in case they seem tired or not concentrated enough, a short break should be given, or an energiser to be planned in the middle of the session.
- Even though 1-2 tools explored here are somehow covered in other sessions, the trainer must emphasise that these tools/platforms offer different services, therefore the research should be done by having in mind evaluation as a process and its activities.





**Session Title:**

# Planning an online education activity step by step



**Duration:** 180 minutes



**Background:**

After covering different set of skills and competences, as well as processes for managing online educational activities, participants will have the chance to learn more about planning process and steps when organising an online education activity. Planning is very important when organising any activity online, and for educational ones the importance is even more emphasised due to the careful content design and shared among participants, delivering the learning in a proper way and being able to achieve the objectives as initially determined. This session will emphasise this importance to the participants and will equip them with knowledge and skills to do a step-by-step planning of their future education activities.



#### Aim of the session

To highlight the importance of planning and its key elements, as well as discover main steps for online education activity.

#### Objectives

- ▶ To understand the importance of planning for online education activities;
- ▶ To strengthen participants' knowledge on detailed planning of an activity;
- ▶ To introduce participants with main steps for planning online education activity;
- ▶ To promote teamwork and communication for planning processes of online activities.

#### Competences addressed:

- Management and planning competences;
- Time management
- Cooperation and Communication;
- Personal, social and learning to learn competence;
- Analytical;
- Citizenship competence;
- Digital competence;

#### Methodology and methods:

- Brainstorming;
- Theoretical input;
- Small group work;
- Presentations;
- Discussion.

 **Session flow:**

## I. Brainstorming: Planning and its importance on online education

(25 minutes)

The trainer writes in a flipchart paper the title “Planning and its importance on online education”. Then, he/she invites participants to use 10 minutes to think about this title and write in sticky notes any word or short sentence that associates their understanding with the title. After 10 minutes, all participants put their sticky notes in the flipchart paper. The trainer starts reading the input, and altogether discuss on the brainstormed ideas on the importance of planning.

## II. 5 Key steps of planning an online activity – Theoretical Input

(70 minutes)

The trainer has prepared a detailed presentation on 5 key steps of planning an online activity where all processes and design of the content for education activities are included. The presented step-by-step planning consists of the following:

- **Identify the building blocks of your course.**
- **Outline sections that each have a distinct learning objective.**
- **Pick your media, delivery format, and tone.**
- **Storyboard or script how you’re going to transfer your knowledge.**
  1. Craft a narrative flow for your content.
  2. Apply multimedia principles for managing cognitive load.
  3. If you are using video, follow filming guidelines for rapid video development.
  4. Provide ways for learners to practice in new contexts.
  5. Provide opportunities for interaction with the expert.
  6. Check on the progress of your learners by performing regular knowledge checks.
  7. Promote community by encouraging students to give feedback to each other.
- **Consider how you will reinforce learning after the course[3].**

### III. Planning process of our own online education activities

(45 minutes)

Participants are divided into national groups for this part. The trainer instructs all groups to think about an online activity that they have organised previously (or adapt another in-person education activity). Based on the presented step-by-step process, they have to reflect on their activity planning and implementation. They are asked to explain the process and write down main missing points or added elements that they had during the implementation of this activity, as well as recommendations for future activities based on their learning. After completing the task, they prepare for a short presentation in the plenary.

### IV. Presentations and discussion

(50 minutes)

All groups join the plenary for a short presentation on their work. Each group has approximately 10-15 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions after each presentation. The trainer concludes the session by emphasising once again the importance of evaluation in online management activities and choosing the right methods and tools to conduct it.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop for the presentation, projector.

### Background documents and further reading:

- FutureLearn. (2021, February 4). Planning online teaching – where to start. <https://www.futurelearn.com/info/courses/teach-online/0/steps/73939>
- Coursify.me. (2020, August 13). Plan your online course: step by step to start your course. <https://blog.coursify.me/en/how-to-plan-your-online-course/>
- Barry, A. (2020, June 22). 5 Steps for Creating Online Learning – Are You Missing Any? Curious Lion. <https://curiouslionlearning.com/5-steps-for-creating-digital-training/#5-steps>





**Session Title:**

# Mentoring process – how to spark the motivation and give feedback in an online learning setting



**Duration:** 180 minutes



**Background:**

Online learning and long-term learning process should always be supported by mentorship. Mentoring process is the support and assistance given throughout the entire process of learning, from the first day of learning, competence development and further capacity building of the learner. Moreover, is the process that fosters motivation and reflection based on feedback. Hence, in order to build on the empowerment of youth workers and educators on online learning setting this session focuses on the key concepts of mentoring as a concept and process. The session consists of learning of the 3Cs (Clarity, Communication, Commitment) as essential in this process, as well as discovering different tools, through interactive exercises.



### Aim of the session

To learn about the process of mentoring, its key values and contribution to spark motivation as well as exploring different tools for successful mentorship in online learning setting.

### Objectives

- ▶ To introduce the concept of mentoring process and key elements;
- ▶ To understand the importance of mentoring to spark motivation in online learning setting;
- ▶ To understand the key values a mentor should have;
- ▶ To explore different tools related to the mentorship process in online learning;
- ▶ To highlight the importance of giving feedback for work improvement;
- ▶ To develop participants' competences in mentorship.

### Competences addressed:

- Communication;
- Analytical;
- Literacy competence;
- Digital competence;
- Personal, social and learning to learn competence;
- Creative and critical thinking.

### Methodology and methods:

- Input;
- Creative drawing exercise;
- Small group work;
- Presentations

### Session flow:

#### I. Introduction to the topic – 3Cs of mentoring process

(15 minutes)

The trainer gives a short introduction to the topic of mentoring process. The introduction also includes the presentation of 3Cs of effective mentoring process which are:

- Clarity
- Communication
- Commitment.

#### II. Creative exercise – Drawing the ideal mentor

(15 minutes)

The trainer informs participants that in this part they will have to use their creativity and drawing skills. He/she divided them into 4 small groups. An outline of a person (drawing) is presented in a flipchart paper for each group. The task for each group is to fill in the drawing with other elements/words/sketches that represent an ideal mentor to them. They are given coloured pens, pencils and other materials to use for drawing and writing the key characteristics and competences of their ideal mentor. The approximate time given for this task is 15 minutes.

#### III. Sharing the drawings

(10 minutes)

All groups join the plenary to share their drawing of the ideal mentor. They share the characteristics of their ideal mentor and why is he/she different from other mentors.

### IV. Exploring mentoring tools

(30 minutes)

In this phase, participants are introduced to the following tools for mentorship:

- Wheel of life – method for evaluating different areas in life to pinpoint the ones that need the most attention.
- Diagnostics framework – analysing what to raise, reduce, eliminate or create.
- Looking back from the future – imagining the future to clarify what you want to achieve in x years.
- Letter from the future – a creative writing exercise for looking back at your life after turning 80[4].

Next, the trainer instructs participants to stay in their previous groups. Each group receives one tool to explore and identify key advantages of using it, as well as potential disadvantages of the tool. Guiding links for information are given by the trainer, in order to facilitate the process of finding information as they only have 20-25 minutes to do this task. Afterwards, all groups join the plenary to present their work.

### IV. Presentations

(30 minutes)

The trainer invites groups to join the plenary for a short presentation on the advantages and disadvantages of mentoring tools. Each group uses up to 5 minutes to present their work.

#### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Background documents and further reading:

- Uk, I. (2021, November 5). Clarity, Communication, Commitment – the key to successful mentoring programmes. INTOO UK & Ireland. <https://www.intoo.com/uk/cat-blog/the-key-to-successful-mentoring-programmes/>
- Lepisk, H. (2019). Creative exercises for mentoring. Harald Lepisk. <https://www.haraldlepisk.com/creative-exercises-for-mentoring/>
- Connecting Through Conversation: Short Activities for Mentors. (2017). Center for Supportive Schools. <https://www.attendanceworks.org/wp-content/uploads/2017/10/Center-for-Supportive-Schools-Exercises-for-Mentors.pdf>
- Build an Ideal Mentor - An Exercise for Mentee Trainings. (2016). <http://www.mentoring.org/wp-content/uploads/2020/03/Build-an-Ideal-Mentor-for-mentees.pdf>

### Recommendations for future trainers multiplying this session:

- The process of mentoring is really important for participants' empowerment in the digital programmes. Therefore, in case participants need more input by the trainer or want to work further on this topic, trainers are advised to either extend the session for a longer time or organise separate session afterwards during free time or breaks.
- When drawing the ideal mentor, participants should be encouraged to think about how this mentor would address the needs of marginalised youngsters and their parents in digital education activities. In this way, they directly connect the task to their everyday work and future programmes designed for this target group.





### Session Title:

# Managing possible unexpected situations during the online education activity



**Duration:** 180 minutes



### Background:

When organising online activities there are different unexpected situations that can take place and negatively affect the whole implementation process. Such unexpected situations and risks have a significant impact on the final results aimed to reach, as well as the interest of participants to join future projects and activities when being invited. Therefore, it is essential that youth workers, educators, trainers, as well as management teams and organisers are aware of such possibilities and develop competences to effectively manage and overcome these situations. Technical issues, distractions, lack of contributions/engagement of participants, and so on are most common unpleasant situations that directly affect our educational activities. For this reason, this session focuses especially on these situations and aims to create space for analysing, discussing and most importantly to build capacities of participants in overcoming such distractions and unpleasant situations.



#### Aim of the session

To understand how unexpected situations affect an activity and identify ways to overcome challenges during the online education activity.

#### Objectives

- ▶ To understand the impact unexpected situations can have during the online education activity implementation;
- ▶ To be able to identify common challenges by reflecting on previously implemented activities;
- ▶ To learn on effective management of unexpected situations and distractions during online education activity;
- ▶ To further build participants' competences on effective management and risk management.

#### Competences addressed:

- Management and planning competences;
- Time management
- Cooperation and Communication;
- Personal, social and learning to learn competence;
- Analytical;
- Citizenship competence;
- Digital competence.

#### Methodology and methods:

- Work in pairs;
- Share in plenary;
- Mapping – categorising elements;
- Small group work;
- Presentations;
- Online sharing with wider audience.

### Session flow:

#### I. Work in pairs – common challenges/unexpected situations during an online activity organisation

(25 minutes)

Participants work in pairs for this introduction part of the session. They are asked to discuss about common challenges/unexpected situations that they face (or can think of) during an online activity. They are given 25 minutes to discuss and write down in a paper main discussion points

#### II. Share in plenary

(20 minutes)

All participants join the plenary to shortly share their discussion outcomes from their given task. The trainer pays attention on the input they share and adds comments afterwards.

#### III. Categorising the identified challenges

(15 minutes)

In the next phase, the trainer has three flipchart papers with the following titles written:

- Technical issues
- Distractions
- Lack of contributions/engagement of participants

He/she invites participants to check once again the identified challenges from before, and by using sticky notes, to put them in one of these categories. They use 10 minutes to accomplish this task. When everyone is done, the trainer emphasises that these three categories are the most present ones during online education activities, and the next phase of the session will focus more into solving and overcoming such situations and challenges.

#### IV. Small group work – effective management of unexpected situations

(40 minutes)

Participants are divided into 4 small groups for this part. The trainer gives the same task to each group: To analyse each challenge/situation in each category presented previously and discuss about the best way to manage and overcome these situations/challenges. When done, each group presents in the plenary their ideas.

#### V. Presentations and discussion

(50 minutes)

All groups join the plenary for a short presentation on their work. Each group has approximately 7 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions after each presentation. In the end, the trainer gives his/her input on the effective management of unexpected situations.

#### VI. TIPS to share in the existing channels of youth workers

(10 minutes)

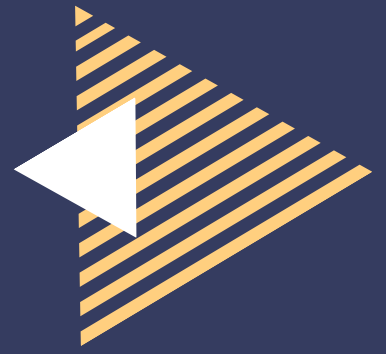
In the plenary, the trainer invites participants to choose up to 10 ideas/tips presented from all groups to overcome unexpected situations during the online education activity. After choosing, they post these tips on their social media accounts and other existing communication channels of youth workers, in order to share the innovative ideas with more educators in this field. They use 10 minutes to complete this, and the organisers design it afterwards as a poster to share.

#### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

#### Recommendations for future trainers multiplying this session:

The trainer should be flexible with the time during the small group work. The given task during this part is very important as they relate it to their everyday projects and reflect on future improvement on effective management of unexpected situations.



**Session Title:**

# Different digital facilitation tools and their application in online youth work for inclusion



**Duration:** 180 minutes



**Background:**

As covered in other sessions, the organisation of online education activities consists of different tools for cooperation, communication, planning, managing, evaluation and so on. Another important thing when it comes to online education activities are facilitation tools that educators need to use to connect to their learners and participants. Digital facilitation tools were quite present in youth work for inclusion. However, every year there are new tools developed and introduced in youth work that educators, trainers, youth workers can use for educational programmes. This session is designed to strengthen capacities of participants on digital facilitation through several stages and activities, and by introducing them to the best facilitation tools for the years of 2022.





### Aim of the session

To reflect on the regularly used digital facilitation tools and explore innovative ones for online youth work for inclusion.



### Objectives

- ▶ To underline the evolving of digital tools and methods in facilitation;
- ▶ To reflect on the current used digital facilitation tools in online youth work;
- ▶ To explore innovative and highly rated tools for digital facilitation;
- ▶ To strengthen participants' competences on digital facilitation in online youth work.



### Competences addressed:

- Multilingual competence;
- Communication;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.



### Methodology and methods:

- Small group work;
- Presentations;
- Exploring digital tools – online research;
- Discussion.

### **Session flow:**

#### **I. Introduction to the session**

(10 minutes)

The trainer starts with a short introduction to the session and the topic covered, including the agenda and activities planned. He/she emphasises that this session is about digital facilitation tools and learning about innovative tools for future projects.

#### **II. Our facilitation tools - Organisational/ National group work**

(30 minutes)

In order to give space for sharing and exchanging information between participants, the trainer invites all participants to join their organisational/national groups for this activity. Then, instructs them that the task is to discuss and list the facilitation tools that they use in their online activities and shortly describe it. Each group has to share in the plenary the tool (s).

#### **III. Sharing in plenary**

(40 minutes)

All groups join the plenary for sharing the digital facilitation tools that they use in their online education activities. They use 5-7 minutes to share in the plenary, and other participants and trainers can ask for further clarifications or sharing the source of the tool presented.

## IV. Exploring innovative and most used digital facilitation tools

(50 minutes)

In the next phase, participants are divided into 4 small mixed groups. Now, the trainer has a small paper for each group with the name and source of a two-set digital facilitation tools. The task for each group is to explore the tools given and prepare a short presentation about them to present in the next phase of the session. Furthermore, the trainer adds that these tools are considered as the most used and innovative ones currently. The division of tools for each group is as follows:

### Group 1

- Howspace
- Viima

### Group 2

- Monday
- Wrike

### Group 3

- ClickUp
- Moqups

### Group 4

- Slack
- Infinity

## V. Presentations and discussion

(50 minutes)

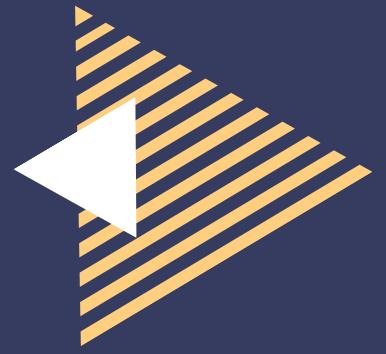
All groups join the plenary for a short presentation on their work. Each group has approximately 7-10 minutes to do the presentation. The trainer gives comments on each presentation afterwards. Other groups are allowed to ask questions or add suggestions after each presentation.

### Materials needed:

A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

### Background documents and further reading:

Digital Collaboration Tool. (2022, March 25). Best Digital Facilitation Tools 2022. <https://www.digitalcollaborationtool.com/>



**Session Title:**

# Developing and presenting good practices of using combinations of different digital tools for online education (I & II)



**Duration:** 180 + 180 minutes



**Background:**

Participants have come to a point where their journey of learning is to be put in practice. This session is designed to make them reflect on the concepts learned and competences developed in order to find the potential on putting the knowledge into practice. They have the chance to create detailed workshops for the target groups of marginalised youngsters and their parents by using the learned digital tools and methodologies. The idea behind this session also stands in the fact that these workshops are to be tested in the next phase in order to give feedback and recommendations for refining them when implementing in the local level. The development of these workshops enables participants to work in their national group and strengthen their teamwork and communication.





### Aim of the session

To create space for using the gained knowledge to develop local workshops on combining digital tools for online education.



### Objectives

- ▶ Reflecting on the learning and competence gained in the topic of online education and digital practices;
- ▶ To define and develop good practices for the target groups;
- ▶ To further promote teamwork and civic engagement.



### Competences addressed:

- Creative and critical thinking;
- Social and civic competences;
- Communication and collaboration;
- Teamwork;
- Analysing and reflecting;
- Digital competence;
- Presenting.



### Methodology and methods:

- TSO template introduction;
- Small group work – National teams;
- Presentations and Discussion.

### Session flow:

#### I. Introduction to the task and TSO template for developing a workshop

(20 minutes)

The trainer gives an introduction about the next phase of the session and the task for the participants. They are informed that during this session, they have the opportunity to put the knowledge gained into practice by developing good practices of using combinations of different digital tools for online education. Participants are instructed to work in their organisation/country groups. Further on, the trainer presents the template for the outline of the session (TSO) which serves as a guideline for them for the structure of developing their workshops/session/activity and elements/details to pay attention to.

#### II. Developing good practices of using combinations of different digital tools for online education – group work

(160 minutes)

Participants join their organisation/country groups and are instructed that before starting to work, it is good that they do a short reflection in the topics covered in order to better include these concepts and methodologies while developing their workshops. They have 160 minutes to work and then join the plenary for a short check-in about their progress.

#### III. CHECK IN

(15 minutes)

The trainer invites all groups in the plenary to check the progress on the work, and for potential questions or help they might need. When each group shortly shares their progress, and address their questions/concerns, the trainer instructs them to continue with the work based on the suggestions given.

#### IV. Continuation of the group work and preparation for the presentations

(75 minutes)

All groups continue their work on the development of the workshops for the next 75 minutes, where also they do the preparation for the presentation. They have to send their completed TSOs to the trainer before the presentations take place.

### V. Presentations

(90 minutes)

All groups join the plenary prepared for their presentations. Then, the trainers invite each group one by one to present their work. They have 10 minutes to present their work and other groups are invited to ask additional questions for clarification or comments after the presentation

#### Materials needed:

TSO template to be printed and/or to be shared electronically, flipchart papers, laptops, projector, markers, pens and pencils, and relevant materials.

#### Recommendations for future trainers multiplying this session:

Trainers should be all the time available to assist and help participants. It is recommended that occasionally they visit the working space of each group to check if they need some support. The Check-In sessions are very short to address the needs of each group.





**Session Title:**

# Evaluation and closure



**Duration:** 90 minutes



**Background:**

This is the final session of the programme where participants have the chance to reflect on the training course, learning and their contribution. More specifically, they will have the chance to reflect on their learning objectives, expectations, the overall satisfaction and give a final evaluation of the whole organisation of the training course. This session is crucial for the trainers and organising team as well because it is the time they receive the feedback and comments regarding their efforts and work for the development of the programme and all logistics support, as well as the whole participation support. This feedback and evaluation will create space for further improvement of the work in the upcoming programmes.



### Aim of the session

To create space for reflection and evaluation of the training course and sharing impressions on the whole organisation process.

### Objectives

- ▶ To reflect and evaluate the training course and methods/methodologies used;
- ▶ To create space for sharing the impression on the programme, group energy and own contributions for each participant;
- ▶ To reflect on the learning objectives set on the first day and their achievement throughout the process.

### Competences addressed:

- Communication and collaboration;
- Literacy competence;
- Digital competence;
- Analysing and reflecting;
- Creative expression.

### Methodology and methods:

- Self-reflection;
- Learning assessment;
- Verbal evaluation – plenary rounds;
- Written evaluation form.



## Session flow:

### I. Self-reflection on competences developed and learning objectives

(15 minutes)

The trainer mentions that this is the last session of the programme and the activities are related to the evaluation and reflection of the whole processes involved. He/she invites everyone to use the next 10-15 minutes to self-reflect on the programme, their impressions, and most importantly on the competences developed and objectives set.

### II. Group reflection on learning and next steps

(25 minutes)

After the self-reflection, the next part is about reflection on the overall learning process. There are four flipcharts prepared with different questions and placed in the room. Participants are asked to answer these questions by using post-it notes to write the answers and stick them in the flipchart paper. They are given 20 minutes to complete this form of reflection. Questions in the flipchart paper are the following:

- **What should be put in the fridge? (What are the tools, thoughts, and/or ideas that will not be used in the nearby future, but are useful for later stages?)**
- **What should be put in the oven? (What are the tools, thoughts, and/or ideas that will be used soon after arriving at home?)**
- **What should be put in the washing machine? (What are the tools, thoughts, and/or ideas that should be a bit changed in order to fit best to my working style and needs?)**
- **What should be put in rubbish? (Which tools, thoughts, and/or ideas are not useful and relevant for me and my work?)**

### III. Verbal evaluation

(30 minutes)

The next form of evaluation is the verbal evaluation of the training course. Everyone joins the plenary. The trainer asks participants to share their impressions on the training course, programme and some of the best memories they created during these days. A special highlight is set on the contributions and expectations set in the first working day.

## IV. Written evaluation

(20 minutes)

The final evaluation form consists of the written evaluation which is designed through online tools. Participants are provided with the link of the evaluation form. They have 20 minutes to complete the form. The evaluation form consists of questions belonging under the following categories: learning objectives and contributions, evaluation of trainers' work and methodologies used, evaluation of support by the organisation's team, evaluation of logistics and accommodation.

### Materials needed:

Flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some of the participants cannot use their phones).

### Recommendations for future trainers multiplying this session:

The written evaluation form should be prepared in advance and tested if working by the team. In case the participants wish to have a printed copy, the team should have an available printer or print few copies beforehand.





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