ECO-TRAINER
GUIDE

CONTENT

IMPRINT

INTRO

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A GUIDE TO BE(COM)ING AN ECO-TRAINER

In an environment predicted to decline, an increasing number of people are committing their personal and professional studies to understanding nature, humanity's influence upon it, and the challenges that go together with it (cf. IPCC 2014; Drolet 2015; Fletcher 2015).

> *"A shift of paradigm is needed towards integrating the environment in the practice. In addition, ecological concerns should become a dimension of the work a trainer does."* Roxana Turcu

While the world begins to feel smaller, the systems (natural and human) that span it are inconceivably complex; to grasp with the problem means to specialise within it.
So it is beyond the scope of this guide to provide information on the environment itself. This is something that the motivated *Eco-Trainer* (cf. next chapter for explanation) continuously gathers independently. This guide focuses upon the key considerations an Eco-Trainer makes throughout the development of programmes, workshops and seminars. Even the largest project may find value in the theoretical elements of this guide, which could be applied regardless of scale or time-frame.

This guide was written by the participants of the Training Course Environmental Training for Eco-Trainers (in the following: ET4ET). The Training Course, held on the Island of Rügen, Germany, involved 35 people with a proven interest in youth work, training and environmental issues. For 8 days, Eco-Trainers attended sessions exploring competences and methodologies required to design and deliver learning experiences. These sessions have been reproduced in text format for this booklet by the participants of the course, with additional research for the benefit of the guide.

In this guide, you can find various topics or chapters, such as information of project and session planning, group dynamics, how to inspire people and much more.
As Eco-Trainers the responsibility of being a role model and empowering trainees is to be understood fully. Therefore the design and delivery of projects should be well thought out not only for your wellbeing as an Eco-Trainer, but also to help create inspirational learning environments. This attitude to preparation recognises that problems are often unpredictable; there will always be a need for flexibility and adaptation. Fostering a methodical approach helps to minimise the impact of a problem.
Discussions on the kinds of problem you can expect are no substitution for experience, but the way a challenging situation is resolved is very important. Group dynamics are an important consideration as the trainer's authority and reputation can be tested in a critical manner. When challenged the type of response you deliver will shape not only the learning experience of the audience, but of yourself.

It should be understood that this field is much larger than the scope of this guide. Both the pedagogical and environmental fields are rich with new information. It is intended that this introductory guide equips you suitably to begin a personalised and professionalised development pathway. To achieve this, a routine evaluation and reflection of experience should become habit, and this approach should be done in a manner that is constructive and positive.

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WHAT IS AN ECO-TRAINER?

1

WHAT IS A TRAINER?

Many people have a concept in mind when thinking of the word *trainer*. Many associate coaches in sports who train and motivate for example a football team. Others think of *personal trainers* who help people to lose weight by doing exercises and keeping a healthy diet. Another common thought is the one about *business trainers*: people in suit and tie who explain participants in suit and tie about economic graphs, how to maximise a company's profit or how to best negotiate with clients.

What all the examples have in common is, that trainers empower other people by handing on knowledge, experience and supporting competence-building. However, they do not work in formal settings, such as schools. In the field of non-formal education trainers work partly as multipliers. They share experience and knowledge with participants in a certain setting and serve as role models. Furthermore, they support their clients in growing personally, reflecting on their life, routines, behaviour, gaining new competences, developing skills, applying techniques or certain theories to practice, etc.

While teachers in schools often tell their students about facts and phenomena in the world, trainers focus more on their clients *acting* on their own. Trainers for project management for example enable their clients to plan and implement projects themselves. By giving them tools and by providing guiding questions that help thinking and planning, the client will be able to run a project in the future in absence of the trainer. Generally, trainers focus more on competences, rather than on fact-based subject matter of a single scientific discipline like *Biology* or *History*. This chapter aims at clarifying the concept of the *Eco-Trainer*.

THE CONCEPT: ECO-TRAINER

"An Eco-Trainer is an individual who engages people into exploring and sharing sound ecological values and practices."
(Gavin Nathaniel Pate)

Trainers who specifically focus on nature, environment and sustainable development can be summarised under the concept of *Eco-Trainers.* In which way does the *Eco* in Eco-Trainer make a difference?

Eco-Trainers have a certain background and a certain target group. They act coherently as all they do promotes and expresses the aim of Sustainable Development (cf. Chapter 2: What is an Environmental Training?). Eco-Trainers are role models in behaving eco-friendly, by saving resources, being aware of potential improvements, having incorporated sustainable alternatives for life and work, etc. Eco-Trainers design tasks for their clients, so that they can try and easily follow these eco-friendly ways. Moreover, they enable their clients to promote the protection of environment by various skills, such as communication, inspiration, leadership skills, etc.

In contrast to environmental educators, the content matter is not always central during workshop activities, but *how and why things are done.* Eco-Trainers also provoke reflection and critical thoughts.

"An Eco-Trainer is someone who has an emotional connection with nature and the natural environment and a level of (scientific) knowledge and applies their passion and knowledge to engage others in nature and issues concerning the natural environment." (Alastair Locke)

Nature does not know political borders of countries – so, especially in non-formal education settings with children and youth as *the* crucial players in nature protection and sustainable development, Eco-Trainers need knowledge and skills to work on an international level. Although the collaboration across countries' borders is crucial, it should at the same time be facilitated in the most eco-friendly way possible.

Last but not least, trainers are supposed to design the schedule of a training setting. That means they have a great impact on the planned project by the way they plan and shape their sessions. This is why in the concept of an Eco-Trainer, elements of project management and eco-friendly implementation are included.

WHY AM I AN ECO-TRAINER?

"I was an environmental biologist, who really did a lot of science experiments and nothing else, but I needed more...I was looking for something special in my life, something that makes me feel alive, happy and makes my eyes shine [...] Being an Eco-Trainer changed my daily life. When I have to present myself I say: I am Earta and I am an Eco-Trainer." (Earta Nuna)

Each individual, who has already gained experience and worked as a trainer, has individual motivations. The first question to ask is not "Who am I (as a trainer)?" but "Why am I a trainer?" () After having defined clear reasons for yourself you can start shaping your trainer-self and check out which techniques you need to apply in order to realise your vision. In the following you find some guiding questions. Although they need to be defined and answered individually, it helps to discuss them with other people – best in a peer group, such as a *Pool of Eco-Trainers*.
- What are my values?
- What is my motivation?
- What are the values of an Eco-Trainer?
- How can I become an Eco-Trainer?

To become an Eco-Trainer, firstly you need to be clear about your motivation. Secondly, gaining experience in trainings is important, for example by:
- participating in trainings and analysing the trainers work;

- talking to trainers about their jobs ();
- participating in trainings especially for trainers (ToT: Training of Trainers);
- delivering workshops and trainings yourself;
- being involved in projects as organisers and gaining insight in project management, collaboration with trainers etc.

Furthermore, it is of great advantage to have an environmental background - that means having at least basic knowledge about biology, ecosystems, geography, climate (change), environmental sciences or related disciplines. Like this, you are in the position to provide vivid examples to your clients, and give scientifically-based arguments. Moreover, you should feel comfortable with being a role model and expressing and living a sustainable life- and workstyle (cf. *coherency* mentioned above). Your attitude and behaviour should fit to what you demand from your clients.

"[...] It is not about pushing people to stop using electricity or water, it is about small changes that will make our environment sustainable, it is about learning to be responsible for yourself, people around you, and nature." (Milena Stanković)

Having knowledge about project management and feeling confident about your skills, you should already take positive influence during the planning phase of projects and trainings as far as sessions and learning space are concerned: Which materials do I want to use? Which methodologies and games can be played that will not waste resources? Which location is eco-friendly enough? In which season do I run the training, etc. Eco-Trainers do not only take responsibility of their own workshops and sessions, but also collaborate with organisers and other trainers they are co-working with.

"What makes Eco-Trainers special is that they reflect on the impact they have on the planet [...] They use their work as a means to raise awareness about environmental issues and engage people [...] to assume responsibility for the environment."
(Roxana Turcu)

"To be an Eco-Trainer is more than just a job role or title on a certificate. [...] Being an Eco-Trainer is a way of life, it is an ability to teach others about the world we live in and it is a persistent feeling of needing to share nature's beauty, and how to conserve it, with others." (Zoe Temple)

WHAT IS AN ENVIRONMENTAL TRAINING?

2

How do we understand the term *Environmental Training*? On the one hand there are trainings *about environment and sustainability*, on the other hand there are *environmentally-friendly* projects organised in accordance with sustainable principles. We believe that these two concepts do not exclude each other but rather can and should be combined when planning a Training Course. Therefore, in the following chapter both concepts will be explained and linked.

An *Environmental Training* is a training where participants can learn more about environment, sustainability and nature protection. This type of training aims to raise awareness about nature as well as problems and challenges that are connected with human actions and their impact on the environment. Additionally, an Environmental Training can be set up with the objective to develop competences of environmentalists or NGOs' employees to enhance the quality of local environmental actions and projects.

Moreover, it aims to gather interested people who together can develop their competences, share experience and exchange ideas for future projects and activities.

We can say that the Environmental Training course is strongly connected with Environmental Education.

Environmental Education develops:
1) Knowledge and understanding of the environment and the impact of people on it
2) Awareness and sensitivity to the environment

3) Skills involved in investigating, identifying and problem solving
4) Values and attitudes that reflect feelings of concern for the environment
5) Sense of responsibility through action and participation in addressing environmental problems, issues

If you are involved in an Environmental Training as a trainer, you can have various types of tasks and sessions to develop: either about environmentally-friendly lifestyle and sustainability or development of competences of people who work on environmental projects themselves (for example how to motivate young people to join environmental campaigns).

WHAT IS AN ENVIRONMENTALLY-FRIENDLY TRAINING?

This kind of training can be about different topics, but should be always prepared, organised and implemented as environmentally friendly as possible. The Environmentally-friendly Training promotes the values of Sustainable Development.

WHAT IS SUSTAINABLE DEVELOPMENT?

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."
(United Nations)

The concept of sustainable development was first articulated the UN World Commission on Environment and Development (Brundtland Commission) report „Our Common Future" in 1987. In this concept we see the world as a system that connects space and time. Sustainable development means a better quality of life for everyone now and for next generations.
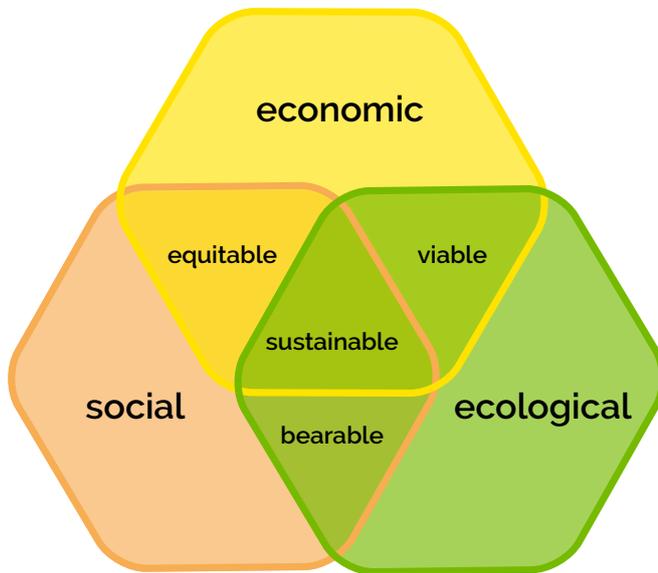
FIG. 1: THREE DIMENSIONS OR PILLARS OF SUSTAINABLE DEVELOPMENT

In figure 1 you can see dimensions or pillars of Sustainable Development. Sustainable Development has three important dimensions: ecological, social and economic. The system as whole is unsustainable, if any one pillar is weak.
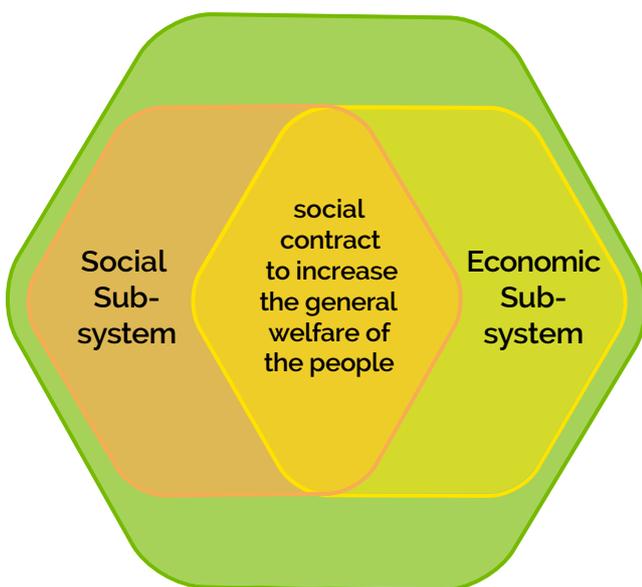

FIG. 2: DIAGRAM OF SUSTAINABLE DEVELOPMENT (SOURCE: THWINK.ORG)

Figure 2 shows that the world is a collection of interconnected systems. Obviously, environmental sustainability must have the highest priority, as it frames and contains all other sub-systems. If there are problems in environment, then the amount of common goods delivered by the social system will decrease and this can lead to less output the economic system can produce.

We believe that every Environmental Training should be environmentally-friendly. It is important to talk about nature and environment protection and at the same time to *practice what you preach*, for example by not wasting too many resources during the training. If you want to show participants what we need to do to protect our environment, you should prepare, organise and implement this training course accordingly in an environmentally-friendly way. The whole project should show this coherency. This way you can show an example of how we should act in everyday life and think what is best for us and our environment…

While it is not always easy or possible to follow environmentally-friendly principles at each training (sometimes the capacities do not allow it), Eco-Trainers have the responsibility to inspire others and set a good example to take into account the environmental, social, economic and cultural dimension when planning training courses.

HOW TO IMPLEMENT AN ENVIRONMENTALLY-FRIENDLY TRAINING COURSE?

If you want to prepare environmentally-friendly and sustainable Training Course, you need to think about the following aspects:

- Choose venues which are easy to reach, separate waste, use resources carefully and demonstrate an effort to be more sustainable (for example by installing solar panels to heat water or using water from local springs).
- Select venues which use sustainable energy sources or already use different sustainability technologies, for example:
  - reuse of greywater and rainwater collection;
  - local energy generation from solar, wind; wood and biomass burners.
- Use locally produced, seasonal and healthy food; mostly vegetarian and vegan diet.
- Use local businesses to provide services and goods.
- Use IT (but only as much as needed) and minimise printed materials.
- Use eco-friendly materials, such as recycled paper, eco glue, markers that can be refilled, etc.
- Order promotional materials only from sustainable companies.
- Encourage the use of public transport and other means of reducing the negative impact of travel.
- Organise a local action at the venue, e.g. plant trees to reduce carbon dioxide footprint.

This chapter gives just a short introduction to the big topic of the environmental training. You can use it as a starting point for your further discoveries - we encourage you to learn more about environmental education and ways of using non-formal education with it. It is also quite useful to find new ways to organise even more sustainable trainings. You can contact some environmental organisations or your colleagues for more tips.

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NON-FORMAL EDUCATION METHODS

3

1. OUR UNDERSTANDING OF NON FORMAL EDUCATION METHODS

Since the day we are born, we learn. At first, it is rather informal, by imitating our parents. In later stages in life, there can be different settings for learning and education: formal education is provided in institutions like schools or universities and non-formal education. We will focus on the latter term in this chapter.

Non-formal education (NFE) or learning takes place in various settings. Good examples are sports clubs or courses. However, the characteristics of non-formal education are, that participants join voluntarily. The settings are planned and structured by trainers, youth leaders or facilitators, but are (mostly) *not* subject to assessment or measurement. This stands in contrast to strict curricula as well as regular examinations at schools. Fordham puts the four characteristics of non-formal education like this:

- "Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods." (quoted in: UNESCO-UNEVOC)

TOOLS FOR NON-FORMAL EDUCATION IN ENVIRONMENTAL EDUCATION

WORKING WITH ADULT LEARNERS

- To feel physically and mentally comfortable during learning experiences. → Avoid situations where self-esteem could be harmed

- Often participation in non-formal learning has social reasons. → Include opportunities to interact with others and to discuss ideas
- People enjoy learning from peers and bring considerable and diverse life and learning experiences. → Differing life stages and viewpoints should be honored and utilized to increase learning
- Create personal meaning and understanding for learning. → Build in opportunities for active learning and allow time for participants to reflect individually on their learning

- Information presented is relevant and applicable in participants' personal and professional lives. → Give participants opportunities to apply learning
- Foster active learning and direct participation. Involve participants in discussions and hands – on activities. → Avoid long lectures and periods of sitting
- To feel a sense of equality and respect in order to fully appreciate an experience. → Treat adults as equals

- learn on various levels, for example: social, cognitive, physical, emotional, etc.
- learn playfully and while playing

- Like to experience new things in familiar ways and familiar things in new ways
- approach materials in four stages: awareness, exploration, inquiry, and utilisation

WORKING WITH CHILDREN UNDER SIX

WHAT YOU NEED TO KNOW ABOUT CHILDREN UNDER SIX

Children under 6
- think differently than we do
- have no or a different concept of time
- cannot think logically or abstractly
- think inanimate objects have feelings, thoughts, and desires
- can think of only a few things at one time
To them, appearance is reality.

- think everyone thinks, feels, and acts like they do
- have a rigid sense of equality and fairness

- construct their own understanding of how the world works
- develop their own theories about the world based on prior knowledge and experience

- learn best when they can decide for themselves what, when and how to do things

WHAT YOU CAN DO TO HELP THEM LEARN AND GROW

- Choose topics relevant to their lives and limited experience
- Choose concrete topics for example: clouds, not weather, squirrels, not mammals
- Use simple language, speak slowly and clearly; explain in detail
- Use stories, puppets, music instruments etc. to capture attention
- Avoid referring to the past or future
- Give one or two directions at a time and repeat activities

- Use puppets, costumes, and drama play to give children a change of perspective
- Make sure everyone can participate to the same extent
- Provide enough time and materials for everyone

- Instead of correcting inaccurate information, find out why they think they do; ask questions, let them explain to you
- Use open-ended questions to challenge them to think in different ways

- Provide lots of materials for experimentation
- Provide choices whenever possible
- Provide enough time and space to explore things thoroughly

- Integrate natural concepts in with social play, material manipulation, and hands-on experimentation
- Incorporate movement and games into the session

- Use familiar stories, songs, nursery rhymes, and so forth, but add a new verse or twist
- Do not jump into teaching facts before children have had a chance to explore and experiment

Another good example for the difference in learning between children and adults can be found at Further Reading.

HOW DO WE LEARN?

Only if we understand how we learn, and how other people might learn, we can develop ourselves by experiencing, trying, evaluating and finally learning. The first point to understand is that each individual person learns differently, but everyone learns from his or her own experience.

As shown above, there are even stronger differences depending on the target group: Working with children or adults. With this knowledge, we can learn how to arrange useful learning settings and atmospheres as Eco-Trainers. The background of Learning Theory will be provided in more detail in Chapter 4.

"I see and I forget,
I hear and I remember,
I do and I understand." (Confucius)

We can derive from this quote that one of the best ways of learning is by doing. In environmental projects, we often aim at wider awareness of environment and means of its protection. However, Eco-Trainers and facilitators need to plan their sessions with a variety of methods so that they can empower learners to actually *do* things to understand. Moreover, supporting reflection and promoting practical games, simulations, and direct experience in nature, can lead to a change in people's everyday life behaviour.
In order to reach our goals, trainers need to learn from and even during trainings or learning situation as to create the most effective learning setting for the group of learners participating.

LEARNING DURING A PROJECT

Whenever we as Eco-Trainers also plan projects, learning can take place during all stages: before, during and after every environmental project. The ET4ET trainer Oz Osborne created a Project Cycle of Learning, showing the different stages, where learning, adaptations and improvement take place.

In order to be successful, we need to undergo a Transformational Learning Process that consists of:
- Identifying needs or issues
- Planning a response
- Implementing results
- Changing practice

SOME TIPS

- Create a checklist choosing and checking a venue accordingly to the aim of the activity.
- Have a back up plan (outdoors: weather?).
- Before an event, be very clear about your expectations with people you are working with or for.
- Take some time to review and discuss events.
- Use various methods (for further reading, check out other YEE publications – cf. below).
- Have a system in place to record and pass on lessons learned.

FIG. 3: OZ OSBORNE'S PROJECT CYCLE OF LEARNING

Bright idea
The idea is shared
Plans are made
Responsibilities are shared
Project takes place
Project ends
Project is wrapped up or extended
Lesson learning & feedback

- Create a simple form for those arranging project or events to complete to pass on to others who may arrange similar events in the future.
- *Be imaginative, creative and flexible!*

CONCLUSION

This chapter should provide a general overview on what non-formal education is, and what needs to be taken into consideration when planning sessions. At the time when you want to consult other Toolkits and select methodologies and games (cf. other YEE publications at *Further Reading* below), you need to clarify for yourself:

What is my target group? What are my goals? What are their needs? How do they learn?

For this, some background knowledge about pedagogics and psychological development of children can also be very useful as it might influence your perspective and ideas on how to shape and plan your learning settings.

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4

THE LEARNING THEORY

WHAT IS LEARNING THEORY?

"Learning is the insatiable curiosity that makes the adolescent mind absorb everything he can see, hear or read about a topic." (Shireen Senadhira)

Learning can be defined as a process leading to relatively permanent behavioural change or potential behavioural change. This process includes next to memorising facts the ability to gain skills. In other words, as one learns, the person alters the way he/she perceives his/her environment, the way he/she interprets the incoming stimuli, and therefore the way he/she interacts, or behaves.

Learning is one of the most important activities in which humans engage. For thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavours. Various theories of learning have been suggested.

A modern psychological study of learning can be dated from the work of Hermann Ebbinghaus (1850–1909), whose well-known study of memory was published in 1885. These theories focused on explaining the behaviour of individuals and became known as behavioural theories. These theories use a stimulus-response framework to explain learning and dominated psychology and education for over half a century. Because behavioural theories focus on environmental factors

such as reinforcement, feedback, and practice, they conceptualise learning as something that occurs from the outside in.

However, environmental factors are not the only ones that influence learning. Serious consideration of other perspectives began to enter mainstream psychological thinking about learning during the 1960s.

Traditionally, learning has been viewed as something that occurs within an individual. Individuals may participate and learn in groups, but it is the individual person that learns. Many psychologists and educators currently consider learning to be a phenomenon that is distributed among several individuals and/or environmental affordances (such as calculators, computers, and textbooks) or situated (existing or occurring) within a *community of practice.*

The evolution from behavioural to social to distributed to situated theories of learning was accompanied by new conceptions of *knowledge.* Traditional theories conceive of knowledge as a commodity capable of being transmitted, more or less intact, from one individual to another. According to these theories, knowledge is something an individual acquires: When a student successfully learns something, he or she can reproduce the knowledge in its original form.

In contrast, more recent theories conceive of knowledge as something each learner constructs or creates afresh rather than something that is assimilated in its pre-existing form. According to current theories, truly *objective* knowledge does not exist, although something similar exists in the form of *collective knowledge* within

a particular culture or discipline. Knowledge resides in the community of individuals who create and construct it. This knowledge is then distributed among members of the community. Because each person constructs his or her own understandings, the knowledge they acquire is unique. Communities and cultures are composed of individuals with common understandings and these groups provide opportunities for new members (for example children) to construct similar knowledge of the world through schools and/or a variety of informal or non-formal activities.

Learning is a constant and life-long process. We are continuously taking in and assimilating information.

WHY IS THIS KNOWLEDGE IMPORTANT FOR TRAINERS?

To implement a successful training a trainer has to conduct his/her sessions based on the group and individuals who compose this group. When planning the session it is very important to know the different learning styles and preferences of each participant.

David Kolb has developed a Learning Cycle from an Experiential Learning Theory perspective, which is a spiral model about how learning through passing fours steps can happen:
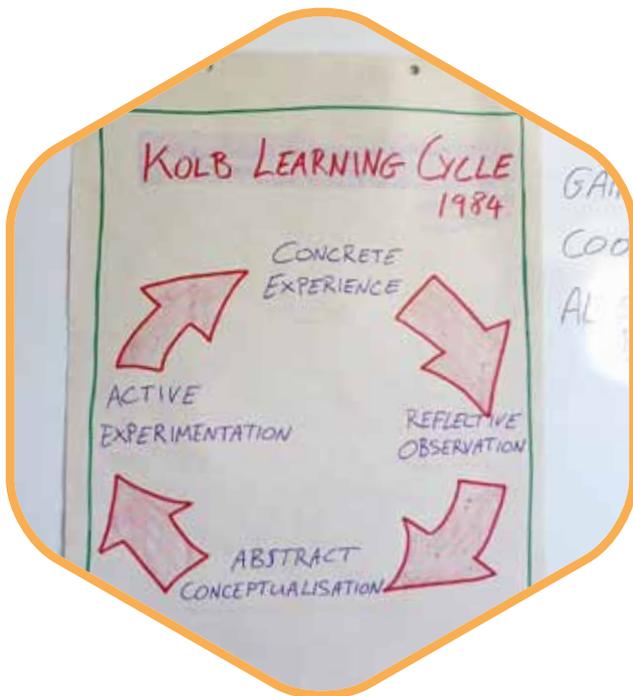
1) Concrete Experience
2) Reflective Observation
3) Abstract Conceptualisation
4) Active Experimentation

This cycle can be entered at a preferred stage. Through reflection and abstraction, the learner can achieve a distance from his or her own experience or behaviour. Mostly, we behave and take decisions immediately without think-

ing. This distance helps to make decisions on future actions consciously.

Kolb's learning stages refer to ways a person naturally prefers to learn.

For example:

- Activists prefer to learn by doing, getting in and getting their hands dirty.
- Reflectors prefer to learn by observing and thinking.
- Theorists prefer to learn by understanding the theory behind the action.
- Pragmatists prefer to learn by seeing how the information will be put into practice in the real world.

In addition to that, there is not only one way to learn, and people can improve their skills in each stage.

Another model that translates well for trainers in planning their activities is the Visual-Auditory-Kinesthetic (VAK) model. This model is based on our senses and places learners in three broad categories:

- Visual learners prefer looking, seeing and watching.
- Auditory learners prefer listening, hearing, and speaking.
- Kinesthetic learners prefer experiencing, moving, and doing.

Most learners do not fit exclusively into one style, but will use elements of all three. An expansion of the VAK model is the theory of Multiple Intelligences proposed by Howard Gardner. It expands the notion of *intelligence* beyond traditional academic notions, and includes eight abilities:

- Musical: sensitivity to sounds, rhythms, tones, and music
- Visual-spatial: spatial judgment and the ability to visualise with one's mind
- Verbal-linguistic: facility with words and language
- Logical-mathematical: logic, reasoning, and numbers
- Bodily-kinesthetic: control of one's bodily motions
- Interpersonal: sensitivity to others' moods and motivations, and ability to work with others
- Intrapersonal: self-reflection and understanding of one's own capabilities and limitations
- Naturalistic: relating information to natural surroundings.

As a trainer, it is necessary to be aware of your own learning preferences because it will influence the way you design and conduct your training session. For example, if a trainer plans a verbal lecture full of theory, learners who rely on reflective observation, or have a preference for visuals, may have a harder time learning. In case a learning style works good for you that does not mean that your trainees will find it as easy as you. This is why you should offer a variety of input and activities to reach all learners in a group via many different channels.

While working as a trainer and gaining more and more experience, some behaviour methodologies and tricks to reach a group and to allow effective learning will become routines. The learning cycle will still go on because in interaction with human beings, there is always uncertainty and

trainers need to adapt to every group anew. However, the cycle with continue synchronously and subconsciously while planning and conducting sessions.

HOW TO APPLY THIS KNOWLEDGE?

The best way to apply all the above mentioned is to compose lesson plans when preparing to conduct trainings or workshops. A lesson plan enables the trainers to see their aims and objectives, and the methodologies they intend to use in order to make the learners reach the goals.

A lesson plan answers three basic questions:

WHAT
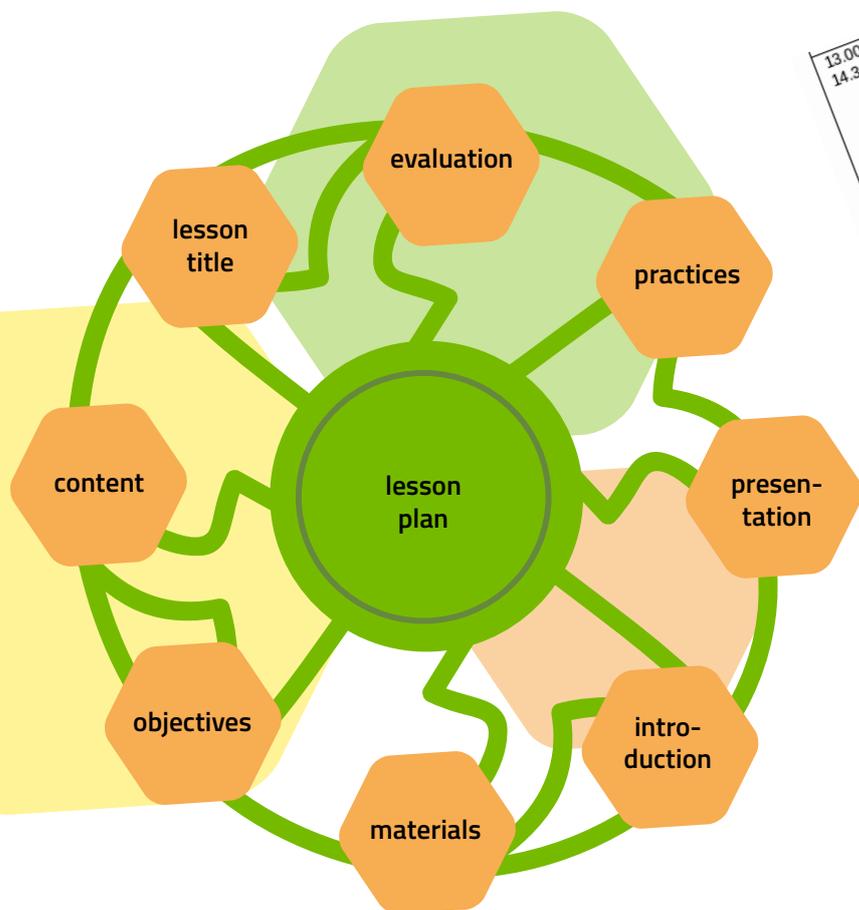What do you want your students to learn?

WHY
Why should they learn the content or subject matter? Why should they gain certain skills?

HOW
How can they learn it?

The following is a basic lesson plan template:

In chapter 9 (How to Plan a Training Course) you can find more information about planning trainings and sessions.

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FIG. 4: EXAMPLE OF A LESSON PLAN FROM ET4ET

HOW TO INSPIRE PEOPLE?

5

WE CAN FIND INSPIRATION EVERYWHERE.

If we focus on what surrounds us, we can constantly find different sources of inspiration that can help us to improve ourselves. By seeing the positive aspects within everything, we are more motivated to act for the better. Inspiration is a basic need of creativity, so we search for it continuously to realise our dreams. As the fundamental element of creativity, inspiration is needed to expand our boundaries throughout daily life, leaving traces of our life for future generations.

If you need inspiration it is found within yet can be triggered from the outside. Some of the more common sources could be:

1. In books and quotation
2. Stories from people in your field
3. A simple walk
4. Observation of natural phenomena
5. Observation of different cultures
6. Listening to music
7. Family and friends
8. Biographic text
9. Exhibitions of art and science

Each of us has a level of charisma and a certain potential to inspire other people. Those leaders who have inspired millions of people in all the world behave very differently to audiences! This can be described as the quality of leadership. It is one of the fundamental elements an Eco-Trainer should have. Through observation, will and practice, the qualities of leadership can be developed to improve the learning experiences that an Eco-Trainer aspires to create.

HOW DO LEADERS INSPIRE PEOPLE?

Your action should originate from passion, because if actions are not guided by passion they can be successful, but they will never reach a great impact. Many business people's purpose is their profit, without having really passion in what they do. Many business administrators have graduated from the best business universities and are professional, but lacking passion, in consequence the results of their action will not be excellent. In contrast, there are many powerful businesses in the world today because they are guided by passionate leaders, with innovative and inspiring ideas.

We can say the same thing about politicians. There is a big difference between politicians of all the levels and the great leaders of all the times such as Mahatma Gandhi or Martin Luther King.

Politicians transmit ideals, but if they do not believe these ideals themselves, they will be short-sighted. Great leaders have touched the hearts of millions of followers and they are well known over continents and centuries.

To illustrate an example: Simon Sinek has talked about *The Golden Circle* as the source of our actions (cf. Figure 5). All inspiring leaders start with *why* they do what they do. This is what enables them to think, act and communicate from the inside. The political example that Sinek uses is the one of Dr. Martin Luther King and his famous speech *I have a dream*. In the pre-internet age, 250.000 people turned up to hear him speak because he inspired them to action. All those people believe what he believed because he could give very strong reasons.

The Golden Circle is used also for marketing matters referring to the fact that people do not buy *what you do*, but they buy *why you do it*.
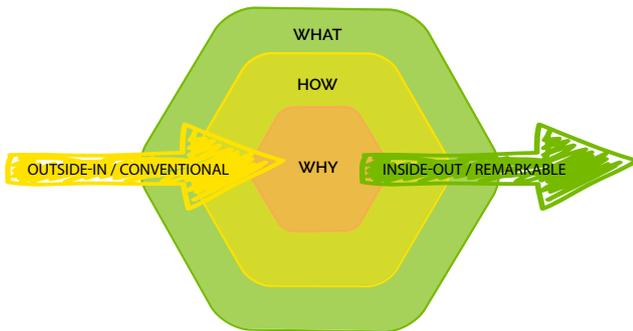
FIGURE 5: THE GOLDEN CIRCLE BY SIMON SINEK, ADAPTED BY THE EDITORIAL TEAM.

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/transcript?language=en

WHAT INSPIRES AN ECO-TRAINER?

First of all, we need to reflect about characteristics that Eco-Trainers can use to inspire others. The following elements may be applicable to work in other domains as well. Nevertheless, they are in particular relevant for trainers:

- enhancing inner forces such as passion and motivation
- personality impact elements, for example charisma
- character qualities, for example honesty, bravery and flexibility
- social interaction such as connection, harmony and trust
- progressive elements, for example innovation and challenges

These elements have an influence on many people working in different fields, but they are fundamental for people working as trainers.

Especially for Eco-Trainers, nature is probably one of the most inspiring elements. Nature motivates them to undertake simple actions to protect it. Their passion about nature enhances their involvement in the education of young people. They want to transmit some pieces of their inspiration, to achieve some more positive actions in their community, in their country, in the region and finally in the whole world. Thus, Eco-Trainers can use this element firstly as source for their own inspiration and to identify their goals and the *why*. Secondly, Eco-Trainers can use it to transmit this conviction and inspiration to others.

The ideal to be reached is that *many small people in many small places will take small actions which will change the world*. Finally, inspiration can result in a transformation of the world that we know today.

HOW DO ECO-TRAINERS INSPIRE OTHERS?

One method to inspire action and behaviour change is *Storytelling for Change*, elaborated by Marshall Ganz. It serves as a frame for telling your own story in three stages. It is useful to relate your motivation in distinct stages to the audience.
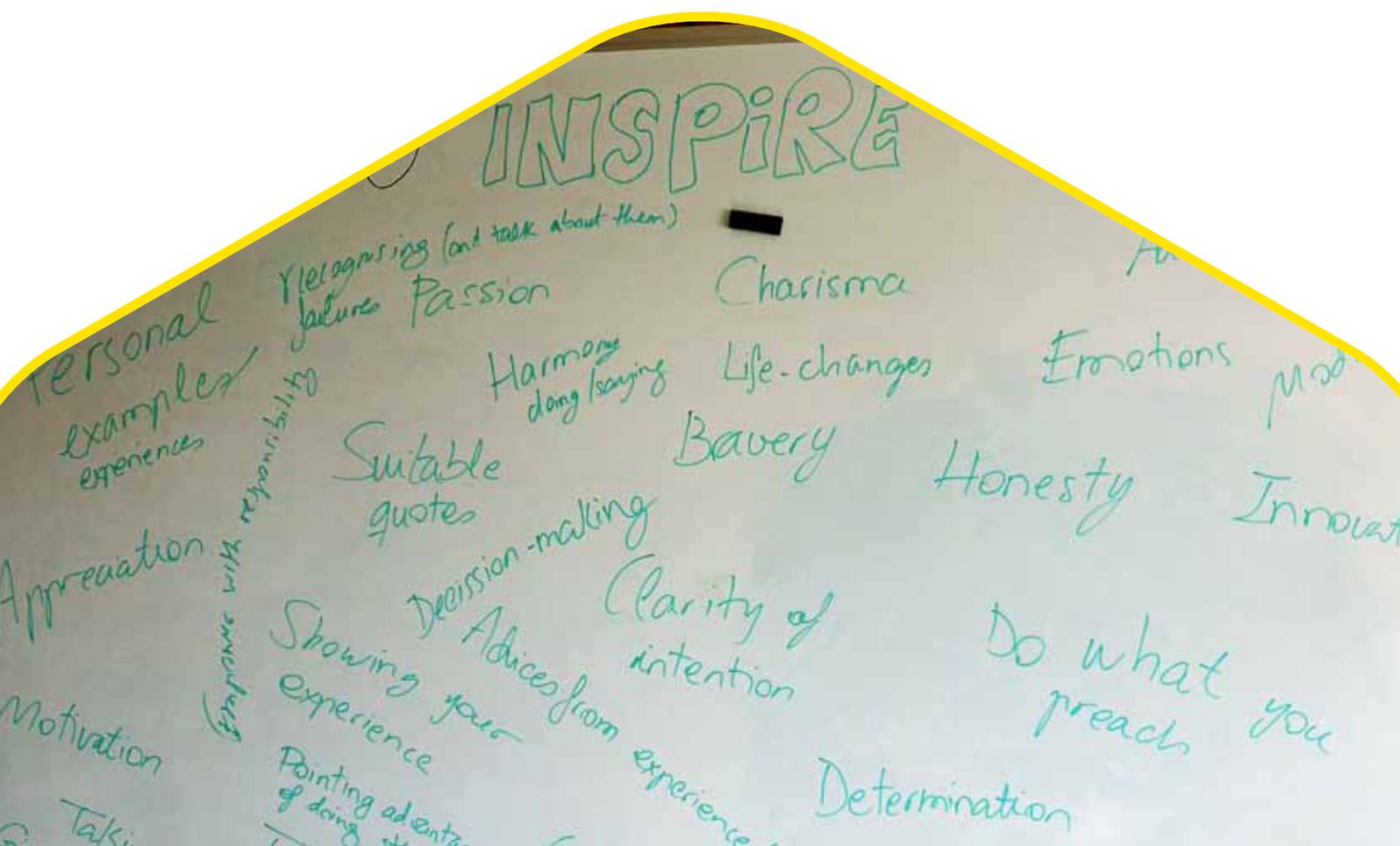
1. It starts with the *Story of Self*, where you can express the values and experiences that caused you to do the work you do. It is fundamental to talk about your real life experience and how it has shaped you in the context of your project, issue or topic. The identification of the turning points in this process makes the audience reflect on what you did and what you want to do. Furthermore, a connection can be established with the audience by communicating the key moments and difficulties along the path. In this phase you can use emotions, feelings, images, and values to reach the audience's heart.

2. After the first phase, the connection will be settled by the so-called *Story of Us*, which aims at building a relationship with the audience and creating values. Telling the story to other people activates their action and reflection and they begin to empathise. In this process you need to highlight the shared vision and values with the audience, involving everybody in the room so that they can feel to be part of the same community.

3. The final phase is the *Story of Now*, which answers the questions: *Why not start acting now?* and *What can we create together?* It calls the audience to a specific action that will support the collective mission. To emphasise this we can create the picture of how the future could look like if everyone joins.

To provide a vivid example, Lena Blumenberg, one of the participants of ET4ET, shares her story with you:

This is my personal story: The Story of Self. It may stimulate you to ask yourself about your way of inspiration. What or who inspires you? Gives you motivation? Gives you the energy and the passion to act?

Today's achievement-oriented society forces us sometimes to forget about simple things in life, which make us happy and give us a reason to focussing on our own values. Com-

petitions may make us to forget about our individual qualities. We must not allow that realising and reflecting on our emotions get to be pushed into the background. Everybody has inner creativity, love and energy, which we can find with our own way of inspiration. To get receptivity for the environment around us and its beauty of life in it.

When I am thinking about my personal way, why I made this or that decision in my life, why I am who I am today and what I am looking up for the future – then I realise that so many game-changing moments happened in my childhood. Spending time in nature when I was a child belongs to the most beautiful memories I have and characterised the personality in me.

I grew up in a small village which is located in the middle of a forest. The days in summertime I spent with building shacks in the wood, running through the forest underwood, wading barefoot across a stream and collecting frogs in the meadow - and taking a walk with my father to magical cosy places in the forest. One special tree we visited quite often. It is a huge strong sycamore maple sticking out of the spruces around it. My father told me how important it is in life to be flexible, like the branches of the tree in the wind, and to keep upright and stay strong like the tree is kept in the ground by its roots during a storm. And to appreciate people around you who stand still and admire you.... like we did with this tree.

Until today this tree reminds me of being strong, even if there are stormy times. To bethink of your roots, that they keep you in the ground and give you strength to assert yourself in life. And altogether with the magical atmosphere in the nature during my childhood, this point of life is associated with inner good feelings, adventure and of course a sweet smell of sunshine, which I never want to miss in my life. These are just a few small moments and I needed years to understand how important these moments actually are for me. Today I know that this is my way of inspiration and motivation.

And I can honestly say that ET4ET was another big turning point of my life. It helped me profoundly to find out what my weaknesses and strengths are. I gained an insight into various methods and acquired a knowledge and awareness, which I do not want to miss in my life.

Not least, the atmosphere of our group was full of inspiring conversations and a deep sympathy between each other, which was very important for receiving all those new information and experiences.

And here comes my wish and my motivation to be an Eco-Trainer: I want to give this inspiration to other people - especially children, so that they experience nature as something which they are a part of. That they grew up with awareness of their environment, to live in harmony with the nature and to take it for granted, that nature must be conserved and protected by us for our joy and our survival.

WHAT CAN INSPIRATION BRING?

The result of inspiration can be described as the *constructed biography*. By acting accordingly and promoting ideas convincingly, an individual will find support to achieve a goal. It may have started as an individual goal, but it developed into a common, shared goal. If many people are inspired to come together to achieve something, even seemingly impossible things may become possible – the underlying idea is the same: to create better living conditions for those involved.

Leaders and Eco-Trainers are all the result of their own individual inspiration to improve the environment we love. We can achieve wonderful goals just living with inspiration every day, improve ourselves, act and call others to do the same. The result of inspiration is power to change and it lies within us.

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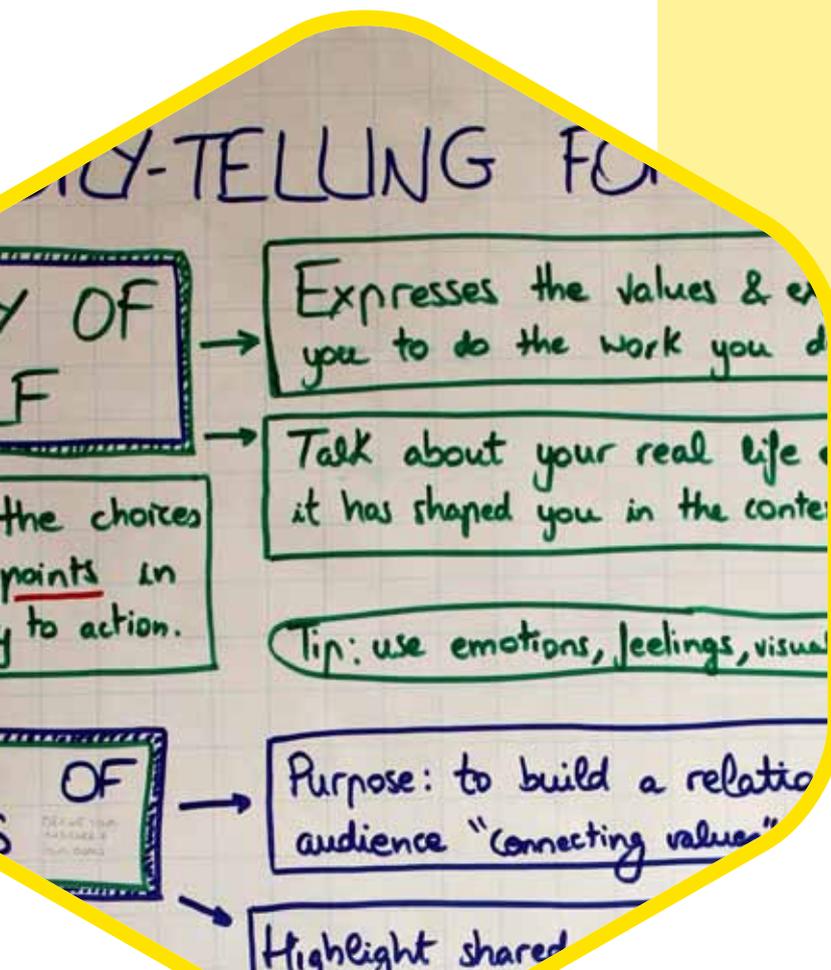
6

LEADERSHIP & PUBLIC SPEAKING

In this chapter, we aim to briefly explain what leadership is. So many books have already been written about it, so we will be very short about it here, and rather concentrate on a very pragmatic skill that Eco-Trainers, facilitators and leaders need to be good at and continuously improve: speaking in public.

WHAT IS LEADERSHIP?

Leadership is an act or process of directing and influencing a group of people. A group can form a leadership. Outwardly, the main role of leaders in sports, politics, business or science is to inspire action toward possibility or determine outcomes against adversity. Slightly different is the concept of management: in contrast, managing is the organisation of people to achieve goals. Goals need clear communication and prioritising so that roles of responsibility can be delegated. Technical roles require preparation to be efficiently completed, so it is the responsibility of management to provide routine requirements of equipment, resources and skills.

WHAT MAKES A GOOD LEADER?

As a result from the ET4ET, the following characteristics of good leaders have been identified:
- passion
- strategic thinking and acting
- open-mindedness, accepting
- charismatic
- self-confident
- respectful
- self-harmonic

- not afraid of competition, allows teams to develop
- flexibility
- effectiveness
- empathy
- risk-taker
- good specialist
- having good organisational skills

For many of the characteristics mentioned above, and especially when inspiring and leading other people, public speaking is a crucial skill. This is why this chapter will focus on Speaking.

PUBLIC SPEAKING

If your aspiration is to work as an Eco-Trainer in the future, you have to know some tips that will help you to reach high standards of your presentation in front of an audience, national or international it may be.

Initially, we can suggest some interesting tips for an effective public speaking, which have to do with:
- Knowing your audience and being easy to understand, avoiding difficult technical jargon,
- Stating the purpose in one or two sentences, by using them as the focal point for the entire part of the presentation or the brainstorming,
- Listening carefully and attentively for supportive structuring of brainstormings, evidencing the introduction, main points and the conclusion,
- Summarising the result of the brainstorming at the conclusion.

Speaking to diverse audience, especially for Eco-Trainers working on the international level, includes some more tips, relevant to a successful public speaking. In this case the trainer deals with audiences, speaking different languages or having different cultural backgrounds. So, what we need to know in this case is that we have to:

- Enunciate clearly.
- If possible, try to speak with a neutral accent to better include all audience members.
- Don't speak too fast.

pronunciation of a word you are using in a given language, do not use it. In some languages, slight variations of a vowel will completely alter the meaning of a word.

- Avoid slang, jargon and idiomatic expressions.
- Diverse audiences may not understand slang from a given country. English phrases such as "that dog don't hunt" or "cool as a cucumber" might be colourful, but the meaning could be lost on a large part of the audience,
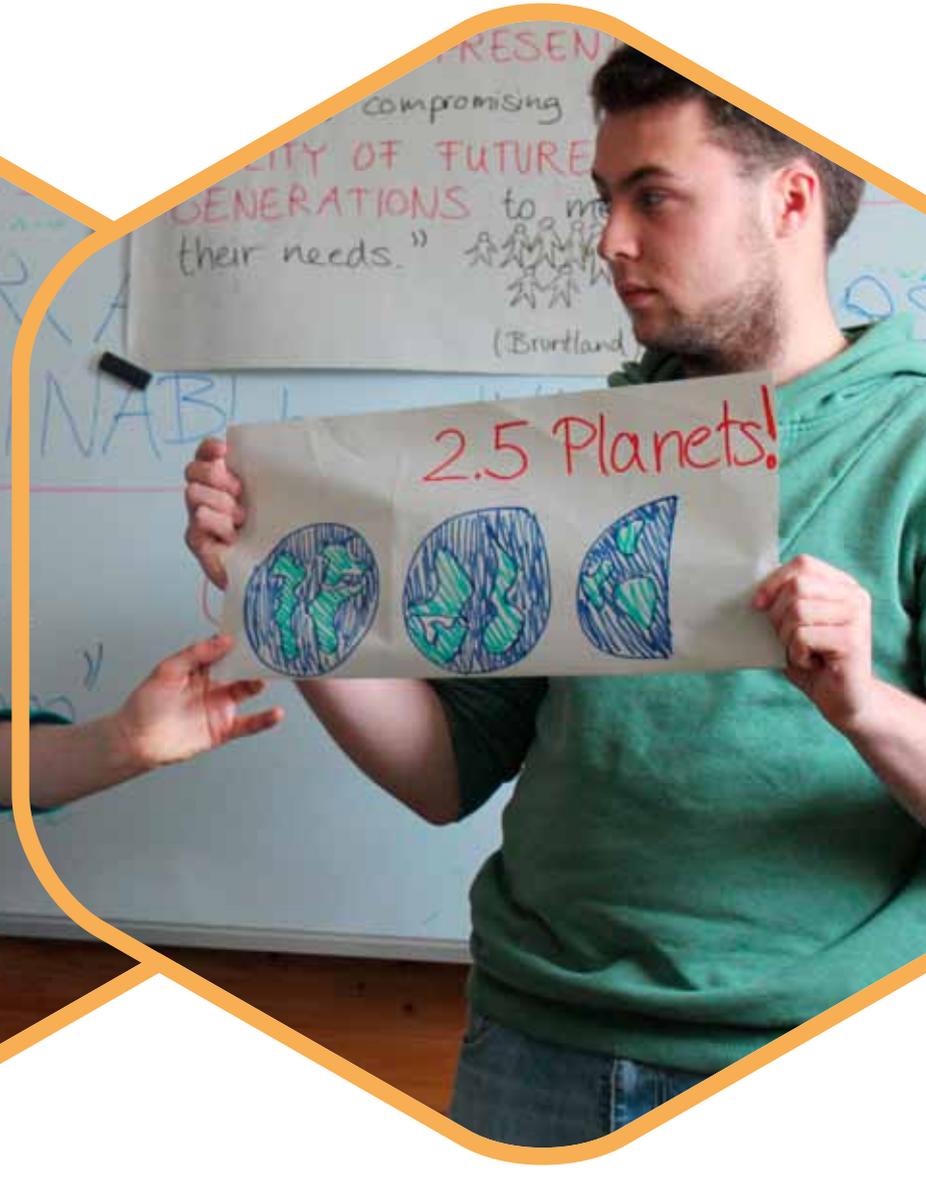
- Remember that the normal pace of speech in one language might become incomprehensible for people relatively new to that language.
- Be careful with metaphors.
- Some metaphors that are appropriate in one culture can be offensive to another. A good example is references to sports not popular or practised in a certain country, or phrases that are comical in one culture yet offensive in another.
- Know the meanings of words outside your native language.
- Unless you are absolutely sure of the meaning and

- Be mindful of body language, eye contact and personal space.

Posture, mannerisms and eye contact speak volumes and what is taken for granted in one culture might be considered offensive in another.

Visual aids and props are an effective way of supporting and supplementing any speech or presentation. Visual aids and props should be colourful and unique, but not so dazzling that they distract from the speaker's presence. Never use visual aids and props as a way of avoiding eye contact or interaction with an audience, such as reading

directly from slides. Here is a list of common visual aids and props, and quick tips for using them effectively:

- Diagrams, graphs and charts should always coincide with what is being said in the speech. Always stand to the side of a diagram, graph or chart while facing the audience.
- Maps should be simple and easy to understand, with key places or points clearly plotted or marked.
- PowerPoint slides should present main points as short sentences and bullet points and should never be read verbatim by the speaker or presenter.
- Lists should be kept to a minimum. Five or six listed items are usually enough.
- Handouts should be passed out to an audience before or after a presentation to avoid wasting time and causing a distraction.
- Photographs or sketches can be powerful visual aids as long as a speaker maintains consistency between what is being said and what is being shown.
- Physical objects and props should not be too large or too small, nor too few or too many. They should always be relevant to the presentation or speech and should always be checked prior to taking the stage to make sure they are working properly.
- Last but not least are the body languages tips. Body language can generate interest and emotions to the audience, but it also clarifies spoken words. It is able to involve and raise the enthusiasm of the audience. It has a great impact, so it is important to be used in the right manner. Here are a few tips on how to use gestures effectively:
- Eye contact establishes an immediate bond with an audience, especially when a speaker focuses in on individual listeners rather than just gazing over the audience as a whole.
- Control mannerisms. Mannerisms are the nervous expressions a speaker might not be aware of such as putting their hands in their pockets, nodding their head excessively, or using filler words like um and ah too often.

- Put verbs into action when speaking to an audience by physically acting them out with the hands, face or entire body.
- Avoid insincere gestures by involving the entire body as much as possible in the movement and matching facial expressions to it.
- Move around the stage as topics change and move toward the audience when asking questions, making critical connections, or offering a revelation.

In conclusion, the main elements we should take account in public speaking are as following:

1. Presenting information
2. Audience contact
3. Verbal and visual aid
4. Mannerisms and gestures
5. Speech design
6. Beginning and ending

But, we should not forget the most important element of all what we have described above. It is the *passion* in what we do and what we want to transmit. It is the secret of an excellent and involving presentation.

SOURCES AND FURTHER READING

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The NGO Communication Camp: Non-formal education booklet

GROUP DYNAMICS AND CHALLENGING BEHAVIOUR

7

The description of group dynamics is a difficult subject as groups are highly variable. This makes definition of a group difficult according to size, place or structure. Some argue that groups *do not truly exist* and that groups can only be understood through individuals within it – for example even highly structured groups such as police forces can be characterised by its leaders. Others argue that a group has a *collective conscious* where the individual can completely dissolve under the will of the group and actions performed do not originate with any individual.

However you define it, one thing that all groups have is a shared goal. Hopefully as an Eco-Trainer the goal involves benefitting the environment! As an Eco-Trainer, it will be important to consider what group dynamic is required to reach a particular goal. For example, is participatory team work more useful or are presentations needed?

Four different reasons for the existence of a group have been identified:

- **concocted groups** are established by people who do not participate in the group's functioning, for example an Environmental NGO director contracts an Eco-Trainer to train teachers about recycling at a school.
- **founded groups** are established by people who remain members, for example grassroots community garden.
- **circumstantial groups** are of individuals who just happen to be grouped, for example food growers at an allotment.

- **self-organised groups** are loosely aligned and contain individuals who are more or less independent, for example at a charitable fundraiser.
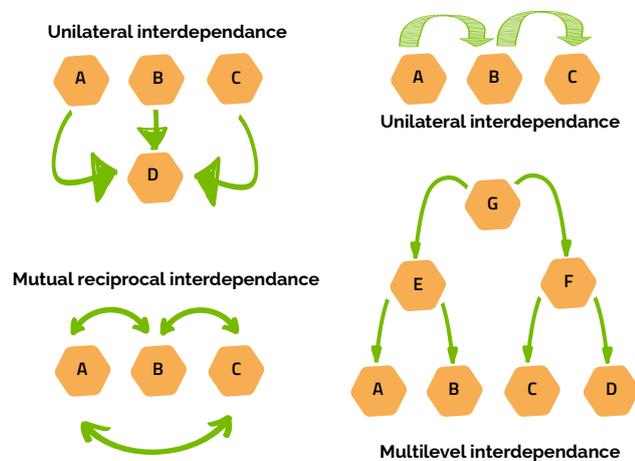
Regardless of the goal, much of what you experience from a group is how a group interacts. This changes according to the level of structure that exists which can be described in terms of a flow of information. There are two main mechanisms modelled: one where information is delivered from an expert or authority; another where information is spread among the group (see figure 6 below).

This flow of information often depends on the kind of information being shared. If the information is specialised and detailed or the audience is young, then the type of activities involved should be different to a situation where the group have enough skill to solve problems with little extra information.

There can be a difficulty with groups as not all members will be equally effective at learning and sharing information. Be aware for members who are not up-to-speed as they will begin to feel detached or irrelevant. An effective group is cohesive and respects all other members, allowing them a fair chance to participate.

Figure 6: This diagram models some of the flows of information in organisations. (taken from: Forsyth 2006)

Unilateral interdependance

Unilateral interdependance

Mutual reciprocal interdependance

Multilevel interdependance

When working over longer time periods, with newly established or existing groups, it is important to recognise some characteristics of how groups develop. This will help prepare Eco-Trainers for the inevitable challenges an organisation faces when things do not go as planned.

STAGES OF A GROUP

Tuckman's theory of group development (1965) details the stages that every group undergoes. While this theory has been added to since, the basic model is robust. The initial model contained four stages, later there were more added. Five are detailed here:

- Forming
  - This is when the group's aim is established, and there are different ways this occurs depending on how the group comes together. The essence is that information motivates a group into establishing a common ambition. Then, specific objectives move the group toward realising that ambition. New ideas and freedom of expression are positive and create excitement and enthusiasm.
- Storming
  - The group's ideas in this stage come under pressure and tensions between members may affect motivation to the point where the group dissolves.

Diplomatic roles may need filling if dominant characters disagree and the group's tolerance is tested for resolve and creativity to overcome challenges.
- Norming
  - Resolutions to problems have largely been overcome and roles and goals are agreed. The group's structure tends to solidify as internal challenges are exhausted and new ideas are presented with more caution.
- Performing
  - Supervisory roles decrease in importance as the group's responsibilities are met with increased autonomy. This is the most effective stage of group work. As the most stable phase, it is the most suitable time to make changes to the group or the group's aims.
- Mourning
  - Each group also experiences loss. Like storming, there is strong potential for bonding, unless the group dissolves from internal pressure. The break-up of a group is often fixed by date or upon completion/failure of a goal.

An important development of Tuckman's theory is the recognition that while all groups experience these stages, the stages may be repeatedly experienced as they are non-linear. So, significant changes to the group may result in an earlier stage of development for example, with a change of leadership, or the introduction of new ideas or problems.

It should also be recognised that sub-groups of larger organisations may skip through the first three stages very quickly as there may be existing leadership structures. An Environmental NGO may receive a request for workshops and, having led several before, need only to adjust an existing plan.

The supervisory and diplomatic roles require a greater deal of group oversight as they seek to maximise the group performance by working to overcome new or predicted problems. Successful groups maximise the performance of the team in moving toward the shared goal. This strongly depends on the team's mood too, so have fun and do not sweat the small things!

(WHAT IS) CHALLENGING BEHAVIOUR?

Challenging behaviour can be understood as attitudes the participants show during youth gathering events, which are sometimes difficult to deal with by trainers. In the following part, some of the most common types of challenging behaviour are listed:

- people arriving late
- individuals in the group talking too much and outshining the rest
- a person, who knows about the topic of the session, telling you that he or she is bored
- coming sleepy to the sessions
- sending messages all the time during the sessions
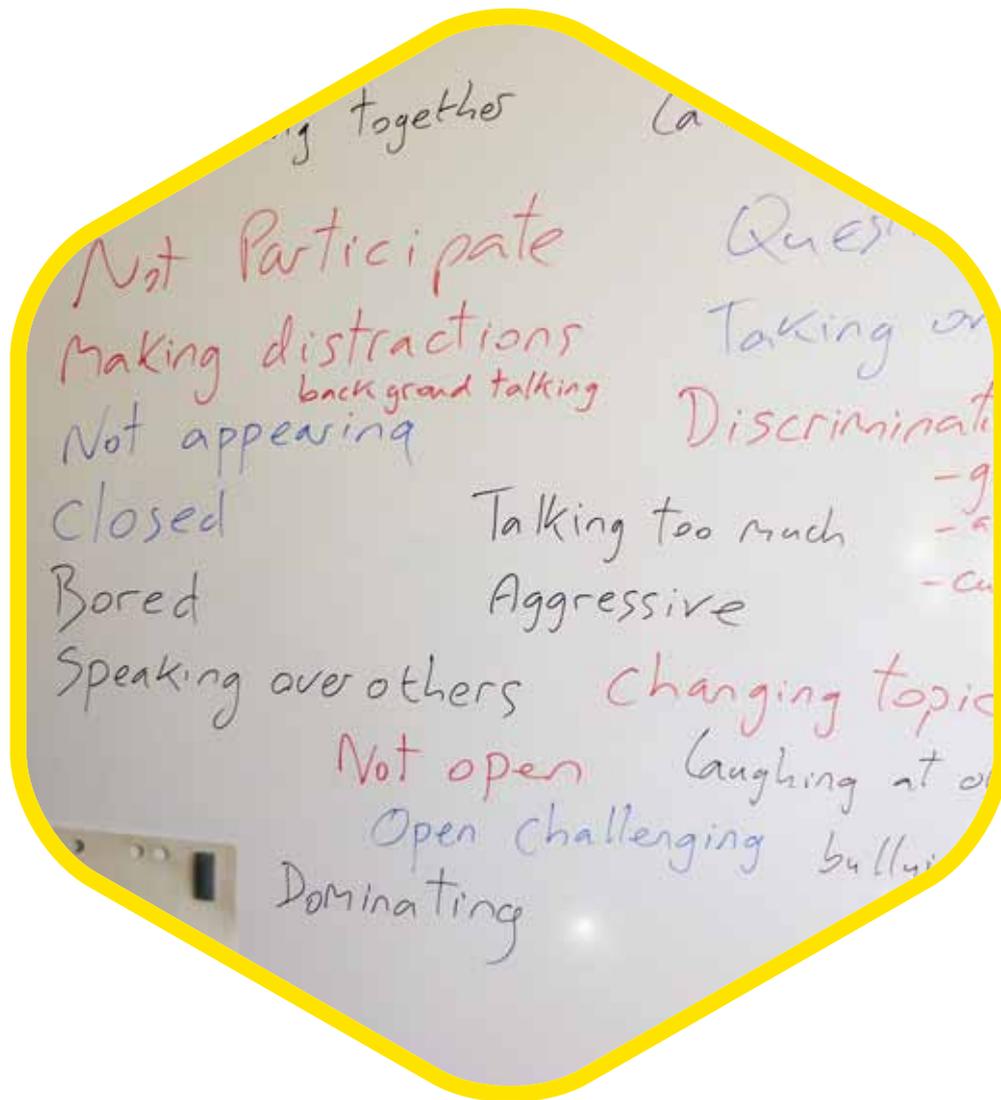
- constant talking to a neighbour
- spending their time and concentration flirting with another member of the group
- when asked to work in small groups they talk about other issues
- talking on behalf of the whole group «we think...»
- leaving the handouts given by the trainer on the floor instead of taking with them
- the person who does not say anything during the evaluation but complains loudly afterwards about everything.

The best strategy to deal with above mentioned types is to try to prevent challenging behaviour in the first place. There are different stages during the training preparation and implementation phases when preventative actions can be taken. First prevention actions can be taken when announcing the training. It is very important to establish a training environment which requires respectful atmosphere to the trainers, participants and project preparatory team right at the beginning at the arrival of participants. The trainers' behaviour with the participants is a key moment when dealing with challenging behaviours. How the trainer behaves and what he or she says will influence the participants' behaviour and attitude.

Despite the efforts put in prevention of challenging behaviours, they may come up. With any kind of behaviour we are changing our attitude and group management ways, for example, when someone shows anxious behaviour, we are supportive, when faced with defensive behaviour, we are directive, however, we have to become more accurate when someone presents a danger to him- or herself or others.

To deal appropriately with challenging behaviour it is useful to be aware of conflict management rules (understand the situation, define reasons, identify solutions and reach an agreement).

HOW CHALLENGING BEHAVIOUR CAN BE TACKLED

The trainer has to set the stage for respectful listening and talking at the beginning of the session by discussing ground rules. Imagine some participants being bothered by side conversations.

Here are some options for the trainer:

The trainer can say "I am having a difficult time listening when there are side conversations going on." In addition to that the group can be reminded of "their collective responsibility for making the workshop a success".

- Stop talking, smile, and wait for everyone's attention.

- Ignore the conversation; however, to maintain a safe learning environment, do not wait until another participant publicly complains or asks them to stop.
- Give one of them a task, for example, to role play or be the minute keeper for the group.
- Ask, "Do you have something to share with the group?" Be cautious about using this strategy to avoid embarrassing anyone publicly. This strategy is the most effective when the group has been together for a while and it is likely that the individuals are discussing something relevant to the topic.
- Move around the room to position yourself closer to them. Use eye contact or a hand on a shoulder as you continue with your presentation.
- Privately ask each one to please listen and be respectful of the whole group. If you notice that people have clustered in cliques as they arrive, make sure in your first interactive exercise to group people in such a way as to break up the clique. This in itself can change the group dynamic and reduce disruptive behaviour.

In managing challenging behaviour in the working group the trainers are also reminded to remain calm and have a plan for all the challenging behaviour mentioned above, taking into account respecting personal space of participants and other trainers, being aware of their body language, paying attention to their contributions, and recognising that their responses can lead to a positive outcome.

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THE REALITY OF BEING A TRAINER:
INTERVIEWS WITH EXPERIENCED TRAINERS

The following chapter includes three interviews with trainers who already worked several times for YEE projects. You can learn from them, that their biographies and ways how they became trainers vary a lot. However, we hope that they will inspire and encourage you to continue your way towards growing as an Eco-Trainer!

officer for the International Union for the Conservation of Nature (IUCN) in Brussels, Belgium, as an advisor for the green party (for the Asturian government) and for the World Wildlife Fund (WWF) as coordinator of a local group of volunteers. In 2012 she founded the environmental NGO Biodiversa, where she now works as programme coordinator and non-formal education (NFE) trainer. Esther Vallado was one of the trainers at the ET4ET.

> *"For me the reality of being a trainer is the epitome of Long Life Learning. I am constantly learning. Every training situation is different, so it's always changing, challenging and entertaining. It provides endless possibilities of self-development, and it's a constant and continuous work for improvement."* (Esther Vallado)

When and how did you decide that you wanted to become a trainer?
There was not one precise moment when I decided to become a trainer. It was more like a natural progressive evolution during the search of personal and professional fulfilment. I had great working experiences before, [...] but I was not seeing that many practical results of my work. By experiencing NFE myself, I realised the potential it could have to change people's attitudes towards nature. This way I started considering becoming a NFE trainer as a means of accomplishing my mission in this planet.

ESTHER VALLADO

Esther Vallado from Spain is an Environmental Scientist and Natural Resources Management Technician. Before starting her career as a trainer, Esther worked as a project

How did you become a trainer?

It was also progressive. After taking the decision of trying it out as a trainer, I started reading a lot of related literature and I participated in 3 trainings for trainers through which I gained different knowledge, attitudes and skills which served me as a very good starting point.

But the most valuable and important outcome of my initial formation period was to gain the confidence and, I can even say the "courage", to deliver the first training course as a full time trainer. Given my natural shyness, that was the most important and most difficult step for me as a trainer.

What would you consider the greatest thing about being a trainer?

"Through my trainings I can really make a difference." (Esther Vallado)

I can actually change people's attitudes towards nature and the environment and this gives me enormous satisfaction.

How did you find future employers? How do you promote yourself today?

It's mostly been word of mouth: I deliver a training, participants like my performance and talk about me to their sending organisations, which contact me for the next training they organise and so on.

I created a profile in the Internet to present myself to future employers and co-trainers (www.about.me/Esther. Vallado) and have also joined several pools of trainers: SALTO, the Spanish National Agency, International Young Nature Friends (IYNF), YEE... And whenever my NGO receives a call for partners for a training course, I offer my services in case they haven't completed the trainers team yet.

I thought it would be more difficult than it actually is. In just over 3 years I already had quite a lot of training opportunities!

What is your experience with working with other trainers?

I've had very good experiences working with other trainers so far. It's another one of the great enjoyable challenges of being a trainer. You have to be flexible and understanding. When you work with someone you already worked with before, you see the relationship evolving and the complicity growing bigger, which gives you a beautiful feeling. When you work with someone new, it's a new journey of discovery and adaptation, which is also beautiful and enriching.

"Not everyone is easy to work with, but I've always learned a lot from my co-trainers as well as from myself as a team member."
(Esther Vallado)

What are the challenges of being a trainer?

In my case the biggest challenge is to overcome my shyness. I used to be extremely shy and I still am deep inside, so for me every time I'm "on stage" represents a true challenge to my natural behaviour.

It's the certainty that the results are worth the effort which motivates me to step up and face "the audience". It always pays off in form of deep satisfaction and even great enjoyment!

HELENA KOSKOVÁ

Helena Kosková from Czech Republic has studied sociology, social work and psychotherapy. Besides, she has already spent twelve – as she says – colourful years in the NFE field. Nowadays she works on topics connected with nature, community building and sustainability.

"[Being a trainer] is a nomadic life, beautiful and demanding. With charming professional deformations, like coaching yourself in everyday life situations, debriefing a nature trip with your friends, using a talking piece while speaking with your family members and being obsessional with seeing problems as brilliant learning opportunities." (Helena Kosková)

When and how did you decide that you want to become a trainer?

I don't remember any decision like this, it just happened to me and I accepted the challenge.

How did you become a trainer?

First trainings [pre-departure trainings for Czech EVS volunteers] were part of my job – being the coordinator of international events and relations in a youth NGO. [...] Two years later I attended a training of trainers, which felt like a clear step into the trainers world. I'm a trainer now for 12 years.

"At the beginning I was doing just a few weekend trainings per year, the number and intensity was inconspicuously growing, reached the crazy peak 3 years ago, and now I'm slowing down again." (Helena Kosková)

I believe it is very "healthy" and enriching to combine different working fields in life, so apart from being a trainer, I was in different life phases concurrently working also as a community worker, social worker, fundraiser, EVS coordinator or therapist. And in last two years, with big passion, as a gardener.

How did you find future employers?
[...] I don't search for employers, I'm just open for them to find me and I'm grateful that it is happening. I worked for 12 years as an external trainer for the Czech National Agency of Youth in Action programme, which allowed me to meet many people during the trainings [...] I believe I "promote" myself by being authentic and aiming to do what serves best in the moment – to the community, to the environment, to higher good, to myself.

What are the challenges of being a trainer? What is the best thing about being a trainer?
The best things and challenges… thinking about these two, the same things are coming to my mind for both of them. Freedom, limitless potential for learning and growth, being on the move all the time – in all possible levels, inner and outer ones. I love this job… or may be better to say life style.

OZ OSBORNE

Oz Osborne from the UK went to a boarding school and spent holidays either in Nigeria or the UK because his father worked on development projects in Africa. He left school at the age of 17 years and went to work as a stagehand at the Royal Shakespeare Theatre. He later set up

and ran two environmental NGOs as well as a charity that works with Indian partners. Oz Osborne was one of the trainers at the ET4ET.

"I have been on short training programmes on NGO management, adult training etc. but most of what I have learned has been through 'doing'. I now train university students, government officials, business leaders, NGO members and others who are sometimes shocked that I have not got a degree! [...] I think the best training ground for me is when I am training or attending other people's training. I learn by what works and what doesn't work and have not been afraid to experiment. Working in many different cultures, I have needed to adapt to local needs and cultural issues which is challenging." (Oz Osborne)

When and how did you decide that you want to become a trainer?
When I was director of the larger of the two NGOs I set up, I was increasingly asked to deliver presentations and workshops for people from local and national government departments, NGOs and others who wanted to learn how issues such as climate change can be tackled at a grassroots level. [...] I started charging for this training to attract an income for the organisation but it meant I needed to get some formal trainers' training which gave me a qualification. I trained extensively round Western and Eastern Europe and was the lead trainer on a university-accredited programme for NGO leaders. Along the way I [...] met representatives from YEE including Alla Litvinenko and Pavlo Khazan from Ukraine. This led to a long period of work and training with them in the Ukraine and the UK which included projects, strategic work and exchanges.

How did you find future employers?
Nearly always by word of mouth and being asked to do more work by people and organisations that I have worked with in the past. [...] An example: I evaluated overseas projects for a UK-based NGO. The international projects officer changed jobs and in his new role asked me to deliver intensive training for an international staff team on project management. I was then asked by someone who attended this training to do the same for another NGO. I have a website which my IT-literate son updates and leaflets which I circulate but I am not sure these have led to any more work.

What does the reality of being a trainer look like?
If I depended on training it would be difficult to make enough regular money as there can be gaps between contracts. As I have different jobs, I can go without training work for a few months while doing something else such as lecturing. I work from home and can be at an airport at short notice to take on a training or other job if I am

free which can be quite handy if an unexpected situation such arises which I could help with. […] Sometimes, I have needed to change what I planned during the first session of a week-long programme, as the situation and ability of the trainees was different to the one I expected. I like to plan well ahead (as happened with the YEE training in Germany). I switch into work-mode as soon as I leave home and do not expect to sleep or eat properly until I return.

What is your experience with working with other trainers?
I prefer to work with other trainers but accept that one of us takes a lead role. The experience of working with Anja and her YEE colleagues and with Nik Paddison and Esther Vallado in Germany was one of the best training experiences I have had for years. I think this was because it was well planned, the trainers and facilitators had a good relationship and the trainees were receptive and imaginative. Nik, as someone with a lot of recent experience of applying European training standards and methods, took a lead role in organising the sessions which I was quite happy about and gave me the chance to learn as well as train. I loved the sessions Esther took though I think the one on inspiration will have left the strongest impression with most people.

What are the challenges of being a trainer? What is the best thing about being a trainer?

"Every situation is different and I believe it is the major role of a trainer is to adapt to what they find. Every trainer should begin their programme by asking what the trainee expects from the training and to establishing their level of knowledge on the topics to be covered." (Oz Osborne)

One of the best things about being a trainer for me has been the opportunity to travel to some extremely interesting places, to meet some fascinating people and then share what we know about the topic to be covered. I love showing people pictures and film of communities at other ends of the earth to demonstrate how they have tackled the same issues such as poverty or climate change.

HOW TO PLAN A TRAINING COURSE

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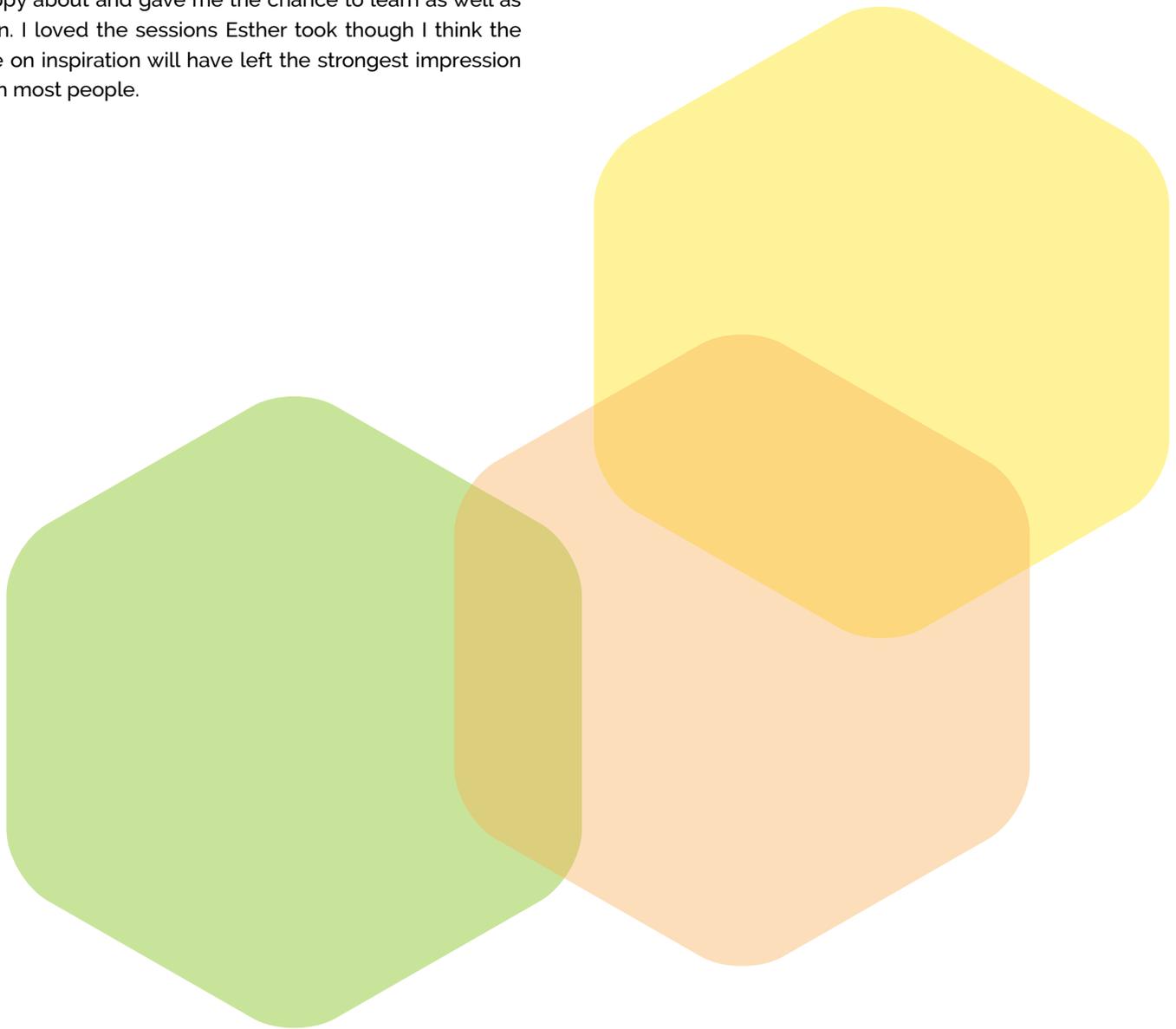
Before starting to work as a trainer, it is important to know what is your definition and understanding of a training. According to the Oxford Dictionary, *training* is "the action of teaching a person a particular skill or type of behaviour". While this is only one and a very broad definition, it can help you reflect on how you understand what an international training is and why you want to work in this field. This notion is also greatly shaped by the principles of the NFE which are widely used in such international projects.

Planning and preparing a training is a long and complex process which always involves more than one person. When you start working as trainer, it is most often that you will be invited to work with other colleagues who have different backgrounds and experience.

Nonetheless, it is always better to know some tools and methods of planning an international training and programme. This chapter will include some useful tips and tools which you can try and use in your future projects.

PLANNING A TRAINING COURSE

Often trainers are invited to work on already developed and prepared training course. Therefore, sometimes they do not get the chance to work on the aims and objectives of the project or define the profile of the participants. However, since it is the trainer working directly with the participants during the project, it is important to have an overview of the project and know what the objectives and expected outcomes are.

In case you are involved from the very early stages of the project planning, here are some tips and tools to use.

When planning a training course, you can use the so-called NAOMIE method to plan a training or another activity:

NEED - Why are you preparing this training course? What are the needs of young people who will take part in it? What are the needs of an organisation?

AIMS - What is the main goal of the project? Objectives/Outcomes - What are specific changes you want to reach? What are learning goals?

METHODS - How are you going to reach it? What are the sessions to include in the programme?

IMPLEMENTATION - How will you deliver the activity? Which resources do you need for it?

EVALUATION - How will you evaluate the project and use the results of the evaluation?

PLANNING THE PROGRAMME

As a trainer, most probably you will be working on the programme and sessions closely with other trainers and organisers.

Before starting your work on the programme, you need to consider the following aspects:

- **Aim and objectives of the training course** - programme of the training course is the way of reaching the set aim and objectives which means that they should be clearly reflected in sessions.
- **Participants' needs and expectations** - the training course should be designed for the people who are going to take part in the project. Their answers from

the application forms about their motivation, expectations and learning goals will help you to create sessions relevant for them.

- **Participants' experience and knowledge** - you can provide the space for participants to share their experience and learn from each other. Peer learning is an important part of NFE.
- **Responsibility for the learning process** - you need to decide who can and should define what the participants need to learn. Should it be the trainers or the participants themselves? This will also be reflected in the programme.
- **Group size and dynamics** - the whole programme will be greatly influenced by the size of the group. If you have a very big group of more than 40 participants, maybe you will need to divide them into smaller groups more often. The group will be going through different changes during the training course as well - an experienced trainer will be able to foresee it and plan various sessions and methods to adapt to different stages.
- **Space, resources and the environment** - what kind of working space will you have? Or what will you need for your sessions? Are you ready to work outside? How can you use nature around the venue for your programme?

- **Structure and flexibility** - you need to find out the most comfortable way of preparing the programme for you as a trainer. Do you need to prepare each session in detail even before you meet the participants? Or are you open to having more general idea of a programme and changing it according to the group? You need to discuss it with your team and decide how you are going to work during the project.
- **Time planning** - besides the very practical arrangement of the meals time and starting and finishing time, you need to find a balance of free time, social time and working time.
- **Cooperation within trainers' team** - it is important to decide how you will divide sessions between the trainers and how much you are going to be involved in the sessions led by other trainers. Are you going to act as another participant? Or is it better if you step away? Many trainers find it distracting when their colleagues do not take part in the activity, but still sit next to the participants and work on their computer or give occasional remarks from time to time. To avoid misunderstandings, you can discuss with your colleagues your ways of cooperation and working together.

THE PROGRAMME FLOW

While each training course is different and the programme depends on many factors described above, we can say that there are still some parts which are common to almost every programme.

Welcome, introduction and getting to know each other - this is the time when you meet the participants, introduce them to the training course, make the introduction about the practical arrangements of the project as well as introduction to the training itself.

Team-building - the stage when the participants are building the group which will work together for the whole duration of the training course.

Sharing experience and knowledge - happens when you give the participants space to share their previous experience and also establish the common background and knowledge which will allow to learn new things at the training course.

New knowledge, skills, experience - part of the training course when the participants receive new knowledge, build and practise new skills and get experience.

Analysis and reflection - helps the participants to reflect on what they learned and be more aware of their learning process.

Transfer - is an important part which involves transferring the new knowledge and experience into participants'

realities. This will enable them to adapt new competences to their work and use it in the future.

Planning, follow-up - stage of the training course where the participants can plan their further steps and actions to do after the training course. You can also plan together the follow-up stage of the training course and think of strategies of sharing the results of the training with wider audience.

Conclusions, closure - as the project has been opened at the beginning, it also needs to be officially closed. The participants can remember about the whole training, share their impressions with each other and say goodbye to the project.

Evaluation - is an ongoing process which can help you assess the impact of the project, improve and adapt the programme. The participants can also evaluate what they learned.

Now that we know the basic stages of a training programme, we can look into some of the methods which can be used during these stages. You can use it as an inspiration to develop or look for even more tools.

WELCOME, INTRODUCTION, GETTING TO KNOW EACH OTHER:

Ice-breakers, name games - these are the first light activities you can organise for the participants. Their aim is to introduce participants to each other, learn new names and learn something about each other.
Example:

Bingo - prepare paper with a table divided into spaces, like in a traditional bingo game. Instead of numbers, in each cell write some random fact (for example "speaks 4 languages", "is vegetarian", "travelled here by train"). Each participant receives the same table with the same facts. Their task is to find a person who can say that one fact is true about them. The person is a winner if he or she filled in all spaces with different names.

Introduction - this is a space for you and organisers to cover some practical arrangements of the training course. You can introduce the project team, tell something about the venue, some rules of safety, times of meals and so on.

Welcome Space - this is a great method to introduce the participants to the project and also help them set their learning goals and take responsibility for their learning process. This activity usually lasts 60-70 minutes. You need to set up several spaces around the venue or just in the different parts of the working room. The spaces can be different: introducing the programme; expectations and fears; rules of cooperation at the training course; setting up the learning goals; getting to know the methods of the

training course; learning more about the aim and objectives of the project, etc. You can decide which parts of the training course you would like to introduce to the participants. Usually it is better to have around 4-5 spaces. Once you set them, there should be a member of the project team at each space to give instructions to the participants or help them. Divide the participants into groups according to the number of spaces you have (4 spaces = 4 groups). Then it is time for the participants to explore the spaces - they can either move with their own pace or you can give them 10 minutes for each space. After the participants visited all spaces, organise a debriefing with the whole group and summarise the results of the spaces.

TEAM-BUILDING:

There are many ways of organising team-building activities. What is important is to remember the end goal of this activity (or several activities) - to create a team out of the group of participants who just met each other the previous day.

You can search for some ideas and inspiration online or check the resources at the end of this chapter. You can always include environmental aspect here as well - involve the surroundings and nature and give some tasks connected with the environment as well.

Examples of the team-building activities: environmental treasure hunt or scavenger hunt, "Mission impossible" with tasks to complete and many others.

SHARING EXPERIENCE AND KNOWLEDGE:

You can use a huge variety of methods to create sharing opportunities for your participants.

Presentations by the participants - it can be a task to prepare before the training course to gather some information on the topic. Then the participants can present what they prepared at home.

World Cafe - http://www.theworldcafe.com/method.html

Open space technology - http://openspaceworld.org/wp2/

NEW KNOWLEDGE, SKILLS AND EXPERIENCE:

This is the part where you can use a lot of various methods. But it is also a part for which you need to prepare well in advance as it will require to introduce an input directly linked with the topic of a training course.

ANALYSIS AND REFLECTION:

Should be part of many other activities: you can use debriefing and sharing to help participants look back at what they did and learned.

Reflection groups - this traditional method is used on many trainings and other international projects and it includes both the elements of reflection and evaluation. You can divide the participants into small groups of 5-6 people. It is important that they feel comfortable in their reflection group. The group should meet every evening after the main programme of the day - they will have around 30 minutes to reflect on what they did and realise what they learned. It is a great space for sharing it with their peers as well. You as a trainer can use various tools to help the participants express themselves: bring a pile of pictures or drawings to choose one, invite the participants to draw something themselves, etc.

TRANSFER:

An important part of the learning process is adapting the new knowledge to what we already know and do every day and see how we can use it. You can help your participants with this by asking certain questions or working in a team together.

PLANNING, FOLLOW-UP:

Personal Action Plan - you can prepare a special template and give it to the participants. It will help them plan their work and activities after the training course. The action plan can include various questions, for example: How will I share what I learned with my organisation? How will I use what I learned at the session about …? What will I do to learn more on this topic?

The questions can be various and many - it is up to you to decide which will be the most useful for your participants.

CONCLUSIONS AND CLOSURE:

Closing circle - organise a safe space for the participants and invite them to share some feelings, impressions or wishes with others.

EVALUATION:

Evaluation Space - an activity very similar to Welcome Space. You need to create various spaces, somehow connected with the spaces from the Welcome Space. This time the aim of the session is to evaluate the project, look back at what happened and reflect on the learning.

PLANNING THE SESSION

Now that you have prepared the programme and divided the sessions between the trainers team, it is time for you to plan each session in detail. For this, you can use a session outline template - it includes the questions which can help you with planning and at the same time will give enough information to other trainers and project team members. This way you can coordinate your work better and use different methods as well as give each other comments.

Session outline template:

SESSION INFORMATION

Name of the session *(as we agreed in the programme)*		**Day and time**	
Objectives *(what concretely we aim with this session)*			
Outline of the session *(brief outline, different steps in the session)*			
Material needed *(list ALL materials)*			
Description *(write here the outline of the session in details, with the methods you will use, step by step, including timing. Use clock time (9:30-9:45, NOT 15 minutes)*			
Further Info/Source *(here you can write a reference of the theory or resource of the session outline or content)*			
Person responsible			

Hopefully, you feel a little bit more confident about preparing a training programme - this chapter aimed to give you some general information as well as concrete tools on how to work on it. We also prepared a list of useful resources for you which you can discover by yourself.

SOURCE, FURTHER READING AND USEFUL MATERIALS

Council of Europe and European Commission (2002):

Toolkit (T-kit) on Training Essentials: http://pjp-eu.coe.int/documents/1017981/1667921/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a.

T-kit on Project Management: http://pjp-eu.coe.int/documents/1017981/1667915/tkit3.pdf/63828fe8-4022-4944-9459-32ac0c8b6fbf

Intercultural learning t-kit: http://pjp-eu.coe.int/documents/1017981/1667917/tkit4.pdf/1e4f2f12-6448-4950-b0fd-5f4c94da38e2

T-kit on Educational Evaluation in Youth Work: http://pjp-eu.coe.int/documents/1017981/1667909/T-Kit_10.pdf/8d85c6ac-05e5-4715-8f43-0f9c3018772a
Games and activities compilation: http://www.yeenet.eu/images/stories/pdf_books/Games.pdf
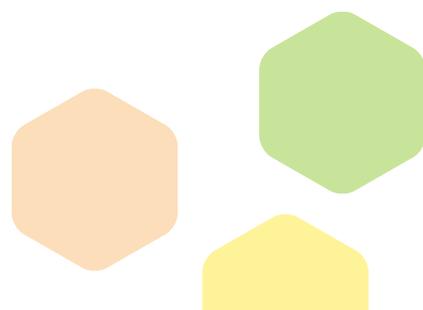
PEERing In, PEERing Out: Peer Education Approach in Cultural Diversity Projects: https://www.salto-youth.net/downloads/4-17-972/Peer_Education_Approach_in%20Cultural_Diversity_Projects.pdf

Manual for facilitators in non-formal education: https://www.coe.int/t/dg4/youth/Source/Resources/Publications/2009_Manual_for_facilitators_en.pdf

Tools for learning in NonFormal Education: https://www.salto-youth.net/downloads/4-17-2694/GP_Tools-For-Learning-in-non-formal-educ_GB_130912_HD.pdf

Debriefing:
http://leadership.uoregon.edu/resources/exercises_tips/skills/leading_a_group_debrief

https://onlineteachingandlearning.wikispaces.com/file/view/Processing+Effective+Debriefing+Tools.pdf

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