MANUAL
FOR ADULT EDUCATORS

HIGHLY RECOMMENDED
FOR EDUCATORS WORKING WITH REFUGEES AND PEOPLE WITH LESS OPPORTUNITIES

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The project "**Experiential Pedagogy of the Oppressed**" was two years strategic partnership between 5 organizations from Turkey, North Macedonia, Greece, Bulgaria and Italy. The consortia of organizations: **Gaziantep Training and Youth Association (Turkey), CEFE Macedonia (North Macedonia), Association for Education and Development of Disable People (Greece), EURO-NET (Italy) and Balkanska Agenciya za Ustoychivo Razvitie (Bulgaria)**, carried out various activities in order to increase experiential learning related capacities of the teachers, educators, trainers, professors, which are working in national or international contexts.

The most important needs when the partner organizations are facing when there are refugee crisis are to develop the capacity of individuals, to improve their social integration, develop competences, empowering them in conflict management, improving life conditions, literacy, accessing public services, IT skills, foreign language, intercultural learning. The need analysis of the target groups includes two dimensions, which are connected with each other. First is the need of the adult refugees. Second is the need of the educators, trainers and formators to respond the need of adults. That's why the project "Experiential Pedagogy of the Oppressed" started first to make a need analysis of adult refugees in order to develop the proper training modules which respond to learning needs of adults. The outcome is that learners must be active in the learning process rather than being in a passive mode like a listener. Each partner supported this project with conducted research activities on the needs of methods and tools for working with adult learners, preparing the training manuals, providing technical assistance, hosting trans national project meetings and training activities. The products of the project are: 1) Survey Report on needs for tools and methods for working with adult learners. 2) Training Manual for Adult Educators. Then the project continued with training of 20 adult educators from Turkey, Italy, Greece, Bulgaria and North Macedonia, in order to develop the quality of learning and supporting services of the organizations working with refugees and migrants. First Training for Trainers was held in October 2018 in Istanbul, Turkey. The second one was realized in July 2019 in Ohrid, North Macedonia. The trainers that were trained, organized local implementation activities and reach to 300 adult refugees and social disadvantaged people, to use the new methodologies in adult education in order to help their learning activities in most important subjects for their development learning and employability. The brand name of the project stands for Bottom up Education and on our web page you are welcome to check the last updates and tools for you
http://www.bottom-up-education.com/

We wish you a pleasant journey in your training career!

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Gaziantep Eğitim ve Gençlik Derneği

bottom-up education!

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I. A BRIEF THEORY OF LEARNING

Learning describes a goal-oriented process of change between two points in time. The term "learning" is an attempt to describe something which cannot be observed.

A person enters a situation with certain prerequisites for learning and learns something new which, at a later point in time, can be designated as a learning outcome. Whether the period of time within which this learning occurs stretches over years, weeks or even just a few seconds is dependent on what learning outcome is to be observed. A person may require several weeks to learn the correct pronunciation of a foreign language, learn a telephone number in a matter of seconds, yet take years to learn how to deal with people properly.

This understanding of learning is based upon a view of people as beings of independent thought and action, exercising individual responsibility, who are active and goal-oriented in making decisions about their learning. There is no automatic "learning mechanism" waiting to be activated by some random stimulation from the environment. Adults in particular learn that which they want to learn, because it appears to make sense to do so. The things which a person learns will later enable them to master life's situations.

Learning takes place within the individual. As a trainer you are not able to see inside those people seeking to learn something with your support. It is only later, through the changed behaviour of the participant, that you will be able to see whether or not something has been learned. If the participant still does not use the information of a seminar, this does not mean that nothing has been learned. Their learning success can also present itself weeks or months later, when they encounter a comparable situation in "real" life and are able to utilise the knowledge gained from the course in this situation. This means that you will by no means always be able to determine whether or not something has been learned within the framework of the seminar. This open understanding of learning is also in accord with the framework of the model for **experiential learning.**

1. Adult Education

The first question we must ask ourselves is why adults wish to learn in the first place. As a rule, children are not even asked whether they wish to learn, and are also not given any reason for doing so. Society dictates that a child has to learn, and for most children it seems only natural that they have to learn in order to find their place in society. For adults this is different. This is more of a conscious decision for them. They have very specific reasons for wishing to learn something, and they are the ones who decide when, how and with whom they will learn it with. One thing which surely belongs here is the **need to learn.**

As a rule, when adult individuals attend educational courses, they already possess individually proven and relatively **established mechanisms** to deal with private and professional life situations. As long as the information being supplied to these individuals is 'neutral' (e.g. a foreign language), these strategies and instruments will be far from obvious. However, if you as a trainer were to point out strategies (e.g. a marketing concept) colliding with those of the participants, we have to expect resistance. As trainers, we are easily tempted in such situations to assume that adult learners are less **able to learn**. Yet a refusal or obvious "non-learning" from such individuals generally has nothing whatsoever to do with the ability to learn, rather much more with the protection of their own strategies and thereby of their own personality.

In addition, for adults it is of particular importance that there be a **chance for the comparison** of their instruments with those of others that allows them to judge their success themselves. They are more likely to be persuaded by the directly visible success of a different strategy than by a trainer lecturing down to them. This is also a marked contrast to children. Children are much more prone to 'believe' that activities in which adults have allowed them to take part are important and viable. As successful application is generally necessary in order to **convince adults**, it is a good idea to experience problem situations in **groups**. In this way the results of their own strategies can be compared with those of others, and conclusions can be drawn about the necessary changes in their individual repertoires.

Finally, in the course of our discussion of how adults generally **deal with 'reality'**, we would like to take a brief look at your role as a trainer. In a seminar you are an adult amongst other responsible adults. You are neither 'better' nor 'cleverer' than the participants – you have developed your own specific thinking processes in your mind and your own individual view of the world as a result of your childhood, life history and cultural environment – just as the participants have done in their own individual ways. The only important difference between you and the participants is that you are better informed than the participants (in both the subject as well in the methodology). Yet it is up to the participant to decide if the information you provide is important to him or not.

2. How do we process information from our environment?

Reading or hearing something and not being able to remember it afterwards – only a problem for adults?

Do you, too, watch the news on television and find that afterwards all you can remember are the first and last reports you saw? Has there also been an occasion where you have read a text and thought that you had understood its content, then were asked to repeat its most important details, only to find that you were unable to do so?

Weren't you concentrating? Is your ability to retain information less than it should be? Or was this simply a normal occurrence? Is this always what happens when someone tries to remember something? Are adults particularly prone to this, being in the popular conception more forgetful?

The brain as a three-level filter

The everyday experiences described above are easier to understand once you take a closer look at the way in which the human mind takes in and processes information from the environment.

As a rule, the information processing function of the brain is viewed as a three-level filter. These levels are defined as the ultra-short-term memory, short-term memory and long-term memory. The volume of information grows ever smaller from one level to the next. In the end only a fraction of the information with which we are bombarded every day ends up within our long-term memory.

Ultra-short-term memory

Short-term memory
Storage of a limited amount of information for a limited
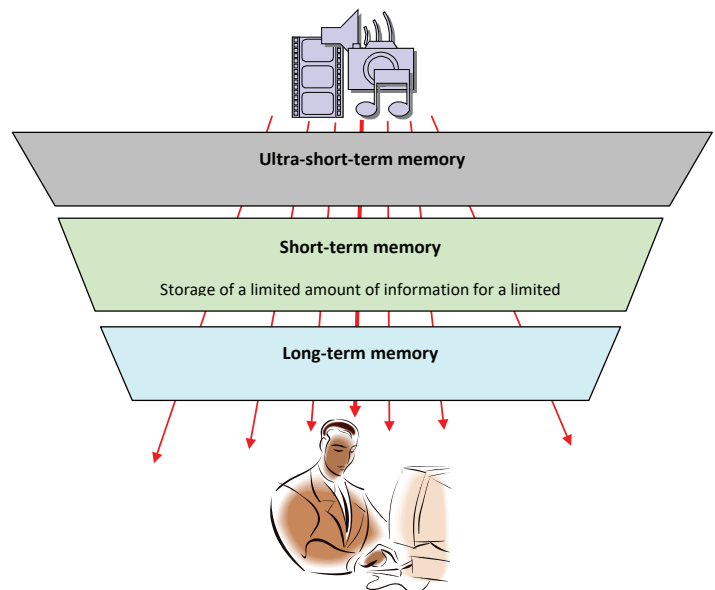
Long-term memory

Ultra-short-term memory

What happens in ultra-short-term memory?

Approximately 10 million pieces of information are sent to the brain from the sense organs (eyes, ears, sense of touch, etc.) every second, yet we are only aware of processing a small fraction of these. All of these impressions remain in our brain cells for a number of seconds in the form of electrical currents. This is why ultra-short-term memory is also known as "perception memory". Most of these currents disappear within a short time without leaving behind any lasting traces. The information they contained is thereby lost. Only those impressions which are particularly pronounced – and of which we are therefore more aware – manage to reach the next level of memory. This occurs due to the fact that the intensity of the electrical currents is great enough to bring about chemical changes in the brain.

Short-term memory

What happens after this in short-term memory?

Only those impressions strong enough to result in chemical bonds are able to reach the short-term memory. But even these connections are not particularly stable, and they can be destroyed once again if too much new information is introduced within a short period of time. As a result of memory lapses after accidents, it has been discovered that information remains in the short-term memory for approximately 20 minutes before it is finally stored in the form of proteins in long-term memory. If anything occurs during this period which disturbs the production of these 'memory proteins' (e.g. the shock resulting from an accident), the conversion to long-term memory is impaired.

Short-term memory is only able to receive about seven pieces of information simultaneously. For this it does not matter whether it is dealing with individual items or related factual information. You can imagine this memory as a bookshelf in which no more than seven books may be placed. If you want to put as much information as possible into this bookshelf, then you must either make the books very thick, or write them in very small type.

Long-term memory

What happens to the information in long-term memory?

The longer and more intensive your dealings with a set of information are, the greater the chance that the protein production is successful, thereby creating lasting "deposits" in the brain. As a result of these, a person will no longer forget this information. The fact that older people often have detailed memories of their childhood experiences is an example of the fact that information which has managed to reach long-term memory is stored there forever.

We can compare long-term memory with a library. This library looks different than the bookshelf in short-term memory; it has room for an infinite number of books. So in this library the problem is no longer the number of books, but rather how we are to find a book if it has not been used for a while. Therefore, just as in a large library, it is important that we develop a good system with which to arrange, and later find, these books. The fact that a piece of information has been stored in long-term memory does not necessarily mean that it can be called up at any time. It is much more probable that it has been "misplaced" somewhere and that we will only be able to find it once we are able to remember the path by which it was put there, or when we come into contact with specific stimuli from our environment. Here is an example: Try and remember the names of all the other students from your last year at school. Chances are that you will not be able to do this. However, if someone were to give you a list which included all the correct names, as well as an additional thirty names, you would probably have no problems crossing off all the names which did not belong.

Information which succeeds in reaching long-term memory

Which pieces of information are able to make it through these stages and complete their journey into the long-term memory? As a rule, information stands a good chance of making it past a filter when it:

- triggers emotions in the learner, i.e. an individual's curiosity, his/her interest or even anger,
- awakens associations within the learner, i.e. the new information is able to latch on to things the individual is already aware of, thereby "making sense",
- is repeatedly used by the learner, or called upon repeatedly by the user to aid in achieving his or her tasks.

Stimulate emotions and create linkages!

The direct pedagogical consequence of this knowledge is as follows: In the seminar sequence you should always try to stimulate the learners' emotions in some way, to create links to things already known or to relate important information e.g. with an anecdote, a joke or something similar. Always include phases for review in your planning, and consolidate that which has been learned for example by applying it or by creating new educational material out of that which has already been learnt.

Individuals' different ways of processing information

Alongside these conditions which apply to the same extent to everyone, there are a number of differences in the manner in which each individual processes information: Have you ever had the experience that you have listened to exactly the same report on the radio as a friend has, yet when discussing it later with this same individual you notice that he was able to remember many more details than you were? Have you also met people who were very good at remembering smells? Are you yourself a person who is good at remembering details from pictures, photographs, etc.?

Different sensory channels through which information is taken in

Every person perceives information through different channels. By channels, we mean hearing, seeing, smelling and taste. For seeing we must make a further distinction between reading and looking at pictures, objects, etc. There are people who are very good at absorbing and processing information when listening to a speech, but who do not do well when presented with the same speech in written form. There are people who always desire to use their hands in order to 'get a grasp' of something. Every (healthy) person is able to take in information via all of these channels, but it is obvious that this information is retained and processed with varying degrees of success. It is a good idea to try and find out which type of person you are. This makes it easier for you to learn. You can accomplish this by means of a number of tests.

Stimulate as many channels as possible

Regardless of which channel you make the

most use of when receiving information, you are also perceiving something through the other channels. This is why it is best to absorb important information over as many channels as possible. Take the example of the evening news on television. Here most of the spoken information is also supported by pictures. These can either be films or graphics.

If possible, you should also speak with the participants about the various channels and challenge them to discover which type they are. Participants who lack extensive learning experience will be able to improve their retention of information. Participants who have had 'bad scholastic experiences' can in this way determine one of the causes for these experiences: It is possible that when they were at school the channels through which they are best able to receive information were not stimulated.

Conclusion

In conclusion we can say that:

- When something is forgotten, generally it is because too much information was presented at one time, that this information had not yet found its way into the long-term memory and that it was pushed aside by new information and/or experiences.

- As a trainer, you can play a large role in ensuring that information is able to reach the long-term memory. Create linkages to things which have already been learnt, give the participants the opportunity to contemplate the things being taught and to explore their feelings about them, and include regular phases of review in your plans.

- People absorb information from their environment through a number of different channels.

- People are not able to absorb information through the various channels with equal effectiveness.

- For this reason, in your seminar you should present information in such a way that it can be taken in through more than one channel.

3. The steps of learning

Four types of new competencies:
'Learning' cannot be seen. As we have already said, learning occurs when a person has acquired new competencies when compared with a point of time in the past. In other words, the individual has 'changed' between these two points in time. In relation to the human mind, learning signifies that new information has been stored in the long-term memory. New competencies make it possible for a person to act in a different manner. Competencies can be broken down into four main groups:

Cognitive

Cognitive competencies describe the ability to express, by means of memory and/or thought, specific knowledge and/or to find solutions to certain tasks and problems.

Psychomotoric

Psychomotoric competencies describe the skill with which certain materials or tools can be employed.

Affective

Affective competencies encompass a person's ability to develop and, when necessary, to change, his or her attitude towards people, things or facts.

Social-communicative

Social communicative competencies describe the ability to shape relationships to other people. This refers, in effect, to the ability to express oneself in a comprehensible manner, to listen to others and to be able to deal with conflicts.

Three steps of the learning process:
As a trainer, you cannot always see (directly) whether or not something has been learned because it may not be expressed in the form of a behaviour which is visible to you. As touched upon earlier, learning can take place over both shorter and longer periods of time. So what exactly is happening during this time period? Or, to use the terminology which we have employed previously: Which steps characterise the path from the **learning prerequisites to the learning outcomes.** Regardless of whether the learning takes place within the framework of an organised learning event with a trainer or on an independently-controlled basis, that which occurs during a successful learning process can be summarised in three steps:

Motivation — Interest in a topic

Consolidation — Repeating and applying something new

Acquisition — Acquiring something new
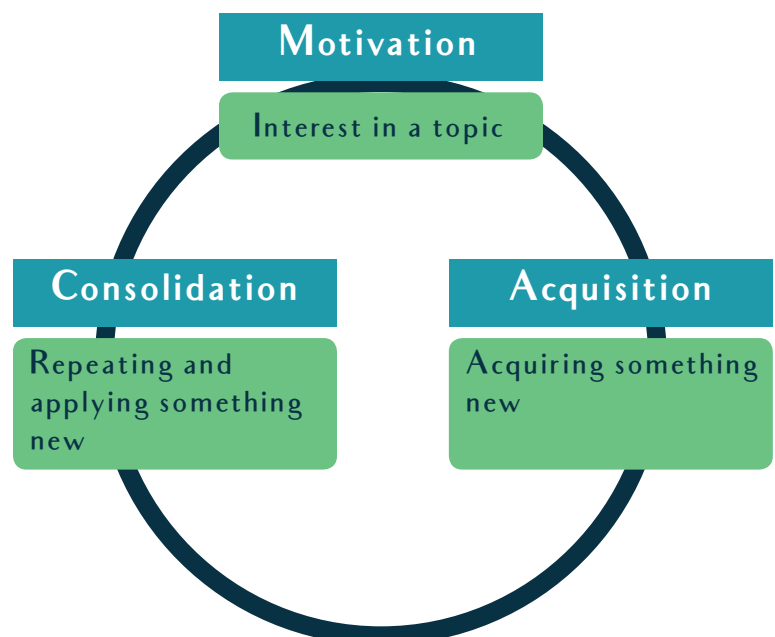
Motivation

The interest which brings a person either to read a book, enrol in a course or to listen to a trainer. We call this step motivation. It is important to reach a level of moderate motivation be reached. Neither disinterested boredom nor hysterical over-motivation is conducive to learning.

Acquisition

The step known as acquisition, where the individual acquires something new. Here it is important to know which learning outcome is to result from the learning process. If you are learning completely on your own, you should first decide which information you are seeking. When doing this you may find it helpful to formulate a specific question, e.g. "What is the difference between fixed and variable costs?" If you are within an organised teaching-learning situation, it is enough for the trainer to know which goals he or she is pursuing. This is also the procedure for most exercises and simulations. In these, the participants generally do not know which goals are being pursued within the individual exercise. The trainer, however, must be aware of the goal being aimed for in order to control the processing and generalising steps.

The following could all be part of the acquisition phase: group discussions, reading an article or a chapter from a book and summarising the key points, listening to a presentation and asking questions afterwards, jointly evaluating an experience and drawing conclusions from it, yet also watching as someone demonstrates something, and then doing this oneself.

Consolidation

In the step known as consolidation that which has just been acquired is repeated and thereby transported into the long-term memory. Typical examples for this consolidation step are review questions and frequent application. As a result of this, that which has been acquired is repeatedly recalled into consciousness and thereby consolidated. As a trainer you can promote consolidation by presenting new exercises which offer an opportunity to make use of competencies acquired through previous exercises and to further develop them.

II. METHODOLOGICAL DIVERSITY IN EXPERIENTIAL LEARNING SEMINARS

EXPERIENTIAL LEARNING SEMINARS comprises a vast number of methodological approaches, which can be classified as belonging to two different groups of methods: trainer-centred and participant-oriented.

1. Trainer-centred Methods

As the name indicates, the trainer dominates in the trainer-centred approach. Whole-class teaching methods differ from other methods to the extent that they are geared more towards discussions and participant involvement. With the classical whole-class teaching method, the trainer dominates the seminar by giving lectures, asking questions and evaluating whether the participants' answers are wrong or right. The trainer steers the course of the seminar and the participants just react. With methods accentuating group discussion to a greater extent, the seminar leader is more responsive to the statements of the participants and moderates the discussion between the participants at many points.

In experiential courses lectures are only used in case the trainer wants to impart additional knowledge e.g. after an exercise. Trainer guided and moderated conversations are used in the evaluation sections of the exercises.

The following rules of good lecturing do not only facilitate your work with respect to presentations, but they are also valid for every explanation you may give:

• prepare the presentation beforehand and define the objectives, structure and questions you would like to ask,
• maintain a clear and visible presentation structure during the presentation,
• be brief and concise in the means of expressing yourself,
• present the contents as easy as possible,
• animate the presentation by emphasising gestures and facial expressions,
• avoid a monotonous way of talking,
• speak slowly and well-pronounced,
• use visual aids,
• maintain eye contact with the group,
• pay attention to the participants` reaction and act accordingly (e.g. ask throw-in questions when you notice signs of tiredness within the group).

2. Participant-oriented Training Methods

Participant-oriented methods do not mean that the seminar leader does not influence what happens in the seminar. Their didactic work is more focused in the area of preparation, observation and targeted mediation of the evaluation.

A modern form of this method is participant action. Initiated by stimulus from the trainer, the participants work independently in groups or alone. The action comes from the participants; the participants steer the proceedings; the trainer mainly reacts to the suggestions of the participants.

With participant-oriented methods it is not the activity of the trainer, but that of the participant which is the focal point. The competence of the trainer has an indirect effect. They are responsible for setting up simulation rules that are accepted and observed by everyone. Due to their complexity and variety of tasks, these methods are often executed by more than one trainer at the same time (team teaching).

There are several methods within the context of this kind of training. They can be described as being comprehensive methods, due to the attributes of spanning over a a long period of time and having phases in which other methods can also be applied. Business games, role plays, case studies, reconnaissance and expert questioning can all form a part of the EXPERIENTIAL LEARNING training and are described hereafter:

2.1. Simulation Exercise

Simulation exercises are aimed at acquiring environmental knowledge and information on relevant interactions as well as gaining experience with decision-making processes. They present an opportunity for testing personal capacities, for considering all relevant decision-making components and accordingly for the development of independent decision-making and for planning strategies. Analytical and creative thinking as well as the ability to form hypotheses are encouraged. Moreover, participants are given the ability to transfer this knowledge to their business later on.

Simulation exercises are comprised of the following three phases:

1.   The introduction presents the reason for the exercise and describes the situation the participants are placed into. The situation is based on a real-life business scenarios in a simplified form. A starting situation is created beforehand, which defines a series of conditions and limitations to be met.

2.   The action phase is the phase where the participants act in accordance to the rules of the exercise and acknowledge them in advance as their reality for a period of stipulated time. They identify themselves with certain roles and make decisions within the framework of these roles, which will influence the course of the simulation exercise. This phase can last several hours or even days.

3.   After the simulated business situation has ended, it is followed by a reflection phase with the trainer. This serves to evaluate the course of events on the basis of the participant's observations, impres-

sions and experiences and to develop their general knowledge in dealing with similar situations.

During the reflection phase, the trainer plays more of a central role. He moderates the discussion, creates stimuli with key questions, interrupts discussions that do not lead to the achievement of learning objectives, collects, structures and visualises results. In the context of developing general knowledge, a short presentation or the use of prepared worksheets is also conceivable. Viewed as a whole, the participants are also very much involved in these phases.

Much work is required to prepare a simulation exercise: Descriptions of the situation, agreements, letters, evaluation materials etc. all have to be prepared.

2.2. Role-play

Role-plays aim at making the participant empathise with a role and by "playing it out" discover and understand previously unknown parts of their own personality as well as ways of behaviour which have not yet been practised. They learn flexibility and tolerance by putting themselves in a position to understand the thoughts, feelings and actions of other participants. The intention is to improve the power of observation and the ability to analyse and communicate. The role-play, compared to the simulation exercise, also encourages decision-making and enhances problem-solving abilities.

In the role-play a more or less precisely defined role is used as a guiding principle for acting in a certain situation. As in a simulation exercise the defined situation is a simulated excerpt of reality. In most cases however, it is more restricted compared to the simulation exercise. The roles of the participants can either be precisely defined and determined (guided role-play) or creative and free to fulfil a basic task (role making). Not all the participants are directly integrated into the role-play. Mostly, some participants have an observatory function.

As in a simulation exercise, role-plays can be divided into three phases: introduction, action phase and reflection phase. The action phase is considerably shorter than in the simulation exercise. In the evaluation phase the results of the observation can also be included. Previous remarks on the simulation exercise concerning the role of the trainer and the degree of participant involvement also apply for the role-play.

With role-plays it is advisable to prepare a description of a situation using role cards. In addition, it can also be useful to prepare observation sheets or at least key questions for the observing participants.

The separation between role-play and simulation exercise is often not clearly marked. Simulations are active learning methods. They reduce reality down to a certain simplified framework, where parts of reality are simulated. In this way, reality is transferred into an exercise situation, enabling participants to identify themselves with the exercise and the role they play.

2.3. Others

The **case study** is to be mentioned as a further participant-oriented method. Case studies describe a real life or fictitious situation. The task for the participants is to analyse the situation presented to them from a theoretical standpoint and to consider possible solutions. The case study does not simulate a situation or how to deal with it. It is more concerned with studying and analysing the situation. It encourages independent and constructive thinking and enables the development of problem-solving approaches. The ability to interpret, discuss and solve conflicts is also strengthened.

Finally, **reconnaissance** and **expert questioning** have to be mentioned: In using such methods, participants have the task of analysing reality outside the seminar rooms in accordance with previously laid down criteria e.g. using a questionnaire with the objective of developing a plan. The questionnaire is not simulated and is in reality a real questionnaire for passers-by. The results are evaluated with the participants.

In the following table a brief comparison of the two approaches is made:

	Trainer-centred methods	Participant-oriented methods		
Description of method	Whole-class teaching, seminar discussion	Role-play, simula-tion exercise	Case study	Reconnaissance, questioning (e.g. market analyses)
Description of procedures	Presentations, descriptive and knowledge-oriented	Simulations	Analytical	Real-life
Involvement of participants	Procedures which are receptive, information and knowledge-oriented	Active learning procedures, which are decision-making , action and work-oriented; related to behaviour and information		

3. Different Trainer Styles

Just as there are different types of learning, there are also very different styles of training. The behavioural characteristics of trainers can be broken down into **four different trainer styles.** These four styles serve as "theoretical" cornerstones and in real life are hardly found in this form.

Using the description of the four styles, you as a trainer can analyse your own behaviour and modify it, if necessary.

3.1. Laissez-faire Style

A trainer who prefers this style leaves the group to its own devices. They show very little involvement in the problems of the participants. In the event of controversial opinions, they do not take a position and rarely make decisions concerning the content or process of the training. They generally orientate themselves solely according to the pre-prepared programmes and the previously tried and tested exercises. Furthermore, they do not co-ordinate these with the specific situation of the target group.

The trainer's attitude appears uncertain. Instead of getting involved in interaction with the group, they hide behind rules and regulations. They search for **recipe-like sets of rules**, believing that they will hardly have any difficulties, if all of the rules and regulations are followed. Their attitude towards the group is irreconcilable and they often appears arrogant.

This type of trainer often has the impression that he or she is fair and objective, although this is mostly not the case. And prefers participants who are conformists i.e. those who do not ask awkward questions, thus limiting the chance of enriching discussions with unconventional ideas and insights.

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3.2. Authoritarian Style

This style is the opposite of the laissez-faire style. Trainers who prefer this style are very **performance-oriented.** They steer

the activities of the group. They are involved as well as **decisive** and clear in their instructions. They have defined and clear goals for the training, yet are **inflexible** when confronted with situations, where the **needs of the participants** appear to deviate from this. They openly or subtly reproach individual participants and their relationship to the group is tense, cool and distant. Within the training **all decisions are made by them.** Tasks are assigned to the group directly and without discussing them beforehand. Participants are kept in a state of constant tension by the ever-present threat of being quizzed on their knowledge. Failure brings with it the threat of punishment (e.g. the trainer's reproach). This attitude emanates from a great deal of mistrust and pessimism concerning the participants' capabilities as well as an increased feeling of superiority.

Trainers who prefer an authoritative style are generally very competent as far as the subject of the seminar is concerned. They themselves define the paths by which solutions are to be found, leaving the group no chance to discover the solutions for themselves.

The effect of this style is displayed by a **tense** and stressful **relationship** between the participants and the trainer as well as between the members of the group. The participants either adapt themselves passively to the situation, sacrificing their independence, or they become hostile and aggressive. Opinions and attitudes are accepted without criticism and normal behaviour of the participants is superseded. These all result in the participants' independent productivity and creativity being greatly reduced.

3.3. Socio-emotional Relationship Style

The participants and their well-being are for this type of trainer of utmost importance. Due to their attitude, such trainers are able to create a secure and well meaning working atmosphere. The atmosphere of the training is not one of force and often it is actually cheerful. The participants' behaviour towards their colleagues and the trainer demonstrates understanding, goodwill and friendliness.

Trainers who prefer this style are very **concerned about** problems of the participants as well as the **group dynamics.** For them, the development of the group is very important. This also satisfies the trainers' individual **needs for feeling secured** and avoiding conflicts.

Participants often experience a personal bond with the trainer. It is very possible that the trainer's constant efforts to maintain a good relationship might lead to problems: In order to **avoid conflicts** the trainer declines to make his own positions clear, which hinders the participants to be shown new ways of finding solutions.

The relationship-oriented trainer is normally aware of his or her own attitude and perception of themselves and others. In the event of the success or failure of a particular training or training situation, they know where to look for respective reasons, either at themselves or at the participants. However, they have a tendency to overemphasise their own failures. This can make the trainer feel unsure of themselves, therefore making them do even more to avoid conflicts in future trainings. Consequently, **they risk** not concentrating enough on **achieving the training objectives**. Instead

he or she allows the group to determine the priorities of the training.

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Trainers who prefer this style are very **concerned about** problems of the participants as well as the **group dynamics.** For them, the development of the group is very important. This also satisfies the trainers' individual **needs for feeling secured** and avoiding conflicts.

Participants often experience a personal bond with the trainer. It is very possible that the trainer's constant efforts to maintain a good relationship might lead to problems: In order to **avoid conflicts** the trainer declines to make his own positions clear, which hinders the participants to be shown new ways of finding solutions.

The relationship-oriented trainer is normally aware of his or her own attitude and perception of themselves and others. In the event of the success or failure of a particular training or training situation, they know where to look for respective reasons, either at themselves or at the participants. However, they have a tendency to overemphasise their own failures. This can make the trainer feel unsure of themselves, therefore making them do even more to avoid conflicts in future trainings. Consequently, **they risk** not concentrating enough on **achieving the training objectives**. Instead he or she allows the group to determine the priorities of the training.

3.4. Participative Style

This type of trainer understands how to motivate the participants to reach a **high degree of learning efficiency**, thereby achieving a high degree of commitment to their joint task.

The trainer is convinced that imagination, intelligence and creativity are spread generously throughout the group, that the participants are extremely open to all that is new and that they are interested in applying this new material. In order to achieve this goal, the trainer sets goals in collaboration with the participants. The participant's needs and expectations are important for them and they try to integrate them into the training, however without losing sight with respect to common goals.

Confirmation and criticism are objective and justified by the situation. Conflicts are solved within the training by dealing with them openly. Trainers speak as equal members of the group. Together, the causes of conflicts are sought. In the course of this process, the trainer allows the participants to pose both factual and emotional challenges. This composed manner of dealing with the participants helps to prevent anger, insecurity or aggression, arising either from the trainer or the group. The objective here is to seek a **constructive solution to the conflict**, which in future guarantees an enhanced way of dealing with problems within the seminar.

3.5. Recommandations on Trainer Styles

There is no right or wrong within this context. In order to both motivate and activate the participants, it is important to find a style which corresponds to your own per-

sonality structure. Please remember that it is the trainer's duty to ensure a **successful training in accordance to the seminar objectives** and to take the needs and wishes of the participants into account.

The trainer's attitude, his or her interventions, explanations and behaviour serve to a great extent as a **model character**. Trainers are assigned the role of being experts. On the one hand the **expert role** is related to the content (specialised knowledge within the field in which the EXPERIENTIAL LEARNING course is being given). On the other hand, the expert role is drawn from the didactic problem awareness: Trainers are able to perceive learning difficulties and recognise to what degree these are the result of didactical work. They are sensitive to the differences in learning and know that these are determined by various life histories and socio-cultural backgrounds.

There are a number of fundamental rules concerning behaviour within the seminar, the observance of which has proven to be useful:

•   Make **group attitudes** visible: bringing conflicts and fears to light, analysing their causes and presenting their effects are first steps towards avoiding disruptive elements.

•   Establish and maintain contact **to the group**: The trainer can draw conclusions concerning the mood within the group and There is no right or wrong within this context. In order to both motivate and activate the participants, it is important to find a style which corresponds to your own personality structure. Please remember that it is the trainer's duty to ensure a **successful training in accordance to the seminar objectives** and to take the needs and wishes of the participants into account.

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•   Make **group attitudes** visible: bringing conflicts and fears to light, analysing their causes and presenting their effects are first steps towards avoiding disruptive elements.

•   Establish and maintain contact **to the group**: The trainer can draw conclusions concerning the mood within the group and about his or her personal behaviour towards the behaviour of the participants.

•   Be precise and exact: Disruptions within the group are often the result of deficient **specificity** with regard to objectives, instructions and questions asked
.

•   Be prepared to **deal with insecurity**: The fear of making a mistake can keep trainers and participants from playing an active role in the learning process. Therefore, the participants' actions and statements need to be taken seriously. Particu-

larly in practice situations, trainers must make it clear that mistakes are the norm and that they present opportunities from which to learn.

•   Do not fight against the group or against individual participants: In situations where the trainer feels as if he is being attacked, or is in actual fact being attacked, he or she should react as calmly as possible. The participants should be allowed to provoke the trainer. One should avoid entering a power struggle with the participant in question. Such a struggle drains energy and offers slim prospects of success: Over the long term, the trainer is bound to lose. In order to vent anger and tension in a controlled fashion, it is much better to make resistance and disapproval clear.

It is possible to distinguish between the various types of behaviour, which have a positive or negative influence on the learning climate. These are presented below:

Behavior which tends to have a **negative** influence on the learning climate are:
•   orders, commands,
•   warnings, threats, admonitions,
•   moralising, preaching,
•   providing solutions; offering advice without being asked to,
•   providing logical arguments for emotional problems,
•   judging or making excuses for an individual participant,
•   praising or agreeing "from a high level",
•   deriding, making a fool of or shaming someone,
•   claiming to analyse individual participants in an objective manner,
•   not allowing participants the opportunity of solving their problems themselves, instead calming and consoling them,
•   grilling, probing, asking until they say "the right thing",
•   shirking from unpleasant questions, diverting attention and cheering them up.

Behaviour which tends to have a **positive** influence on the learning climate:
•   displaying helpfulness, acceptance and tolerance
•   showing interest in getting the participants to learn, in order to contribute to the personality development of the participants,
•   being open and showing feelings,
•   displaying confidence and security while being able to talk about your own difficulties,
•   giving instructions on communicative behaviour within the group,
•   dealing with conflicts on a partnership basis,
•   giving feedback,
•   providing positive reinforcement for the participants' learning steps,
•   speaking as a partner in a comprehensible and practical manner,
•   bringing together, organising, clearing up uncertainties and synthesising,
•   promoting phases of reflection,
•   pointing out limits regarding discussion and emotional proximity,
•   seeing to it that phases of relaxation and heavy concentration are alternated and linked together,

- respecting taboo zones,
- preventing sensationalism from turning into absolute openness,
- making it clear that the participants as well as the trainer have the right to make mistakes,
- remaining calm when you (the trainer) are the topic of discussion,
- allowing participants the right to provocation within reason and in accordance with the situation,
- being able to question oneself as well as the training programme.
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III. THE EXPERIENCE-BASED TRAINING CYCLE

1. Background

Since the nineteen sixties and seventies, the perception of the human being in psychology and pedagogy has been changed fundamentally: Before that, a reductionist view of human behaviour predominated; supposing that the human brain reacts to external stimuli in the form of a black box whose function is predominantly chemical, leading to predictable reactions if stimulated. This view was replaced by a view of the human being as self-determined, goal-oriented acting and reacting person. Thus, concepts on how to deal with these self-determined persons changed as well, and methods of participants-centred methods were created.

Experiential learning as a concept and term was developed in the early eighties of the twentieths century. The experiential learning theory is based on Dewey's work, which is based on experience in learning, Lewin, who emphasizes the importance of the effectiveness of individuals in the learning process, and Piaget's work, which sees intelligence not only as an innate feature but as a result of the interaction between people and the environment. These scientists have sought to develop a holistic experiential learning process and model for adult education. The most widely accepted form of experiential learning theory is developed by David A. KOLB. Kolb defines learning as the process in which experience is transformed into knowledge.

This concept is based on the assumption that learning takes place when a persons acting on his own responsibility implements his knowledge, capabilities, attitudes and socio-communicative competencies in a determined situation and afterwards reflects on this.

Fundamental Scholars of Experiential Learning are:

William James

Kurt Lewin

Carl Rogers

Carl Jung

John Dewey

Jean Piaget

Lev Vygotsky

**Paulo Freire**

Mary Parker Follett

2. Experiential Learning Cycle

Experiential Learning Theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. Learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." . Grasping experience refers to the process of taking in information, and transforming experience is how individuals interpret and act on that information.

The Experiential Learning Theory Model portrays:

2 dialectically related modes of grasping experience:	Concrete Experience and Abstract Conceptualization
2 dialectically related modes of transforming experience:	Reflective Observation and Active Experimentation

Learning arises from the resolution of creative tension among these four learning modes. This process is portrayed as an idealized learning cycle where the learner "touches all the bases"—experiencing, reflecting, thinking, and acting—in a recursive process that is sensitive to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.
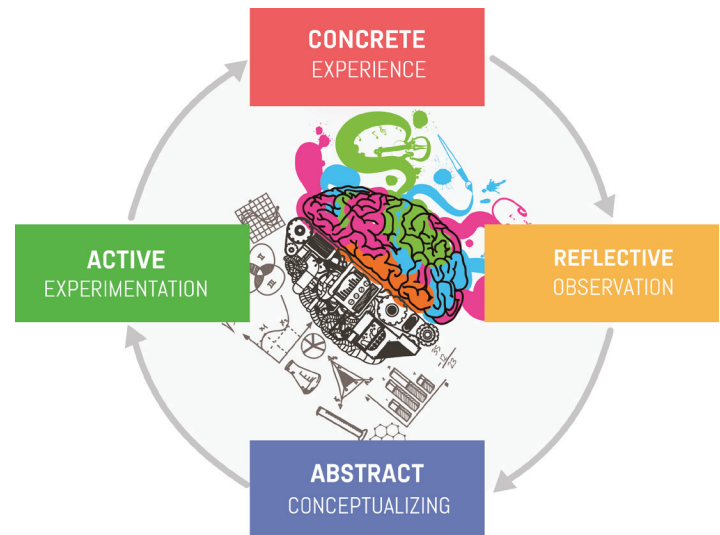
2.1. Debriefing around Experiential Learning Cycle

There are a number of models of debriefing that have been presented and refined over the years.

A heavily-cited model by Kolb leads learners through several stages from experiencing to learning. The first stage focuses on what the learners felt and experienced during the event. The second stage introduces other points of view by engaging an individual's experiences with the experiences of others. The third stage has the learners relate the concepts in the activity to previously learned concepts in the class and consider how the activity can be expanded. The fourth stage focuses on enabling users to make a connection of the activity to the real world.

Greenaway further refined this model to make it easier to facilitators to remember and apply. His four-stage active reviewing sequence starts with Experience, where learners reflect and discuss the activities

that occurred. The next stage is Express, where the learners consider the emotions that they felt during the process. Examine comes next in this model, where learners are encouraged to mentally detach from the experience to consider, more holistically, what happened and how well everything went. Finally, the Explore phase has learners thinking about the future and how the activity can connect back into the real world.

Thiagi, one of the modern leaders in corporate training, brings together ideas of these models and extends them his popular debriefing model. There are six stages to his debriefing process after a simulation or experiential learning activity. First, the learners explore how they feel after the activity. Second, the learners explore what they recall as happening as part of the activity. Third, the learners explore what they learned during the activity. Fourth, the learners tie that learning to their own experiences from the real world or other things they have learned before. Fifth, the learners consider what happened and how what they learned might apply in a different context. Sixth, the learners plan out their next steps

Another model which is more focused on European Youth Works was developed by DeM Experiential Training Center. This model, which is designing the steps of debriefing not only around the experiential learning cycle but also Kolb's 9 Learning Styles, consists of two parts: 1) Experiential Input -> Remembering + Reflecting = Conceptualization and 2) Conceptual Input -> Associating + Transforming = Planning.

The last debriefing model, of which you may find the details below, is developed by CEFE International. This model has 5 steps of debriefing around the cycle.

CEFE Debriefing Model

The trainer presents problems as if they were "real experiences", thus leaving space for individual solution approaches on the participants' side. This does justice to an adult's need to be able to develop their own ideas independently.

In this way, learning can come from the person's own direct experience. It also makes it possible to learn from the experience of other participants and to learn with the assistance of the trainer, who has an effect on broadening the participants' horizons by controlling and guiding the evaluation process. In this way, it integrates a broad spectrum of experience.

By having to take on other roles and reflecting on them afterwards, the participants get to know different perspectives.

      How does the learning in EXPERIENTIAL seminars take place? We suggest you these five steps:
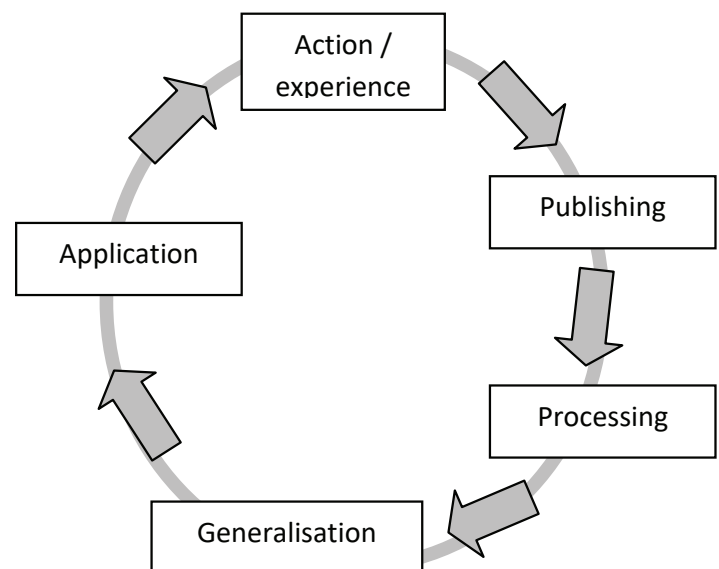
2.1.1. Action / experience

In the phase action / experience participants "live" a simulated situation which is typical for example for business people from small and medium-sized enterprises. It is the duty of the trainer to separate and delimit the situation. He then gives instructions constituting the basic framework within which the participants can act. Depending on the intention, these instructions can be either extensive and complete or sparse and even imprecise and incomplete. With these instructions you as a trainer are creating a 'world' in which the participants can act during this phase. At the same time, the phase simulates the scenario of incomplete information in the real world of the business person: people in business have to act on the basis of incomplete information and be responsible for actively searching for further information.

The action phase can be of varying lengths and divided into several rounds. The participants receive clear instructions on how much of the time they have for planning and execution and, for example, for production or buying or selling goods. Checking that these instructions are followed is a task you as a trainer should carry out consistently. In real life, the market does not make any allowances for a company which, for some reason cannot supply the contractually agreed quantity at the agreed time. Nevertheless, you may change time stipulations in individual cases. Then you have to announce this in good time for everyone, though, without hindering the groups which you are running.

In the action phase, the participants can act freely within the framework of the conditions stipulated. This phase serves the development of individual planning, execution and control tools. When there are situations which also have to be dealt with in groups, there are further co-ordination processes, conflict-solving situations etc.

Goal: To generate data
Consider some of these questions:
- What is going on?
- How do you feel about that?
- What do you need to know...?
- Would you be willing to try?
- Could you be more specific?
- Could you offer a suggestion?
- What would you prefer?
- What are your suspicions?
- What is your objection?
- If you could guess at the answer, what would it be?
- Can you say that in another way?
- What is the worst/best that could happen?
- What else?
- And?
- Would you say more about that?

2.1.2. Publishing

The publishing phase is a short but important phase which directly follows the action phase. In this phase all the results, strategies, purchasing decisions, etc., are made public for all the participants and prepared for a comparison. This is best performed using charts prepared by the trainer in advance, into which the results are entered, thus being visible for everyone. They are an important discussion basis for the following phase. They have the additional function of clearly emphasising the end of the action phase and therefore marking the return to the seminar situation. The process of coming out of the simulated situation is continued in the first part of the processing.

Goal: To report data generated from the experience
Consider some of these questions:
- Who would volunteer to share? Who else?
- What went on?/What happened?
- How did you feel about that?
- Who else had the same experience?
- Who acted differently?
- Were there are any surprises/ puzzlements?
- How many felt the same?
- How many felt differently?
- What did you observe?
- What were you aware of?

2.1.3. Evaluation / processing

The evaluation / processing phase is deci-

sive for the learning process. If simulation exercises are to lead to learning success, the exercise and evaluation of the exercise have to form a didactic unit in which a learning object, experienced from many different perspectives and levels of experience, is examined and discussed. Processing is the most important step on the way to achieving the learning objectives; and the step in which you as a trainer have the greatest influence on achieving them. In this process, the participants - after an initial phase where there is room for expressing emotion - should take a critical, reflective distance from the simulation exercise. A requirement for the success of the evaluation of the action phase (which is often not adequately observed) is that the participants slip out of their roles and return to their personalities as learners. For example, if during the simulation the participants had to assert certain interests in the conflict with others, then it is necessary for them to leave these roles in this phase so they are able to reflect on and evaluate the interaction with and between the opponents. Clarification of emotions occurring in the simulation exercise or even of ill-feeling between the participants must be done before starting processing; otherwise it prevents the seminar continuing efficiently.

To summarise, processing fulfils the following tasks:

1. verbalises the emotions of the participants after the exercise has finished, making it possible to leave the role and return to the learner personality,

2. collates the experiences gained by the participants, enabling everyone to

share each experience,

3.   reveals prejudices and looks for explanations,
4.   ascertains the decision-making processes and strategies which were worked with during the exercises,

5.   evaluates the different strategies,

6.   ascertains the significance of emotions provoked by the experience in the course of the individual phases of the exercise,

7.   states and reflects on the different views which the participants have formed with regard to the processes and experiences.
Normally, you will not manage to perform all these tasks in the first exercise of a seminar. The participants first have to get used to this type of learning. Therefore, it can be useful to explain the basic rules of discussion in processing before, or with the help of, the first exercise.
Processing has to be well prepared. So well, that over the course of the discussion, you know exactly at which point to intervene to bring the discussion back to the important points or when you can or must behave quietly because the knowledge is coming from the group dynamic. Behaving appropriately here is also a question of experience. In order to jointly achieve workable results, you must always endeavour to create and maintain an atmosphere of trust.
Goal: To make sense of the data generated for both individuals & groups.

Consider some of these questions:
-       How did you account for that?
-       What does that mean to you?

-       How was the significant?
-       What was the good-bad?
-       What struck you about that?
-       How do those fit together?
-       How might it have been different?
-       Do you something operating there?
-       What does that suggest to you about yourself/your group?
-       What do you understand better about yourself/your group?

2.1.4. Generalising

In this phase the participants distance themselves from their own case and draw general conclusions from the experiences. They should look for parallels between the simulated and the 'real' world and transfer the insights which they have gained to the real world. In this way, they can transform them into general understanding. This understanding must be found together and structured with your assistance. Then you can define the situations in which this knowledge can be applied, so the participants are able to implement it in new situations.

To sum up, generalising fulfils the following tasks:

1.   Recognises contexts and transfers to other situations.

2.   Works out the general from the specific.

3.   Conclusions of the individual participants on how they can improve their be-

haviour in the future.

You can assist the generalising phase with prepared handouts containing general knowledge. At this point, you can also implement other methodical elements. For example, you can give a lecturette in which you present similar cases from real life and applicable solution strategies, or theoretical background knowledge.

Goal: To develop testable hypotheses and abstractions from the data

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Consider some of these questions:

- What might we draw/pull from that?
- Is that plugging into anything?
- What did you learn/relearn?
- What does that suggest to you _____ in general?
- Does that remind you of anything?
- What principle/law do you see operating?
- Does that remind you of anything? What does that help explain?
- How does this relate to other experiences?
- What do you associate with that?
- So what?

2.1.5. Application

In this phase the learning achievements are applied in a new situation. Application within the framework of a training seminar is the beginning of a further exercise, which creates possibilities for the application and consolidation of what has just been learned. If one of the key results of the previous exercise was that the participants engage in very little independent searching for infor-

mation and have now formulated strategies on how they wish to proceed in the future, it is important to again focus on one of the subsequent exercises on this learning objective. Within the context of the next processing stage, additional consideration can be given to whether the participants were able to translate their new knowledge into action. Application outside the course entails dealing with real-life situations with the help of the newly acquired tools.

Goal: To bridge the present and the future by understanding and/or planning how these generalizations can be tested in a new place.

Consider some of these questions:

- How could you apply/transfer that?
- What would you like to do with that?
- How could you repeat this again?
- What could you do to hold on that?
- What are the options?
- What might you do to help/hinder yourself?
- How could you make it better?
- What would be the consequences of doing/not doing that?
- What modifications can you make work for you?
- What could you imagine/fantasize about that?
- How was this for you?
- What were the pluses/minuses?
- How might it have been more meaningful?
- What the good/bad news?
- What changes would you make?
- What would you continue?
- What are the costs/benefits?
- If you had to do it over again, what would you do better/differently?
- What additions/deletions would help?

2.3. Additional Hints for Conducting EXPERIENTIAL LEARNING Training

Experiential learning is an inductive procedure. The advantage of the inductive procedure is that, through their own experiences, the participants are much more aware of the need to reflect upon these areas. In other words, they are more motivated and open to the subject. In addition they are able to study the problem and possible solution approaches independently. And finally, people learn better from their mistakes than from a "smooth" pre-prepared solution, which is presented to them from the beginning and which does not allow to penetrate the problem.

Participants are motivated in several ways. There is not only an intrinsic motivation to acquire new knowledge when people go for training, EXPERIENTIAL LEARNING seminars take place in a positive learning climate which is another motivating factor, and motivation is created in the concrete, simulated situation, challenging the participants with a task. The ensuing reflection on their own behaviour and comparison with that of the other participants, the analysis of the advantages and disadvantages of different ways of solving problems can lead to the identification of areas for improvement and constitutes another motivational effect. You can have a lot of influence on this motivation by the way you act as a trainer: The clarity of your instructions and particularly your preparation of processing have a decisive influence on the motivation of the participants.

A positive learning atmosphere is essential in order to successfully implement experiential learning techniques. It is inherent to the training method that the participants commit mistakes, perceive them, and correct them. This learning process crucially depends on a trustful atmosphere which is characterised by respect for other's strengths and weaknesses. In addition, the method strongly builds on the exchange of ideas and constructive feedback amongst the participants which can only be achieved in a conducive atmosphere.

An integral part of this method is the integration of skill training and behavioural training. To attend to behavioural aspects also requires a constructive communication structure amongst participants and amongst participants and trainers.

2.4. Intervention Techniques

The following intervention techniques are utilized during the processing stage, after all the data have been gathered. They enable the facilitator to accomplish the objectives of each stage of the learning cycle and promote movement to subsequent stages.

A facilitator take care of two main processes in the group: that of the individual (intrapersonal) and the whole group collectively (interpersonal).

1.	Reflection of feelings: The facilitator expresses the essential attitudes and feelings expressed by the participant.
-	Reflect the feelings; not the content.
-	Reflection must be in the same depth, not too shallow nor too deep.
-	Never add nor subtract from the meaning of the participant's statement.

2.   Acceptance: A technique of responding to the participant's feelings without forming judgments.
-      eg. Uhum…., I see…, Nodding, looking at the participant.

3.   Structuring: A technique of setting the limits of redirecting the group discussion.

4.   Leading: A technique of helping the participant capture feelings which were not "picked up" by the group members. Use minimally.
-      eg. Can you tell us more about…

5.   Support: A technique to give emotional support to any member who needs it.

6.   Confrontation: A technique of giving feedback or pointing out to another person a specific behavior that is negatively affecting group process. There are five types of confrontation.
a.   Experiential – a response to any discrepancy perceived by confronter between the confronter's statements about himself and his own experience of the confronter.
b.   Strength – focused on the confronters resources, especially if he does not realize them himself.
c.   Weakness – focused on the confronters liabilities.
d.   Didactic – clarification of another's misinformation or lack of information.
e.   Encouragement to action – pressing the confronter to act on his environment in some constructive manner.

Remember:
-      Confront on specific behavior rather than on motives.
-      Make your confrontations positive and constructive rather than negative.
-      Confront with feelings you can claim your own.
-      Use statements or material used by the participant himself (if available)

7.   Clarification – In a group dynamics situation, this is similar to reflection. The slight difference lies in nth initial statement and the purpose for this intervention which is to make clear to the other persons in the group that the deeper emotions have been perceived.

8.   Linking: A technique of integrating feelings expressed earlier by the participant. It also integrates feelings expressed by the group.

9.   Silence: A technique when the facilitator just listens to the participant without saying anything. He allows the participant to remain silent or to go on or to pause and reflect on what's going on in the group. The facilitator shows he's comfortable with this silence.

IV. VISUALISATION IN LEARNING SITUATIONS

1. Aims of Visualisation

People perceive information from their environment via various channels. The ability to take in information through the various channels varies. As a trainer you are facing people whose means and capabilities for taking in information vary tremendously. However, empirical studies have allowed us to determine mean values for the senses with which people are able to take in information most effectively: On average, the test subjects retained 20% of the information they had heard, 30% of what they had seen, 50% of what they had both seen and heard, and even 90% of that which they had seen, heard and experimented with, in other words which they had learned hands-on. Visualisation is of particular importance to PROCESS exercises because the experience is made visible for everyone, and reviewed and retained in clear terms. In addition, people as a rule learn better when they are able to associate the material to be learned with something they are already familiar with, something they themselves have experienced, with an actual fact, a joke, etc. Visualisation is an ideal way to provide support for associative learning (symbolic references, illustrations, etc.). In other words, visualisation makes it possible to involve different channels and to provide the information with long-lasting visibility, thereby supporting the learning process. Visualisation also improves communication, which is one of the most important components of an EXPERIENTIAL training or any other learning situation. If communication is impaired, the information which one person is trying to impart to another cannot flow. It is of the utmost importance that everyone involved in a communication process recognise which information is important and how what is said is to be understood. This is made clear by visualisation.

As a result, visualisation offers numerous advantages for the learning process and for the communication of the course participants:

•   Various channels of perception are brought together, thereby increasing learning success.
•   Information is retained rather than lost, and it can be accessed whenever it is needed.
•   Information is placed within its context, complex relationships can be comprehended at a glance.
•   Communication is improved, for example, by visually capturing learning outcomes or group consensuses for all.

Misunderstandings can be reduced and the information level of the participants brought up to the same level.

It should be remembered that the preparation for visualisation also contributes to ensuring the smooth running of the training for you in your role as trainer: the decision to use the medium of visualisation and the concrete preparation force you to give detailed thought to the structure, the individual steps and the goal of a training sequence. This ensures that you are able to enter into the course well prepared and therefore preside with greater confidence and flexibility.

Visualisation means reducing, emphasising and transforming information. This can be done by means of

-      a few key words,
-      symbols,
-      links,
-      colours,
-      objects, e.g. puppets representing the people,
-      videos, e.g. showing seminar excerpts,
-      slides, photographs, pictures and also by means of
-      gestures or mime, e.g. in pantomime presentations.

Many publications dealing with the topic of visualisation assume a thorough understanding of the necessary techniques. For the purpose of EXPERIENTIAL LEARNING seminars it is advisable to use as many techniques as possible. Give your creativity free reign, work together with your participants to come up with a variety of visualisations and thereby ensure a high degree of learning success.

2. Visualisation Techniques and Media

For visualisation, you can, of course, use anything which makes things visible. The following sections will provide you with information about the most common media, including information about their usage and tips for how to go about it:

2.1. Blackboard

The blackboard is the classical medium for visualisation. It is often associated with 'classical' school instruction methods. In training rooms the blackboard is often replaced by the whiteboard, beamer, overhead projector or flipchart. Use of the whiteboard is practically identical to that of the blackboard, while beamer, projector and flipchart fulfil further functions as well. It is advisable to make use of all available media in order to make the seminar as lively as possible.

Unlike the flipchart, words on the blackboard can be wiped away and replaced by other things; the captions for tables can be kept while the old values are wiped away and replaced by new ones. The only medium offering similar possibilities is the overhead projector, and then only if water-soluble ink is being used.

Information has to be wiped from the board, however, in order to add new information, and the information which has been wiped away is no longer available. In other words, the blackboard is the ideal medium for visualising information which needs to be flexibly changed and/or which is not to be

retained in documentary form, making it a form of "notepad" for the course of the training.

For example, this applies for:

- sketches used to explain individual problems which arise in the course of training,
- explaining contentious points during a discussion,
- all types of examples which you wish to illustrate on the spot,
- many brainteasers, when the participants are to be able to show their attempts to find a solution, as well as
- developing a visualisation during a brief presentation in the event that it will not be needed at any further point in the course of the training.

Notes on usage
- Write in a large and legible script.
- Do not employ too much information in a single blackboard picture.
- Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasise important points and to demonstrate relationships.
- Make use of coloured chalk in addition to white chalk to provide emphasis.
- Depending on the desired learning outcome, you can plan a blackboard depiction ahead of time, sketch it on a piece of paper and develop it in the learning situation (this is equally true for the flipchart and the overhead projector).
- Get your participants to illustrate their contributions to the discussion on the blackboard if this is compatible with the development of the discussion.

2.2. Flipchart

In principle, the use of the flipchart is identical to that of the blackboard, with the sole difference being that the sheets of paper may be kept, allowing information to be saved for use when required at a later date (e.g. to be kept in a spot visible to all at all times in the training room, or to be used again at a later point in the course). Flipcharts are therefore more expensive than a blackboard, however, which can also be used for many courses.

In addition to the functions of a blackboard, flipcharts are especially suited for:
- pre-planned visualisations, e.g. practice rules, scoring sheets or the support of imparting knowledge in lecturettes,
- quickly recording statements which should not be lost (e.g. for brainstorming and processing),
- core sentences or graphics which are intended for reuse,
- for summaries and overviews (documentation of working results).

Notes on usage

- The paper should not be too thick or stiff, because it must be easy to flip over the pages.
- Write in large and legible letters.
- Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasise important points and to demonstrate relationships.
- Use pens with a variety of colours.
- Do not write too much information onto the flipchart. Things which you as a trainer would like to deal with at a later point in time or which are of interest to you

can be noted down on a metaplan card to avoid confusing the participants with too much information.

- Do not block the view of your participants: Stand next to the flipchart – if you are right-handed, stand on right side of the flipchart as seen by the participants; if you are left-handed, stand on the left side – writing in this position may require a bit of practice, but it makes it easier for you to direct your speech towards the group.

- Try to maintain eye contact with the group while writing. This is an important reason for only writing down key points in abbreviated form.

- At the end of the day, all of the paper which has been written on should be removed if you are certain that it is not needed for other seminar units. You can and will be able to reuse other pages later; the repetitive aspect of this exercise aids in consolidating that which has been learned and serves as a good motivator when used as a starting point for a new learning situation.

2.3. Multimedia Projector

The multi media projector has become very common in combination with PowerPoint and other PC-based visualisation programmes. These are very well suited for presentations as you can use a wide range of presentation tools and animation techniques to make the presentation lively. It is also possible to demonstrate complex relationships in one single slide, making use of the fact that a picture or a graph can explain more than a thousand words. The composition of a slide can be stepwise developed and presented, making understanding easier. Using animation techniques, you can easily adapt the speed of your presentation to the particular group you are dealing with, and you can switch back and forth within the slides. The data show can be prepared well in advance and repeatedly used.

The disadvantages are: a PowerPoint presentation or data show does not stimulate active participation but attitudes of "consuming knowledge", as everything is prepared. You cannot introduce changes or adjustments on the spot as you will have to prepare a new slide. As well, you have to darken the room to ensure good visibility of the slides, causing tiredness of participants on the other hand. Therefore, interrupt your presentation to ask questions and invite participants to comment on what they have seen on the slides. And make only brief presentations with the beamer.

The use of presentation with a multi media projector is always to be recommended when:

- the technical prerequisites are at hand,

- you are imparting information in the form of a lecture,

- you are simply presenting information,

- you wish to develop information and argumentation in a step-by-step process,

- presentations are intended for repeated use,

- the results do not need to be available in the training room for an extended period of time,

- presentations do not need to be placed next one to another – e.g. when comparing group results.

Notes on usage

• When preparing the presentation, do not overload the slides with many different colours, varying size and type of letter, several pictures on only one slide etc. Do not use too many animations; this may distract participants' attention from the contents to the mere animation effects of your presentation.

• Use big letters for the text, using key words and short phrases instead of long sentences.

• Multimedia projector are still quite expensive and not in every case you will have one at your disposal for training. Get informed well in advance, as you might have to substitute your slide show with other visualisations if a multimedia projector is not available.

• New bulbs are sometimes difficult to get and are expensive as well, so make sure the beamer has cooled down before you turn it completely off. Read the handling and safety instructions carefully before you use the beamer.

• In some countries the power supply is not stable. The multimedia projector as well as your computer might be damaged if power fluctuations occur repeatedly.

2.4. Intervention Techniques

The overhead projector is generally used as an aid for visualisation in large halls with a large auditorium. This often creates the impression that the projector is standing between the participants and the instructor. It is, however, very well suited for visualisation in small groups as well. The projector can also be used to support the involvement of the participants: You yourself can visualise your thoughts and/or course lectures or prepare your own transparencies, e.g. for the presentation of the results of group work.

The overhead projector has the advantage of never requiring you to turn your back to the group. You maintain direct contact with the group at all times and are able to perceive all of their reactions directly. You have the ability to explain something by first placing a transparency onto the projector and then continuously adding new information, pictures or other similar objects which you have prepared ahead of time, revealing these in stages.

Transparencies are very easy to prepare, e.g. you could also – if you have access to the technical facilities – simply print out session documents directly onto transparencies. This saves you the trouble of having to transfer this onto flipchart paper. Transparencies are also ideal for multiple use, meaning you can considerably reduce your preparatory work, e.g. for lecturettes.

The projector provides a strong focus of attention onto the screen, which is very advantageous for lecture situations, but may prove a hindrance to discussion processes. The use of presentation with an overhead projector is similar to the one explained under 2.3. multimedia projector.

Notes on usage

• Write clearly and legibly.

• Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasise important points and to demonstrate relationships.

• Work with pens of a variety of colours. Red should only be used for emphasis.

- Attempt to maintain eye contact with the group while writing. For this reason you should try to note only the most important points, and to do so as concisely as possible.

- When you make use of pre-prepared material, do not present too much information all at once, otherwise the participants will not listen to you because they are trying to read the overhead projection picture.

- Develop complex interrelationships on a step-by-step basis by placing a piece of paper under the transparency and pulling it back bit by bit. By placing the paper under the transparency you are able to ensure that it does not slip off.

- Always turn off the projector when you are finished with it (this will not damage it in any way). The moment you turn it back on, the attention of the group shall immediately be directed towards the projection screen.

- At the end of the day you should go through the transparencies in order to see which of them you may wish to return to for later seminar units.

- Due to its repetitive nature, the use of familiar transparencies which have been created during the course of the seminar helps to consolidate that which has been learned and serves as a good motivator when used as a starting point for a new learning situation.

2.5. Metaplan Technique

The Metaplan technique has long been established as an important visualisation technique for modern methods of presentation and training. It is also a key component of EXPERIENTIAL courses.

The Metaplan technique is distinguished by the fact that participants write down their contributions, ideas or suggestions onto small rectangular cards. **Check the photo.** These cards are then pinned onto soft boards which have been covered with brown paper, jointly organised, structured and – once the process has been finished – glued on. In this way the conclusion which has been reached is also available for further visualization.

The act of writing down thoughts onto little cards which are then pinned up for all to see allows discussions to be not only verbal, but also to be recorded in an ongoing written form and to keep thoughts separated in the organisation. If the trainer also gathers up the cards from all the participants after asking a question, this also allows the metaplan technique to keep contributions to the discussion anonymous. In this way, even shy or retiring participants can be brought to express their opinions or feelings.

The usage opportunities presented by the metaplan technique are immense. It is the most flexible and participatory of the visualisation techniques, for which reason it also includes, to a great degree, the identification of the participants with the group result which has been achieved. This means that working with metaplan cards is generally particularly appropriate when:

- the results of a discussion process are to be elaborated on jointly in the group,

- it is important that all participants express their opinion,

- agreements are to be reached via group results.

It is important that contributions or thoughts can be arranged or differentiated. Additionally, the colours of the metaplan cards and the variety of forms serve to add

further dimensions to working with the flipchart. Many trainers also use metaplan cards as a form of documentation for lecturettes and for the development of the material being presented by retaining the most important key words on different coloured cards. The sequence of the colours can make it simpler to assign the individual themes or learning steps.

Therefore it is readily apparent that metaplan cards can be used in one form or another in nearly all EXPERIENTIAL exercises. As a visualisation technique, however, metaplan is more specifically described via the group discussion carried out with the aid of the cards. The following usage notes are also related to this aspect. For further assistance we have also provided an example of the various possibilities for arranging a special survey (clusters).

Notes on usage

Use the utmost care when preparing the materials you are going to need:

• Upright boards (pin boards, soft boards) should be covered with the cheapest paper possible, preferably brown (wrapping) paper. In this way you will be able to write on the boards, and at the end it is easy to glue on cards as well. If there are no suitable soft boards available in the training room, you can also use a blackboard or a large wooden board covered with sheets of polystyrene. You should have one board for approximately 6-8 participants, i.e. for a course with 25 participants you should have at least three, and preferably four, upright boards.

• You need a sufficient quantity of rectangular cards on which the participants can write their contributions; approximately one third of these should be white cards, in addition to cards in at least five different colours. Furthermore, you should have a few other shapes on hand: long rectangles for headlines, circles, ovals for markings and for structuring, etc.

• All participants will require at least one marker pen of medium thickness in either black or blue. Red marker pens should only be used for marking.

• Pins in sufficient number. Before the beginning of the course you should place the pins on the corners of the board so that you will be able to reach them easily without having to disrupt the discussion to look for them.

• Marking points in bright or fluorescent colours. This will allow the participants to determine points of emphasis and to select topics.

• Always make sure that the thoughts and contributions of the participants during the discussion are always visualised straight away. If you first allow a discussion of the individual contributions, the group contributions are lost and you risk endangering the fair consideration of all the contributions.

• Introduce the participants to the methods and give them the three fundamental rules for filling out the cards, preferably on a flipchart where you can leave it hanging for as long as it takes for the participants to master these rules:

• Only one thought or statement per card.

• The statement must be able to be understood without any additional explanation.

• Write clearly and legibly. No more than three lines per card.

• Make sure that you have come up with a clear and concise formulation of the question to which the participants are to

provide their contributions. Inform the participants how many cards they are allowed to use, perhaps counting out the cards they are to be given, e.g. two red cards and two blue cards for a pros and cons question.

• Only work with card-based questionnaires when you are sure that it will be possible to create a useful structure from the participants' answers without spending excessive time.

• Read all of the cards before posting them on the board.

• Never leave out a card of your own accord, always make this a group decision.

• Arrange the contributions in accordance with clear structural principles which you explain to the participants beforehand:

The 'cluster' is probably the most important way of structuring for card-based questionnaires. You arrange the cards in accordance with specific content, this is always necessary when there are either too many cards or when the questionnaire itself was carried out with the aim of deriving a structure, e.g. as with brainstorming.

Furthermore you may also structure many contributions in the form of lists and even place them opposite one another when appropriate, e.g. ideas, problems, associations, expectations and fears, pros and cons or strengths and weaknesses.

You can also highlight the interdependent relationships between the various levels by arranging the cards into trees. This form of presentation can follow the clusters if you wish to deal intensively with a particular topic. In this case you should take the cards which you have grouped into clusters and, together with the participants, examine the relationship between the individual statements.

2.6. Video

Recording learning situations on video allows the participants to expand their self perception and to better control their effects on their immediate environment. Therefore it can be useful to record segments of your EXPERIENTIAL course on video and to show it to the participants, thereby giving them a chance to observe their own behaviour.

One side effect of video recording and the video presentation of exercise segments is the further consolidation of what has been learned, because results are dealt with one more time. A video recording can also serve the purpose of making processes comprehensible, and underlining the results which have been worked out in the group. This means that video recordings can serve as a variety-enhancing and effective technique in EXPERIENTIAL seminars e.g. in

• exercises in which feedback is given and practised,

• role plays (this is particularly recommended when you carry out the presentation of business plans in the context of role plays),

• in production simulations, in order to be able to better discuss behaviour and the allocation of roles.

You should also bear in mind, however, that producing a video which can be used for processing requires certain effort: You must record the video, view it, and perhaps even select the parts you wish to present and then cut the tape, finally presenting it. For one thing, this means that you cannot conduct the processing directly subsequent to the exercise; rather you will have to return to it once again that afternoon or

perhaps on the following day. You must also seek to ensure that the utility of this video in ensuring learning success is proportional to the effort required of you to produce it. In other words, you should only employ videos for the visualisation of a few exercises during the course, when you wish to place particular emphasis on the observation of behaviour. For this purpose, however, the video is an instrument practically without equal.

Below you will find some suggestions for the step-by-step video process in order to make your first attempts easier.

Recording

If you do not possess your own camera, you need to find a rental service ahead of time. You should pick up the camera no later than the evening before it is to be used and make a trial recording in order to make sure that the camera works properly.

Most people do not like the idea of being filmed during a learning situation. The camera can have an inhibiting effect. There are a number of things you can do to combat this: Set up the camera one day before you plan to use it and leave it there throughout the day. This allows the participants to get used to the camera. You can ask the co-trainer or one of the participants to film a short sequence of you. Watch this sequence together with your participants directly thereafter. Firstly, you should say how you felt when viewing the clip and the things which occur to you. Then ask the participants if they have discovered anything new about you. The goal of this exercise: The participants are to recognise that this uneasy feeling one gets when watching oneself is not felt by others, because what they are seeing appears very much normal.

Speak to the group about any worries they might have and ask them what they think are the advantages of making a video recording. Do not insist on using video recordings if the group is strongly against this.

Take care not to film too many scenes. You should think beforehand about which of the expected scenes might be particularly suited for a video recording. Place the camera on a tripod – this prevents wobbly recordings. If you wish to change the target area of the video recording, slowly and calmly swing round the camera. Use the zoom – but do not overuse it. Make sure that you do not accidentally include objects or the heads of the participants, etc., which are too close to the camera along the lower edge of the shot. It is possible that the camera may automatically focus on these objects – meaning that the things you are trying to film will be out of focus.

Cutting

It is possible that you will have prepared more filmed material than you will be able to evaluate with the participants. Make sure you plan ahead of time for being able to cut the film, and allow enough time for the selection of the appropriate scenes. The resulting scenes should not be any longer than 10 minutes.

When selecting the scenes be careful not to make your participants look stupid. This can damage their confidence or make them angry and thereby detract from a relaxed learning atmosphere.

Procedure for presentation/evaluation:
The group should be sitting around the television as they wish (i.e. no assigned seating). Play the sequence without comment. Then ask the 'actors' how they felt watch-

ing the film, what positive or negative things they have noticed. Ask the participants what things they have noticed.

Make reference to learning points and discussions you had in previous day's sessions and illustrate the main contents on the video sequence.

V. HINTS FOR ORGANISING AND REPARING EXPERIENTIAL LEARNING SEMINARS

The training package is based on participant-oriented and experiential learning methods with active involvement of the participants. This implies that at least two trainers are required to prepare and conduct a seminar. For particular topics where specialised knowledge is required (to be discussed and imparted) experts should be invited.

Despite the detailed structured information given in the training material, some key organisational problems may still surface and have to be resolved ahead of the commencement of the training. It depends on your experience how to resolve them, the following hints are meant to support you in your trainer's duties.

1. Selection of Training Venue

The training venue for seminars should meet the following specifications:

• The main training room should allow free movements and should accommodate up to 30 participants sitting in a circle

• Additional smaller training rooms or shaded outside facilities should be available

• There should be enough place on the walls to fix big sheets of paper with the working results

• The training rooms should be available for you throughout the entire time of training

• An office room close to the main training room is required

• Easy access to photocopy facilities is needed

• Whenever possible, do not choose venues which are only made for traditional conferences and ensure that role plays and simulation exercises can take place!

• The locality should allow identifying suitable model enterprises in distances of less than 20 km

2. Preparation and Organisation of Logistics

Make arrangements for the training venue according to the specifications given above. In case the participants are from various places and accommodation is required you should consider that in your decision of the training venue. It is preferred to have training and accommodation at the same place. Arrange for the required training equipment such as:

• Metaplan boards (alternative a pin wall), for 25 participants you need 2-3
• Overhead projector with replacement bulb
• Photocopy facilities
• Flipchart stand (or 2) with enough paper
• Black or white board

Check whether the equipment is functioning properly, especially with regard to the photocopy machine and the overhead projector.

Make sure that all material needed is available the day before you start the seminar. The following list shows the materials required for about 25 participants.

• 30 m of brown (wrapping) paper
• 300 – 400 flipchart papers
• 25 marker pens (blue or black)
• 10 big marker pens of different colours
• 500 sheets of A4 paper, and in addition about 4000 sheets for photocopies
• 5 scissors
• 5 rulers
• 30 projector slides (transparencies)
• 4 projector markers of different colours
• About 2,000 metaplan-cards of at least 4 different colours, mostly rectangu-lar, but also in oval and round ones
• 4 boxes of pins (about 200 pins)
• 5 glue sticks
• 50 m masking tape
• 10 pencils
• 5 Erasers
• 5 staplers
• 5 perforators
• 2 sponges if you make use of a black-board

Please note that some exercises have a specific demand, which is not included here. Therefore it is recommended to start preparation and organisation of the training seminar quite some time in advance.

Decide on the model enterprises or project proposals (specifications are given under each seminar material) to be used for the practical phase of the training. Decide also on the enterprise to be visited during the first week of the training seminar. Visit the enterprises and make written project information available to the participants.

Decide on the experts to be invited for the panel which gives feedback on the field work results at the end of the practical phase. You should send written invitations to the experts you would like to participate in the panel and you should follow up your invitation by personal visits. Explain in detail what you expect from the invited guests. In case an official opening ceremony takes place the guests of honour have to be formally invited well in advance and logistical arrangements have to be made. The latter contains the booking of a suitable hall, decoration, arrangements for refreshments,

preparation of information material for the guests of honour, eventually invitation of media.

Almost the same counts for the official closing ceremony. In addition to the above mentioned preparations printed certificates have to be made available.

Except in cases beyond the seminar objectives - for instance the institution wants to promote itself - there is no need for two official functions, an opening and a closing ceremony. Anyhow, it should not be underestimated that the official functions add value to the seminars and stimulate active participation.

3. Preparation of Sessions and the Course of the Training

The success of your seminar largely depends on the quality of your preparation. Take sufficient time for that and get background information prior training on the participants: age, sex, education, professional experience. On that basic information you have to decide how much of knowledge transfer will be required.

As well your time schedule will depend on the background of the participants. Groups without any previous experience with experiential learning might need some time to get familiarised with. Don't push the participants too hard.

One week prior to the start of the training programme, the trainers will have to meet in order to plan the schedule in detail. They should decide who will be the overall lead trainer, being responsible for the whole seminar. As well they have to assign other roles: who will be responsible for conducting the first, the second and all other subsequent sessions, and who will act as co-trainer? In most exercises two trainers are required. Roles should be changed throughout the training, do not overload one single person. The overall lead trainer's role should be maintained throughout the whole training. The detailed session planning, preparation and purchase of training material is done afterwards. In any case, the co-trainers should be able to take over the session in case the lead trainer gets lost or face any unforeseen difficulty. You are a team, not just a group of individual trainers.

You should act as lead trainer of a particular exercise or simulation which you have not experienced before only in exceptional cases. And, in general, pay special attention to the preparation of the introductory and the processing part of the simulation exercises.

A meticulous preparation allows you to be flexible in training, although this might sound contradictory. The reason is that you can really concentrate on the process only if you have prepared all the materials in advance.

It is advisable to have all transparencies prepared before the seminar starts. Due to the interactive character of the training, you will have to make adjustments to the course programme and introduce some changes, thus preparation of additional training materials will be required.

All handouts given in the training manual contain comprehensive background information for the participants. At least this type of handouts should be ready before the seminar starts, i.e. photocopied in sufficient numbers, sorted, punched and stapled. It is the duty of the trainer to decide which other parts of the trainer material

should be transferred to handouts in addition. It has to be decided as well whether it is necessary to translate the reference materials into local languages. In any case, extensive case studies, check-lists, graphs, and lengthy task-lists should be prepared as handouts.

A third type of handouts - and may be the most important - are those handouts which are worked out jointly during the seminar or summarise discussion results. As this type of handouts cannot be prepared beforehand and will consume a lot of attention during the seminar the standard handouts should be prepared as best as possible.

For the enterprise visit and for the practical phase of the training documents about the enterprise developments are required. As these documents contain confidential information you should erase those information from the original documents which are not of value but lead to easy identification of the enterprise before getting them photocopied. Of course, the participants need all information but should be obliged to treat the information confidentially.

4. Organisation during the Seminar the Course of the Training

General administrative issues should be discussed thoroughly at the very beginning of each seminar. This includes self organisation of participants, daily schedule, logistics, evaluations, and after class activities. Different situations in class may force you to change the schedule, to insert other exercises, or to cut short or extend certain sessions according to the learning requirements of the participants. Thus, fine-tun-

ing during the seminar is essential.

A daily meeting of the trainers after the last session is strongly encouraged with the main objective of reviewing the day's activities, including the daily evaluation result, and of finalising or adjusting the next day's activities to the actual situation in class: additional training needs may have been identified, group dynamics may not have developed as intended or any other unforeseen circumstances may arise that may warrant a change in the planned schedule. Mutual criticisms in a friendly and constructive manner help to improve the performance of all trainers through learning from mistakes. Praises and commendations for a job well done should also be given whenever possible in order to reinforce the colleagues. The lead trainer is the one to make sure no unfair criticism takes place. Tactfulness, prudence and calmness help to successfully lead such discussions and to establish an enabling learning climate for the trainers.

In order to facilitate adjustments of the planned schedule, you should display a weekly rolling planning sheet in the training room. Explain major adjustments to the participants and give them orientation where are you currently situated in the schedule.

Make sure that all materials needed - handouts, transparencies, flipcharts, etc. - are ready the evening before you conduct the training.

4.1. Standard Daily Activitiesue

There are standard activities which are not specially mentioned in the session outlines. They structure the day and comprise:
a) Beginning of the day

• Spokesperson's report: summary of previous day's activities
• Nomination of next day's spokesperson
• Feedback of previous day's evaluation results
• Administrative announcements (if any)

b) End of the day:

• Administrative announcements (if any)
• Daily evaluation

4.2. Evaluations

It is strongly recommended to give participants the opportunity for daily evaluations. If there is enough time, you can have a short evaluation session in plenary and everybody just briefly gives a feedback – what has been good today, what has been the most important learning point for me, in which areas do I need some further information or training, what did I not like today?
A written evaluation should capture content related issues as well as logistics and the overall mood. You will find a model format for daily evaluations annexed to this document. Please note that the evaluation results have to be analysed and discussed carefully in the trainers' team as well as with the participants. If the results are not discussed, and in case the evaluation results do suggest so, lead to changes in the course programme, it becomes a superfluous activity.

In addition to the formal evaluation you may introduce a Wailing Wall, i.e. you create a space on the wall prepared with Manila paper where everyone can express his complains and suggestions. Instead of the suggested Wailing Wall you can prepare a Mail Box, a covered box or basket, and place it somewhere in the training room. The mailbox has the advantage that complains and suggestions can be made anonymously.

A final evaluation is conducted at the end of each seminar. The final evaluation comprises of a questionnaire and an open discussion. A format is annexed to this document. It is recommended to conduct the written evaluation the day before the closing takes place to admit sufficient time for detailed analysis of the results. The feedback on the results should be the starting point for the evaluation discussion. Be aware that the formats have to be adapted according to the actual implementation of the training programme.

And finally, provide time for farewell activities, goodbye ceremony and possible agreements between the participants to keep in contact or even co-operate.

5. Grouping of Participants

Group work plays an important role within EXPERIENTIAL training. Apart from brainstorming exercises, role plays, simulation exercises, and structured discussions most sessions are based on group work. The trainer introduces a topic, relates it to the experiences of the participants and discusses its relevance on the background of the day-to-day working reality. During a plenary session the elements of a certain technique, method, procedure, etc. are elaborated jointly. This is, in many cases, followed by a group exercise, during which the participants are requested to apply the technique, method, or procedure to a case study. After completion of the group work tasks the group work results are presented and jointly discussed. Through constructive feedback from trainers and co-participants the results are corrected and supplemented and conclusions are drawn.

If no other indications are given in the session outline the grouping can be done at random or you ask participants to do the grouping themselves. If time allows, grouping exercises requiring a certain physical effort can be used to divide the participants into sub-groups with the side effect of energising the group for the forthcoming exercise. Some examples for energisers that can be used for grouping are annexed to this document.

Make sure that group composition changes so that participants can take advantage of. In general, it is advisable to change the composition of sub-groups from time to time in order to enhance learning from different viewpoints and experiences amongst the participants.

For field work and elaboration of business plans you should group the participants on your criteria:

- Put together participants with different strengths and weaknesses
- Mix various professions
- Men and female participants
- And ensure good group cohesion.

A group should not consist of more than 6 members, to promote active participation of all group members. On the other hand, make sure that not too many groups are formed. More than 4-5 subgroups won't be able to present the results in publishing or processing phase without becoming repetitive.

6. Promoting the Group's Working Capabilities

A substantial precondition for the success of the seminar is the quality of co-operation within the participants' group. Therefore it is quite important to ensure a positive learning atmosphere. At the beginning of the training, levelling of expectations and a thorough discussion of the training objectives and the programme is conducted. It is essential for the learning motivation and the active participation of the participants to relate the seminar programme to the day-to-day problems they face in their work.

In order to create a conducive learning environment, you as a trainer should:

1. Create an atmosphere of trust and mutual respect.

2. An open atmosphere: Try to get the participants to give objective and constructive criticism to the other members of the

group, thus opening themselves up to criticism.

3.   At the same time always put the objective of promoting the professional competence of the participants at the forefront.

4.   Provide room for emotion. Thinking and learning are not exclusively cognitive processes. All thoughts and learning processes are based in emotionality. What a person thinks, or thinks they know, about another person or fact cannot be separated from the feelings and emotions they have for this person or fact and how the person or fact affects them. Good feelings can encourage the learning process, bad feeling can block it.

5.   Make breaks flexible and in line with the needs of the participants (as far as permitted by the course of the method selected).

6.   Make the seminar more relaxed by using communication exercises.

7.   Use of Communication Exercises (Energisers)

7. Communication Exercises

Communication exercises (also called Energisers) basically fulfil four functions:

•   to create a positive learning atmosphere,

•   to energise the participants through physical or mental exercises in order to make them attentive for the following session (particularly after meals),

•   to group participants into sub-groups,

•   to stimulate creativity and speed.

Thus, communication exercises contribute significantly to set an appropriate learning climate required for experiential learning. If you face a group of participants not yet acquainted with this technique, they might look sceptical at these exercises, which do not allow assuming a bystander's position. With this kind of people, start with very short and convincing exercises which do not resemble 'childish games'. Choose the first communication exercise carefully and be well prepared. If the first energiser turns out to be a failure in the eyes of the participants, you will find it difficult to convince the participants on the usefulness of the concept. For some energisers see the annex to this document.

The Experience and References

from the Adult Trainers who trained refugees and people with less opportunities.

"I'm happy that I've become part of this story which definitely changed me but also gave me a magical stick which help me to do the change to others people life in a miracle way. It changed the way how I understand the peoples' need and how I respond to their needs.
We cannot provide anything to the people on " our " way, we have to wear some time other people's shoes in order to know how to respond. The experiential learning theory and pedagogy of the oppressed equipped me with new approach in preparation and implementation of trainings. This approach make me able to get deep into the participants' need, to see the participants' reality with their eyes, to feel with their' hands, to taste with their senses and accordingly to do the change to people life. I feel equiped to see the picture from the above, and to make change to the relaity of the others life without any resistances from their side."

Stojna Atanasovska Dimishkovska
(North Macedonia)
Adult Educator and Refugees Crises Expert

"After our experience in Istanbul, I have learned and put into practice several learnings:
- Flexibility in following the pre-established work agenda based on the potential and background of the participants, especially when during the training there is a clear situation of loss of interest and attention;
- To reach during the training the achievement of more results (even if small) through the "minigol" technique, to let participants feel important and involved in the process, trying to bring out the best in them and increase their self-esteem;
- Knowing how to observe and listen to the positive or negative comments of the participants, also through a non verbal communication, trying to treasure them above all in order to be able to improve both, the training and my working habits or skills, trying not to play the role of the trainer who directs and commands, but staying on the same level of the participants: bottom up education and "visual contact";
- Learning by doing: trying to carry out many practical activities and letting the participants discover for themselves the lessons hidden behind doing."

Mr. Luca Caggiano
(Italy)
Adult Educator and Web Graphic Designer

"The experience in Istanbul was for me a confirmation and a reinforcement of my way of working as a trainer.
It served me to perfect some training methods and also to understand other aspects of me as a trainer, with the possibility of improving them in future work.
The pedagogy of the oppressed, the cognitive and methodological basis of this T4T continues to be a constant stimulus for me to question myself about my way of working and guide the development of the pedagogical exercises that I propose to my students.
In these months following the Istanbul experience I had the opportunity to work with various marginalized groups, refining my exercises and the entire organization of the training based on the teachings I received in Istanbul.
What struck me most and that today is the main part of my way of building a training is the use of the experiential learning cycle model."

Mr. Raffaele Messina
(Italy)
Adult Educator and Trainer

"Today everywhere we talk about lifelong learning, which means that learning concerns the entire life and not just the initial/scholastic education that once represented, in the existence of a subject, the only portion of life dedicated to learning.

Today, however, we should also talk about lifewide learning, which refers to all areas of life and represents the overcoming of places dedicated to learning (traditionally school and university) and the enhancement of every people's experience.

Times and spaces of learning widen to include every area of life and every time of the subject, including non-formal education, which I have used for years for school children aged 10-18, adults and old people in teaching Spanish, photography, creative recycling, decoupage, use of smartphones and more.

I use different tools and learning games to differentiate myself from the classic frontal lesson. I prefer a horizontal dimension in which there is collaboration between the professor and the students and between the students themselves through dialogue, communication, reflection and elaboration.

To facilitate this dimension the setting of the space/classroom is important: I organize the space and the atmosphere in order to make the place comfortable, and then I try to free the mind of the students, so that they can learn while having fun.

for example: dialect/ Italian Spanish/English

In the photography course for seniors I used visual techniques to make people appreciate the environment around them, photographing the details of their city or of a neighboring country; they have understood that there are beautiful places also close to them and not only in other parts of the world. Just look at things with different eyes, to feel different, better.

With creative recycling courses for young people and adults we transform objects, give new life to things that we no longer use or use in a different and more creative way: a jar of jam can become a lantern, a broken glass, a bell, the box of Egg can become flowers. All this by planning the different courses using different method.

Through my experience and study I learned most of what was described in the course, but it was still important to confront and learn many other new things here, above all how

It was very helpful, for example, to use circular scheme for developing training courses during the training preparation phase."

Mrs. Giulia Maria Provenzale
(Italy)
Adult Educator

EDUCATOR/ TRAINER	THEME/TOPIC OF THE WORKSHOP?	WHY YOU DECIDED TO START WITH THIS SUBJECT AND METHOD?	CODIFICATION RE-CODIFICATION	DECODIFICATION (WHAT PARTICIPANTS WERE SAYING?)
Didem Yildrim and Selen Okudu-cu (Turkey)	Getting to know each other Communication Icebreakers	I wanted to start these subjects to know and understand each other first.	Participants had the opportunity to get to know each other better with various games and icebreakers. Name games, icebreakers.	The participants said that they knew each other better, learned their names, hobbies and discovered their similarities.
Didem Yildrim and Selen Okudu-cu (Turkey)	Similar values Refugee Rights	Turks and Syrians had so many common values like: food, dance, culture... If we know these, we can more easily achieve social cohesion and reduce discrimination between the two countries. I also chose the subject of 'Refugee Rights' because both Syrian and Turkish community don't know about these rights or they know a lot of false information about this topic.	Group game: dances and traditions. Participants were divided in two groups as Syrian and Turkish. The two team prepared and showed their one dance and one tradition. Then we talked about refugee rights what they know about this topic. Then we played puzzle game. This game was like this. The participants were given a puzzle piece. They were assembled pasted together. One of the refugees' rights was written in each puzzle.	The participants of the two countries realized that they have a lot of common thing. They also said that to me they have learned so many things about refugee rights which they actually don't know about it. If I organize this kind of activities again, they wanted to join. Because they liked so much and they spent good time with this activity. They said to me these.
Tsveta Paunova and Vihren Mitev (Bulgaria)	From "I" to "We"	This method will help participants to think "out of the box" and understand that there are other individual positions that should be taken into consideration when being in a conflict situation.		Description of how participants see the initial situation and explanation why they are right and the others – wrong.

EDUCATOR/ TRAINER	THEME/TOPIC OF THE WORKSHOP?	WHY YOU DECIDED TO START WITH THIS SUBJECT AND METHOD?	CODIFICATION RE-CODIFICATION	DECODIFICATION (WHAT PARTICIPANTS WERE SAYING?)
Tsveta Paunova and Vihren Mitev (Bulgaria)	Learning how from "We" as community to help "I" to better his own situation	This method aims to show that in every common interest the individual one can make progress even with making compromises.		Description of what changed in the understanding of the situation, why, and how "I" will work on the positive aspects of the change in order to solve the conflict and have personal positive benefits.
Giulia Maria Provenzale (Italy)	Developing Creativity	Creativity is an important requirement because it leads us to always be curious, flexible, open. It therefore allows us to face complexity by finding new solutions to old problems, and to develop our uniqueness.	Analyze the relationships between standardization and creativity in the process of innovation in knowledge. • Listening, • Dialogue, • Drawing, • Tell themselves through titles, sentences, images/photos,	To tell anecdotes Examples of lateral thinking Use/transform three objects into something different Choose one object (analyzing 5W – What, Why, When, Where, Who) Collaboration, Writing/dramatizing/painting a story in groups
Raffaele Messina (Italy)	Emotional intelligence in work skills of women	Young unemployed women are not fully aware of their fundamental rights and their non-formal competencies and there is oftentimes a lack of autonomy among these women.	Various games related with: - Listening - Confidence - Communication	Participants discovered a lot of new awareness about themselves with a capacity to share it with the others. They told during the debriefing this non verbal way to listen from themselves and discover new things is a precious tool. They also did a lot of reflections about their own level of confidence and its importance.

EDUCATOR/ TRAINER	THEME/TOPIC OF THE WORKSHOP?	WHY YOU DECIDED TO START WITH THIS SUBJECT AND METHOD?	CODIFICATION RE-CODIFICATION	DECODIFICATION (WHAT PARTICIPANTS WERE SAYING?)
Raffaele Messina (Italy)	Creativity Training	One of the most important skill related with the emotional intelligence is creativity and this component is usually more developed in women.	Transformation of reality: exercises and games Theatre method	Participants discovered their own skill to go deeper and transform reality with creativity. They discussed a lot during debriefing on the different possibilities to spend their creativity in the work field.
Raffaele Messina (Italy)	Stress management	Related with the topic of emotional intelligence in women field I decided to dedicate this session to the tools to manage the stress in work decisions.	Energetic work Relaxation exercises Breathing of the body	The feedback of this session was in the eyes of participants and in their few words about their mood after the work: - Open mind - Balance - Serendipity - Equilibrium - Smile - Lightness - Thanks

Tools
For Your
Future Seminars

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#	Tool Name	Duration (min.)	Communication	Non-Formal Education	Problem / Conflict Solving	Team Work	Social Awareness, Inclusion	Emotional Inteligance EQ	People with Fewer Opportunities	Others	Contributor
1	Rods Movement	60	x								Raffaele Messina
2	The Raft	30	x								Raffaele Messina
3	My Space	50	x								Raffaele Messina
4	A-I-O	15		x							Raffaele Messina
5	Mine Field/Obstacle course or Navigation course	20	x								Giulia Maria Provenzale
6	Fox, Rice, Chicken	20			x						Giulia Maria Provenzale
7	OBJECTBLIND	30				x					Giulia Maria Provenzale
8	Present yourself in a creative way	15		x							Luca Cagiano
9	You … Me	15		x							Luca Cagiano
10	Move the letters	15		x							Luca Cagiano
11	Conflict Resolution	90	x		x		x		x		Stojna Atanasovska Dimishkovska
12	Accepting Differences	90					x		x		Stojna Atanasovska Dimishkovska
13	Identifying Emotions	90	x					x	x		Stojna Atanasovska Dimishkovska
14	Personal Conflict- Conflicts within ourselves	90	x		x		x	x	x		Stojna Atanasovska Dimishkovska
15	Fruit Salad	10				x					Biserka Shemovska
16	Do You Know Me	20				x					Biserka Shemovska
17	Don't Tap the Balloon	20				x		x	x		Hristina Hristova
18	Step In Step Out	25				x	x				Hristina Hristova
19	Giving A Hand	90			x						Tsveta Paunova
20	Tackling Conflict Management	90			x						Vihren Mitev
21	Marshmallow Challenge	40	x	x	x	x					Selen Okuducu
22	Square family	25				x					Selen Okuducu
23	What is your animal?	20	x								Selen Okuducu
24	STATEMENT GAME	60	x	x			x		x		Batakoglou Vasiliki
25	PRECONCEPTIONS OF PEOPLE	120					x		x		Varvara Emmanouilidou
26	HANDICAP RACE	120					x	x	x		George Konsoulas

The Human Capital
Behind This Manual

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Filed of expertise:

Entrepreneurship, Business Development, Experiential Training, Project Managment.

Years of experience:

10 years

Life motto:

Don't ask less problems, ask for more skills!

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Filed of expertise:

Experiential Learning, Training, Critical Pedagogy.

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10 years

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Filed of expertise:

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Years of experience:

7 years

Life motto:

Never quit!

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Filed of expertise:

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Helpfull Relationship, Non verbal Communication, Theatre and Clown, Clown Pedagogy, Group building and Group dinamycs, Social Animation, Social Empowerment, Training for trainers, Emotional Intelligence, Creativity training.

Years of experience:

10 years

Life motto:

Dreams need to know that we are brave!

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Filed of expertise:

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Years of experience:

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Life motto:

Not everything that matters can be counted,
not everything that can be counted matters!

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Filed of expertise:

Digital training for old people, Spanish Language, Facilitator for Erasmus Program for youth,
Organizing skills for problem solving and leadership, Creativity training

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10 years

Life motto:

Make your life as a Masterpiece!

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Filed of expertise:

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- Photographing
- Non-formal education

Years of experience:

5 years

Life motto:

Never give up, try every time!

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Filed of expertise:

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Years of experience:

8 years

Life motto:

Carpediem

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Filed of expertise:

- Economics Teacher , Laboratory Associate, Deputy manager, Adult educator

Years of experience:

12 years

Life motto:

Take care of ourselves and keep on meeting with eachother!

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Filed of expertise:

- provision of direct assistance to trafficked persons and other vulnerable groups such as refugees/ migrants; unaccompanied children;
- identification, referral and prevention of cases of trafficking with human beings;
- sensitization of journalists on trafficking issue and child rights;
- basic principle of working with migrants/refugees;
- sensitive approach towards vulnerable refugees and migrants;

Years of experience:

16 years

Life motto:

There is no impossible things. It is only a matter of our motivation, will and efforts.

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Mrs. Tsveta Paunova (Bulgaria)

Filed of expertise:

- European studies, Business analysis, Communication

Years of experience:

3 years

Life motto:

To improve is to change,
so to grow is to change often.

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Dr. Vihren Mitev (Bulgaria)

Filed of expertise:

- Philosophical Anthropology (Dissertation on the topic: "Concept of Personality in an Anthropology of Personality"
- Author of the "Ecological Manifesto" - Founder and Director of "Ecological Manifesto – ManEco" Foundation; Expertise on the topics of global warming, climate change, waste management, recycling, conflict, peacebuilding, ecological diplomacy and sustainability
- PhD Specializations in the University of Amiens "Jules Verne" (France) and Hue College of Economics (Vietnam)

Years of experience:

4 years

Life motto:

"Mens sana in corpore sano"
(healthy mind in a healthy body)

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Filed of expertise:

- Math Teacher, Project Management, Leadership

Years of experience:

5 years

Life motto:

I do not believe in coincidence.
In the history there only being harmonious,
there is no coincidence '' Picasso

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HONORABLE MENTIONS

REFFERENCES

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