



Unity In Community

Designing Capacity Building Training

A practical guide



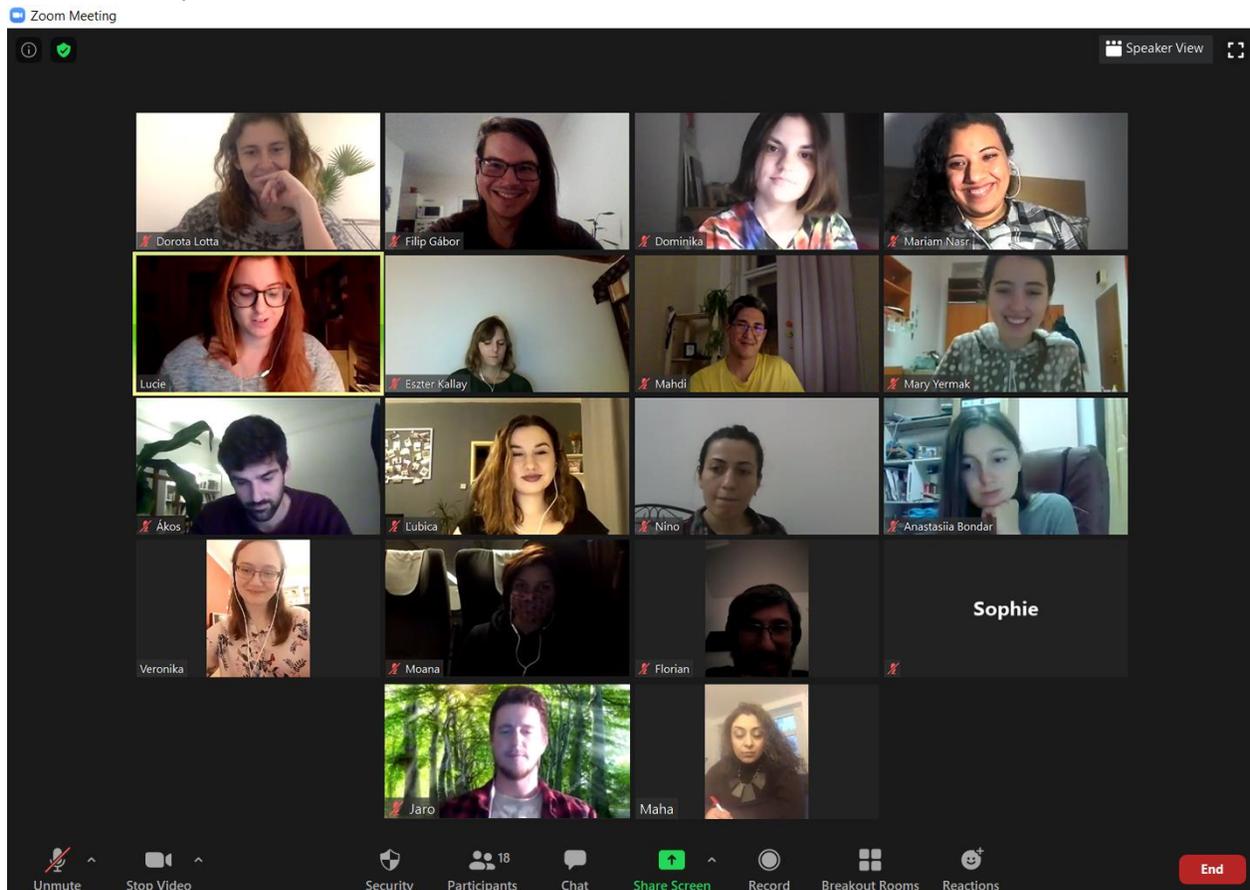
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Introduction

Unity in Community was an international project carried out by four partner organizations: Mareena from Slovakia, Be International from the Czech Republic, Kalunba from Hungary, and Global 2000 from Austria. The main aims of the project are to develop methods in adult education that will foster sustainable community projects and empower people to become active citizens, all the while cultivating positive relationships across cultural and social divides.

A part of the project was dedicated to a training activity for community workers interested in creating sustainable community projects and developing a concept of capacity building training that can be used in the future by NGOs.



Context of the training

Originally, the training was supposed to take place in the Czech Republic residentially in November 16th-20th 2020 with an online part that would take place a week before the training in order to prepare the participants for the learning process. However, the restrictions imposed due to COVID-19 epidemic, we were forced to organize the whole programme online.

The training “Developing sustainable community projects” took place on November 10th (preparation meeting) and then as planned from November 16th to November 20th. It was attended by 15 participants, 2 trainers and 2 technical support staff, and was conducted in English. Originally, the training had general learning topics in relation to competences the participants will develop.

- Recruit people from various backgrounds and empower them to get active,
- mentor intercultural groups and support them in implementing their community projects,
- fully understand and know how to implement the principles of sustainable development,
- raise their leadership skills,
- raise their intercultural competences,
- improve their skills in implementing active citizenship in their working field.

In relation to organizing the training online, we were aware that we would not be able to cover all these topics, redefined the objectives and formulated learning goals in relation to specific competences.

Competence in implementing active citizenship (project idea development)

- Define what need analysis is and what tools can be used to conduct one.
- Try to conduct a need analysis on a predefined target group.
- Understand the importance of need analysis as a first step in project development.
- Know specific parts of the project development cycle and their correct order.
- Be able to create a project idea with help of a tool which takes them through steps of the process.
- Accept project cycle as a preferred idea framework when developing their own community activities.

Principles of sustainable development

- Be aware of what Sustainable Development Goals are.
- See value in taking SDGs into account when designing community projects.

Inclusive leadership and own role in a community

- Understand that identities are composed of different layers.
- Actively try to identify the layers their identities are composed of and critically assess them.
- Accept that being aware of your own identity is important when working with communities.

Apart from these main learning goals, we used one of the days to harvest specific learning needs of the participants. Some of them were not covered within the aforementioned learning goals. However, we still deemed some of them relevant to the overall aim of the training and decided to at least partially cover them during parallel workshops that took place on day 5 of the main programme. The topics

covered were community outreach, inclusive leadership, online and offline tools for community and educational work, and time management/burnout prevention.

How we built the flow

As a main inspiration for designing the programme flow, we used an output developed within the project – Mentoring methodology. Apart from that, the methodology also provided us with an inspiration for some of the activities which we used. In the flow, we were moving from abstract to concrete – with a general modus operandi to first provide frameworks the participants can later use in developing their own project ideas.

	10.11. (Tuesday)	16.11. (Monday)	17.11. (Tuesday)	18.11. (Wednesday)	19.11. (Thursday)	20.11. (Friday)
11:00 - 13:00		Preparation for the programme - choosing pictures for presentations	Homework - approaches to need analysis research	Homework - project management, social and need analysis	Group work on projects and consultations with the trainers	Group work on finalizing the project ideas
16:00 - 19:30	Getting to know each other Reflection of pilot projects Harvesting of learning needs	Introduction to the programme Identity and my role in the community	Sustainable Development Goals introduction Need analysis and project management	SDG's in activities From community needs to concrete idea	Practical workshops Project development	Important points Action planning Evaluation

Table 1: Programme outline

After consulting the participants, we opted for having the training each day from 4pm until 7:30pm, as this was favourable by most due to their time limits. At the end of each day we conducted reflection groups very much in a way how we would do it in case of a residential training. The objective of reflection groups was to talk about learning, gather future expectations and receive feedback from the participants. Most of the days there was also homework that the participants could choose to work on during the next day in order to solidify the learning or to prepare for the next session. On day 5, the participants were also offered consultations before noon by the team of trainers in case they needed help with their project ideas.

The programme activity by activity

Day 1, November 10th

Day 1 was focused on basic team building and harvesting the learning needs. Firstly, it was important to us that the participants would be comfortable working in an online environment. We wanted to show most of the functionalities we would be using throughout the training, namely Zoom, Google Jamboard and shared folders on Google Drive. Also, making the participants aware that online meetings can be enjoyable and interactive in order to boost motivation was also one of our goals. We chose to work a lot in smaller groups (breakout rooms functionality in Zoom).

We had some participants who have been involved in developing events on a local level during previous parts of the project (pilot projects) and some who have not been involved in it. We wanted to give chance to the more experienced participants to reflect on their experience and present the pilot projects to others while not excluding the rest of the group. Therefore, the activities were adapted to cater to the needs of both groups.

At the end of the meeting, we harvested the learning needs of the group in order to compare them with the prepared programme and eventually adapt it so the expectations of the participants would be covered.

15' Introduction to the afternoon

- Welcoming by the team of trainers. Energizer to get to know online working space. Introductions of the participants - everyone says their name and few sentences about who they are.

25' Ice-breaking and getting to know each other

- Participants are divided into groups of 3 people. In small groups they get a question to discuss for 3 minutes, after each question they change the group:
 - What is your favourite cuisine? And if you had to choose one meal for the rest of your life, what would it be?
 - What absolutely excites you these days? And how do you cheer yourself up during a bad day?
 - What is your favourite place on Earth? Why this place?
 - What would your perfect day look like?

50' My past activities and local issues

- Participants are divided into 2 group depending whether they participated on the pilot projects or not
 - Group A: the participants who worked on the pilot projects are divided into groups depending on which project they worked. In 15 minutes, they create a poster with basic information: a picture from the pilot project, topic, problem/issue they addressed with it and their personal impression on how the pilot project worked out.
 - Group B: the participants who did not participate on the pilot projects discuss in 2 small groups the challenges and opportunities connected with migration and their communities. They summarize the outcomes on Google jamboard on post-its.

- Discussion/presentation
 - Group B: the participants present their outcomes via shared screen of the jamboard and add few notes on what the problems and opportunities are connected to migration in their communities
 - Group A: presenting the posters - screened from a shared folder with 3 minutes per presentation.

15' Break

30' Harvesting learning needs

- The trainers present the planned programme on jamboard for the next week and explain what is planned for every day. Afterwards the participants have individual time to think about what they are looking for, what they are missing and which topics they would like to emphasize in the programme. On the next page of shared jamboard with the programme they post their own sticky notes with individual learning needs and preferences. Afterwards, the jamboard is shared and the participants are asked to specify in case any of the topics on post-its are unclear.



15' Closing

- The participants are presented with technical details of the training. There is space for any questions and for clarification in case anything is unclear. The participants are given homework to send the trainers two pictures/photos: one that represents their passion/hobby and one that represents home for them until Sunday 15th.

Day 2, November 16th

Day 2 was focused on further getting to know each other in order to create an open atmosphere in the group. We also wanted the participants to start thinking about their role in their own communities and identity layers that shape the role. We deemed this very important – to take up the role of a community worker/leader, one must be aware of their connection to the community.

Morning

The morning was dedicated to preparatory work of the participants. First, they had to complete the task of thinking about their own roles in the communities they are parts of. Second, they had to prepare two pictures as a part of the introduction activity - one picture that shows their hobby/preferred way of spending free time and the second that would represent what they consider home.

Afternoon

15' Introduction to the day, welcome and energizer

- Welcome by the trainers to everyone, setting a cosy atmosphere.
- Intro to the day and what will be happening during the programme.

25' Group building

- Tasks in groups of 4, after each task participants are divided into new groups:
 - find out how many languages do you speak altogether in your group, after that write the sentence "make yourself feel at home" on shared jamboard
 - using the Zoom interface make a visual representation of a community, make a screenshot or a photo of this
 - think of a motto of this training and make everyone participate on saying it in front of the whole group



35' Photo sharing

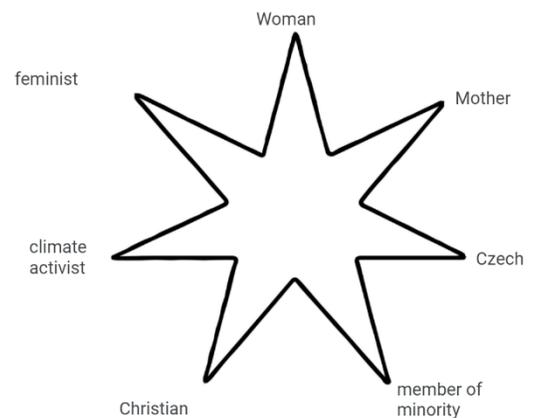
- Participants were asked to send 2 pictures: one that represents their passion/hobby and one that represents home. The photos were screened in order on a shared screen and each participant had the opportunity to introduce their pictures and why they chose them. The sharing was followed by discussing shared passions and common/different meanings of the home.

20' Break

45' Identity

- Step 1: Introduction
 - why it is important to talk about identity (understanding self, understanding others), but we have multiple identities (i.e. at the airport during passport control you are identified by the country that issued the passport, but when you go there to the toilet, you decide which room to go based on gender).

- Step 2: individual work
 - draw a star with 7 corners, in each corner please write one layer of your identity, it should be something that identifies you as a person. However, it should not be based on your personality (such as kind or funny), but rather on the roles, belief, background, roots and values you have



- Step 3: discussion in small groups
 - now you are going to be divided into 4 groups.
 - in the groups please share your identity, discuss what connects you and what differs you from the others
 - Was it hard to find seven attributes, how did you decide which was the most important for you?
 - Does the context which you are at a certain moment influence your identity?
 - Did you find someone in the group you share some layer of the identity with?
 - Was there something that you did not share with anyone?
- Step 4: getting rid of a layer, work in big group
 - get rid of three layers of your identity (cross it out)
 - now cross two more
 - now cross one more
 - go around and say your last identity and why do you think it remained.
 - How did you feel when you were losing your identities?
 - Do you feel complete with only one identity left?
 - Is the last identity chosen by u or “given to you”?

- Step 5: discussion in small group about privilege
 - think about one layer of your identity that puts you in privileged position and one that puts you in discriminated position and discuss

55' Community mind map

- The participants are divided into 3 groups, each group works on a shared jamboard.
 - Step 1: participants discuss what come to their mind when they think of the word community, write post-its on jamboard
 - Step 2: participants discuss what problems their think their communities are facing, write post-its on jamboard
 - Step 3: participants discuss what communication channels their communities use to communicate/keep in touch, write post-its on jamboard - Step 4: in the plenary all participants take a look and discuss the outcomes

5' Closing and homework

- Summary of what happened today and homework on basic need analysis: Think about communities - if you had to identify issues, needs and analyse the situation in your community, how would you do it? What tools would you use? Why?

10' Reflection groups

- 3 reflection groups facilitated by the trainers and staff to find out about the mood of the group, gather feedback and harvest further learning needs. Questions:
 - What is your overall feeling of today?
 - What was the highlight of today for you?
 - Did you miss something?
 - Do you have any recommendations?

Day 3. November 17th

Day 3 was dedicated to two main topics – sustainable development goals and introduction to project management and specifically need analysis. An important part of community activities in our context would be to design them in a way that would make them sustainable.

Second topic was a general introduction to the project cycle as described in Project management t-kit and further elaboration on need analysis as a pillar that is extremely important while being often overlooked.

Morning

Morning was dedicated to homework related tasks, namely thinking about different approaches to need analysis which were then shared in our Whatsapp group chat.

Afternoon

15' Introduction to the afternoon

- Welcoming by the team of trainers. Energizer. Homework wrap-up.

15' Short intro do SDGs

- Induction: what is development for you?
- Growth and climate change introduced through several graphs correlating those two.
- Introduction to sustainable development on a direct example of economic systems.

50' Storytelling around the SDGs

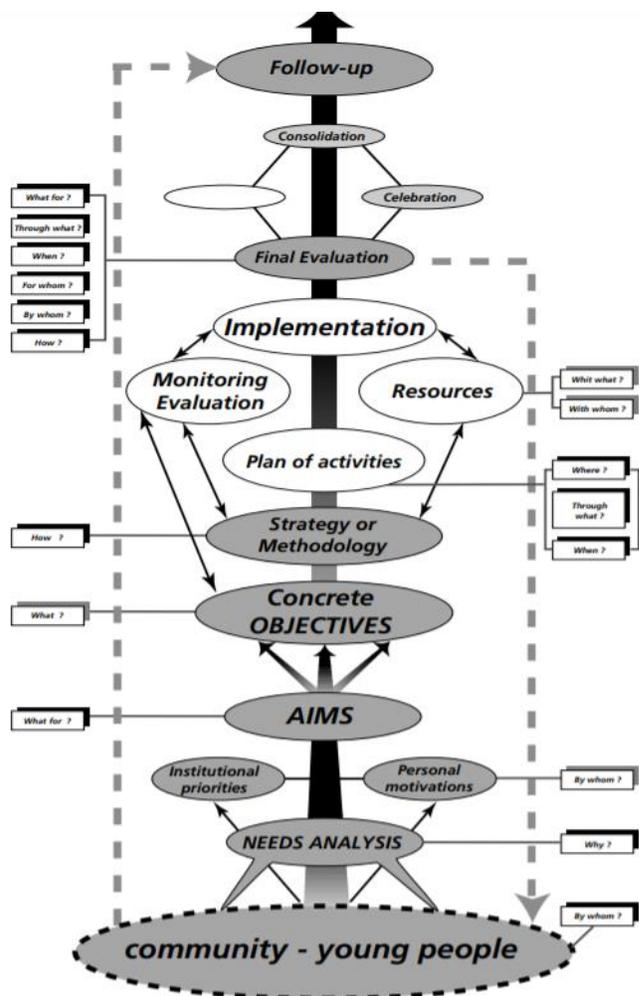
- SDGs are shared on a jamboard. Each person then picks one goal relevant to their work/one they are passionate about
- Discussion on sustainable development goals in small groups and what they mean to the person who chose them
- Sharing the results and important points of the discussion in plenary



30' break

30' Project management cycle

- Intro to project cycle based on a project cycle from Project management t-kit
- Discussion on why each part important



50' Need analysis

- Intro on why need analysis is important - input connected to storytelling about real life experience when the trainers were implementing a community activity several years ago, did not do a proper need analysis and then had to remake the whole project because they found out it does not cater to the needs of the community. Afterwards, participants had a chance to share their own experience with need analysis. Then, participants were divided into 4 groups. Each group worked on a case study prepared in advance. The cases contained a target group, context in which the target group exists and a task - to brainstorm channels, tools and approaches they would use when trying to conduct a need analysis. Afterwards, the cases were presented with a wrap-up about DOs and DONTs connected to conducting a need analysis.

10' Need analysis – homework

- Homework: Read: Project management T-kit (pages 45-51 with focus on 3.2.2.1 - social analysis)
- Think: Pick a community in your place of living. How would you conduct need analysis?
- Research: Pick a community in your place of living. Are there some resources that you can analyse to find out about needs of the community?

10' Reflection groups

3 reflection groups facilitated by the staff and trainers to find out about the mood of the group, gather feedback and harvest further learning needs. Questions:

- What is your overall feeling of today?
- What was the highlight of today for you?
- Did you miss something?
- Do you have any recommendations?

¹ Abrignagi, B. et al, Project Management T-kit. Strasbourg: Council of Europe Publishing, 2000.

Day 4, November 18th

Before day 4, we knew that the participants were eager to start working on their own project ideas. We dedicated most of the day to this, first providing space for them to come up with topics they would be both reacting to needs of their communities and interesting for the participants to work on. Next, we created a Project development canvas, an annotated tool that would take the participants logically through the process of project idea creation.

Morning

Morning was dedicated to homework related tasks. We focused on need analysis once more in order to clarify it. Reading from Project management T-kit with a focus on social analysis, drafting a basic need analysis structure and identifying resources that can be used when conducting a need analysis. The outcomes were shared and used in the afternoon part of the programme to provide examples of approaches to need analysis.

Afternoon

10' Introduction to the afternoon

30' Finding a project idea

- Participants are divided into country groups
- They choose a community (or more communities) and think about the needs/problems they are facing.
- Once they have one or more picked, they think about a topic they would like to cover with their community project/activity. There can be more topics per group. At the end, we had 7 identified communities, their basic needs and project ideas stemming from the needs – a very nice base we could build up on during the next parts of the day.

20' SDG values in projects

- Participants are divided into groups of three and discuss these topics:
 - Social: how can I make sure that my project is not excluding some group?
 - Environmental: how can I make sure that my project is not harming environment/climate
 - Economic: how can I make sure that activities continue even after the project loses funding
- The outcomes are shared in the plenary

30' Break

15' Finalizing the project groups

- The participants look at the project ideas they wrote in the shared document. They have a chance to choose one they will be working on during the next few days. It is emphasized that they can work on a concrete idea they will be implementing in the future on local level, but also use it as an exercise to learn how to work properly with project planning and project logic. At the end, we had 5 groups. Most consisted of people from one country, some were mixed.

35' Developing the project ideas

- The participants were presented the project development canvas - a canvas specifically designed to help them work with project logic and project planning. They had a task to work systematically from community and needs all the way to implementation and evaluation phase.
 - Step one: Look at your target groups and the needs/problems you identified. Is something else coming to your mind? Pick two to three. You cannot solve all the issues; it makes more sense to focus just on few.
 - Step two: Formulate the aim of your project. AIM should ideally be one sentence from which it is clear what do you want to achieve. It doesn't need to be very specific.
 - Step three: Identify objectives. Try to formulate two or three, do not do more than 5. Try to make them:
 - Specific. It should be clear what you want to achieve with the objective.
 - Measurable. How many activities, how many people etc. Helps you to find out if you are managed to fulfil the objective.
 - Achievable. We often have limited personal and financial resources. Starting small is the way.
 - Relevant to your general aim. The objective should contribute to fulfilling the aim.
 - Timed. Try to think of approximate timeframe (you do not need to be too specific at this phase of project planning yet).
 - Step four: Think about concrete activities that will help you to fulfil the objectives.
 - Step five: Complete the rest of the canvas. Don't forget to come back to the needs, aim, objectives and activities to make sure that each field in the canvas makes sense in relation to each other.

SYRECZECH – FIRST ROUND OF THE PROJECT/2014

<p>Target group/community: Who is the TG/community I work with? Where? Does it consist of more specific groups of people?</p> <p>Primary TG: Syrian community living in Brno</p> <ul style="list-style-type: none"> - Integrated people – mixed marriages, fluent Czech speakers - Students - Newcomers, often low level of English and no Czech - Mostly Muslim - Ages 1-80, main focus on people 20-40 <p>Secondary TG: Czechs/majority living in Brno</p> <ul style="list-style-type: none"> - Focus mostly on younger people/university students 	<p>Aim and objectives: What is the main aim of the project? What do I want to change? What will the world look like at the end of the project? And which partial objectives will help me to achieve it?</p> <p>AIM: To support inclusion of Syrian and Czech communities living in Brno</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Organize at least 2 community building events for Syrian community living in Brno until October 2014 - Organize at least 2 community building events to connect Syrian and Czech communities living in Brno until January 2015 - Organize a collection of clothes and materials for refugee camps 	<p>Activities: What activities will help me to fulfil the objectives? When, where, with whom, why, how? Who will attend them?</p> <p>Dance and music night October, café Trojka, mostly Syrians and local volunteers, at least 30 people</p> <p>Discussion/screening: November, Uni, local Syrian experts, uni students, videoconference, at least 30 people</p> <p>Czech-Syrian Christmas party December, city museum, at least 50 people. Minority/majority/anyone – open event. People bring food. Syrian music. Traditional activities and non-structured eating/talking space. Child friendly. Group of 10 volunteers in charge.</p> <p>Collection of clothes Nov-January, at least one car full of clothes, at University, in cooperation with local mosque, both Syrians and Czechs and anyone else</p>	<p>Outreach: How do I spread information about the activities? How will the community/target groups and wider public find out that there is something happening?</p> <p>Direct contact through Syrian community leaders, media, Facebook, website</p> <p>SDGs in my project: Do you see a connection between SDGs and the project? Which SDGs? How are they connected?</p> <p>Sustainable cities and communities: Creating a safer and more cohesive community in a city</p> <p>Responsible consumption: Using biodegradable/recycled materials</p> <p>No poverty: Clothes collection for camps</p> <p>Impact on the community: How will the local community benefit from the project? How will the target groups and the relationships between them change?</p> <p>Less xenophobia/more open society. Better inclusion of Syrian and Czech communities. Safer space for existing.</p>
<p>Needs/problem: What are the most prevalent needs? What problem is relevant for my chosen TG/community? What problem do I want to solve?</p> <p>Primary TG:</p> <ul style="list-style-type: none"> - Lack of space for meeting - At first a specific need to create a safer space among themselves and then open more with the locals - Language barrier - Problems communicating with the governmental offices - Many did not want to discuss political issues <p>Secondary TG:</p> <ul style="list-style-type: none"> - Xenophobia/islamophobia on the rise 	<p>Which resources do I have and which do I still need: What is the experience of my team/me? Who can help me and what are their skills? What budget do I need?</p> <p>People: Klára (community outreach to Syrians), Assem (one of community leaders), Filip (volunteer coordinator). Group of volunteers from both sides.</p> <p>Space: Leyaly, contacts at student cafés and university, city owned buildings</p> <p>Money: 1300 EUR from UHNCR and university grants.</p> <p>Friendly NGOs, local mosque, friends in media: Outreach</p>	<p>How to find out I succeeded: What tools/strategy will I choose to find out if I fulfilled the objective?</p> <p>Look at the objectives and find out if they were successfully achieved. Did we organize the events? How many people came? More than expected? Less? Why?</p> <p>Make another set of interviews/focus group with the target group. Do we see a change in their behaviour, values, quality of life? Did we fulfil the needs? Are new needs arising? What can we do next?</p>	

- Throughout the process, the trainers were joining the breakout rooms and aiding whenever needed. Afterwards, the whole group met together and discussed their cooperation, outcomes and any changes they feel like they should make in their ideas.

10' Homework and consultations

- Continue working in the groups throughout the first part of the next day. We also offered consultations to each of the group on the next day at 10:00-12:00 and 13:00-15:00

10' Reflection groups

- During the reflection groups, we were going through the project development process together in mixed groups and providing peer support and ideas, strengthening the learning gained.

Day 5, November 19th

We dedicated day 5 to further work on the project ideas. The goal we had in mind was that at the end of the day, the participants will be able to pitch the concept of their project to the group and receive feedback. However, the work on the project ideas was really intense in the last days and we knew that providing the participants space to rest from the work would also be necessary. Therefore, we started the afternoon programme with two sets of parallel workshops that catered to learning needs expressed by the participants.

Morning

The participants continued to work on their project ideas with help of the canvases and were provided with consultations by the team of trainers for each of the groups. Furthermore, during the first part of the day, the participants had a chance to choose 2 out of 4 parallel workshops according to their interest and own learning needs.

Afternoon

5' Introduction to the afternoon

40' Skill workshops 1A: Outreach

A presentation on 7 steps to go through when creating and outreach strategy: defining target group, identifying their preferred space, identifying own role and possible biases, identifying stakeholders who can amplify the strategy, identifying most appropriate channels, identifying tone of communication and identifying inclusivity. Afterwards, the participants were tasked to define a target group and go through all the steps as group work task. The outcomes were debriefed.

40' Skill workshops 1B: Time management and burnout prevention

- Introduction – the workshop was made mostly through input and discussion and individual work
- Prioritization of tasks: urgency x importance. The participants made their own lists of examples of tasks they deal with in the daily work.
- Discussion in pairs: what helps me deliver work on time/what hinders me?
- Tips for time-management – provided by the facilitator and brainstormed from the participants.
- Introduction to burnout followed by a discussion among the participants on how to prevent it.

40' Skill workshop 2A: Online and offline tools for community and educational work

Participants identified their experience with online and offline activities through Mentimeter. Then they had a chance to present their experience to other and discuss a bit. Afterwards, the trainer presented a flipchart containing: most common tools that can be used in online work, steps to for preparation to succeed when preparing an online activity and useful tips. The participant were then presented with a shared folder containing resources for offline educational and community work, containing among

others T-kits, Compass, All Different All Equal, empowerment and coaching toolkits and the manual on community activities New Beginnings created by 3 of the participating organizations during their previous partnership. The participants then had the opportunity to share any other resourced they know or use among themselves. We created a shared document with all the resources collected and links.



40' Skill workshops 2B: Inclusive leadership

- A simulation of negotiation among three groups to show approaches to inclusivity:
 - DEVELOPER
 - You are a developer and you are responsible to build a road. In the proces of development, you find two settlements with people in the way of development. They don't have running water nor electricity. Your task is to solve the situation. You are under tight schedule; you must deliver the road on time.
 - JANOSHEEKS
 - You represent a settlement of JANOSHEEK people living in central Slovakia in middle of the mountains. You and the generations before you have lived here, and you are not planning to move anywhere. You love it here; you live in harmony with nature. The way of your communication is different than the "modern people", you are not used to contradict anyone, so when expressing your opinions, you are doing it in very non-direct way. When someone ask you a direct question you must always answer yes.
 - MAREENAS
 - You represent a settlement of Mareena people living in central Slovakia. You and the generations before you have lived here, and you are not planning to move anywhere. You

love it here; you live in harmony with nature. The way of your communication is different than the "modern people", you can speak unless somebody speaks directly to you.

- The simulation of the negotiations then concluded and examples of inclusive vs. traditional leader were extracted during the debriefing with the group.

30' Break

50' Work on project ideas & presentations

- Participants continue to work on canvas and ideas. By 19:00 the have a 3-minute pitch ready in which they explain: the target group, needs identified, aim and objectives and activities. After each pitch, the ideas are feedbacked by other participants and the trainers.

10' Reflection groups

- 3 reflection groups facilitated by the staff and trainers to find out about the mood of the group, gather feedback and harvest further learning needs. Questions:
 - What was the most important part of today for you?
 - Is there anything that you still need to learn?
 - How can we support you in learning and developing the project ideas?

Day 6, November 20th

The last day of the programme was mostly dedicated to solidifying the learning gained and to evaluating and closing the whole experience. Giving space to the participants to plan their future steps was also an important part.

Morning

The participants continued to work on their project ideas with help of the canvases and were provided with consultations by the team of trainers if any need for support arised.

Afternoon

5' Introduction to the afternoon

35' Funding opportunities

The participants were presented most common and accessible funding opportunities, including: ESC solidarity projects, town/municipality projects and private/company funding options with tips on how to approach each of the entities.

30' Action planning

The participants were divided into the groups in which they worked on the project canvas. They had been tasked to come up with an action plan - concrete steps which help them to continue working and which would eventually lead them to a successful implementation phase. They were provided with a template matrix into which they could easily plan logical steps in their further cooperation.

30' Break

20' Monitoring and evaluation

The participants were presented an easy tool to set indicators they want to measure in their projects in relation to the development of community, change they see in their own team and sustainable development goals. In small groups, they had a chance to brainstorm which concrete thing they would measure in order to evaluate the project and come up with a simple strategy.

	Change I want to see	Indicators for the change	Tools to measure the change
Me & my project team			
Our community			
The issue (SDGs)			

60' Evaluation

First, the trainer used a time machine method - invited all the participants to find comfortable place and close their eyes, shared relaxing music and in a storytelling way went through everything that happened during the training to help the participants remember all the days. After that, evaluation happened in 3 steps.

- Creating a wordcloud on mentimeter - each participant had a task to write 2 words that describe the training for them into menti.com;
- Learning - taking a piece of paper and writing 7 concrete things they learned during the training;
- Questionnaire (google form). The participants could choose any order and everyone had to finish by 18:50.
- After that, we looked at the outcomes of the mentimeter wordcloud together and anyone who wanted could share some of their 7 learning points.

Write 2 words to describe this training

Mentimeter



30' Closing circle

Each participant had the chance to say a few last sentences to the others and say goodbye in order to close the whole training process.

Tips for trainers

The training caught us in a time of great uncertainty due to the global COVID-19 pandemic. Due to restriction on travel and limits of physical meeting, we opted for organizing the training online. During the process, we learnt a lot about how to create an engaging educational activity without the need to share the same venue, building, seminar room. We would like to share some of the tips here in case you will be in a role of a trainer or facilitator of an online educational activity.

On tools

There were several main tools and platforms we were using. Our main communication platform was Zoom. We would recommend using it mainly due to its feature of breakout rooms which allow you to divide the participants into smaller groups.

Whatsapp was used as a secondary means of communication. If the participants had an individual or group task without the presence of the trainers, the assignment would be always also written in Zoom and Whatsapp chat. Furthermore, it served as a tool for general chit-chat which then supported the cohesion of the group.

Google Drive folders helped us to make collaboration among the participants easier – for example by sharing link to folders with editable documents. We used Google Jamboard a lot. Jamboard allows you to create a board on which people can collaboratively draw, write plain text or create sticky notes – a great way of substituting for physical flipchart and sticky notes.

Mentimeter was used a few times too – mainly for gathering direct feedback from participants. We would recommend using it during the evaluation process.

There are other tools worth mentioning, even if we did not use them during the training. Kahoot allows you to create real-time interactive quizzes which add gamified experience to the learning process. Discord allows you to work with a group on a more long-term basis and allows different channels for different topics and high quality voice chat (video calls are not supported at this point though). Learning badges, such as Open Badges, allow you to recognize learning through awarding the participants with badges not unlike those used by the scout movement – just digital.

On team

From our experience, the minimum number of trainers/facilitators to run an online training is 2, optimal would be 3. Always make sure that you divide the roles within the team. We identified three main roles:

- Leader oversees the specific activity. She prepares and delivers the content and has a high level of responsibility and agency towards the group. She introduces the tasks, follows the process and runs the debriefings.
- Supporter is there to make the leader's task easier. He has the general idea of the session and can elaborate in case there is something missing. The supporter also watches the mood of the group closely and if sees that the input by the leader was not clear, he clarifies. During debriefings, the supporter watches the group together with the leader and oversees the speaking order.
- Technician knows when and how to divide the participants into groups. She quickly takes care of any technical issues and helps the participants who might have a tech-related problem.

Make sure your team has enough communication channels. You will often find yourselves in a situation when you quickly need to adapt and discuss a change of plans due to groups dynamic changing, timing constraints etc. Be ready for multitasking – while delivering the content, you might be also required to quickly check a text message from your teammate urging you to wrap up in 5 minutes, adapt the activity due to perceived group energy levels or announce an early break when you finish due to a technical issue that needs to be solved.

Always evaluate. Not just with the participants, but among your team as well. Take that 30-60 minutes after each day to go through it again activity by activity, feedback each other and make the next days even better.

General tips

Rules

To make everyone comfortable, make sure to announce general rules (or co-create them with the group if you have time). Among others, everyone should be on time, use video camera if possible and be muted if they are not talking.

Communication

Have enough communication with the participants before the training starts. Provide detailed information on time frame, topics covered, software that will be used etc. Also, provide a technical meeting 30 minutes before the official programme starts so the participants who suspect they might have difficulties with their hardware can connect and solve it with your support.

Timing

Timing is extremely important. For this training, we opted for a 3 hours of facilitated programme + 30 minute break from 4pm to 7:30pm. We decided so after consulting most of the participants and finding time window that would suit everyone. Mornings were then dedicated to individual work that would be facilitated by the participants themselves – therefore they could fit it into their own time schedule.

Visuals

Make sure you use enough visual aids. Prepare flipcharts, scan them and show them via screen sharing. Create interactive documents. Use videos. Avoid being a talking head all the time.

No reactions are okay

It's the little things that make our work more enjoyable. Anything from an eye contact, occasional smile from a learner figuring out the task, a circle full of confused faces after a failed joke or a straight outburst of laughter. These make the contact with the participants more personal, can greatly help the learning process and charge us with energy. Well, you can forget most of them while working online. Simply because when a participant stares into her screen, her brain tells her that she stares into a screen – not at another human being. You will see plenty of faces looking bored or neutral most of the time. And that is totally fine. You are doing your job well (probably), it's just that people often do not look at the screen the same way they look at another human being.

Mix activities

Try to avoid theoretical inputs that are longer than 15 minutes. People would probably stop listening anyway. Try to balance inputs, individual work and work in small groups. Provide case studies and simulations the participants can work on. And be aware that even though we are on computers, we are

not limited by digital tools. For example, encourage participants to grab a paper and colours and create posters that map their communities. Or search their flats to find an item that represents development for them and then discuss it together in the whole group.

Know your tools

Few things are more frustrating for the participants than a trainer struggling with the tech they want to use with the group. Make sure you are aware of the possibilities, as well as limits of the platforms and software you are using. Take your time to test them with your colleagues in advance, or, if you are the more experienced one, provide safe space for you colleagues to try them out and learn how they work.

Energy levels

Be mindful of the energy levels of the group. You don't want to work with a tired and annoyed group. Sometimes you might need to call for an earlier break if you see that people are losing attention. Or introduce an energizer when you begin and after a break. We collected several that can be used online.

Music: Although not an energizer by itself, it helps to play music (through share sound option) towards the end of each break. The participants will know that the break is coming to an end and they will start appearing on screen, nodding their head to the music or perhaps even moving a bit.

Thumb-index finger: Clench your hands in fists. On your left hand, lift your thumb. On your right hand, lift your index finger. Now alternate between them, with thumb always on one hand and index finger on the other and get your brain working.

Shaking: Ask everyone to stand up and be visible on your camera. You will be counting from 10 to 1 and shaking parts of your body. Shake your right arm 10 times, then the left arm, then right leg and left leg. After the first cycle share each part 9 times all the way to 1, when you shake your right arm once, your left arm once, your right leg once and your left leg once.

Online space: This one is based on working with how we appear on screen. Participants touch the sides of the camera window by their hands, as if they were locked in a room and were touching the walls. Raise your hands high to "catch the wi-fi". Move your head close to the camera to "check if it works". Drum with your hands on the person below you on screen. And whenever anyone says "Zombies!" hide from your camera so the zombies don't see you.

Touch the colour: A trainer chooses a colour and says: "Now touch colour green." Everyone looks around their rooms, finds an item with the corresponding colour and touches it and then comes back to the screen. The last person chooses new colour. Apart from colours, you can work with materials, specific items ("Everyone grab your favourite cup and bring it") or even something content related ("Everyone grab a thing that represents inclusion to you").

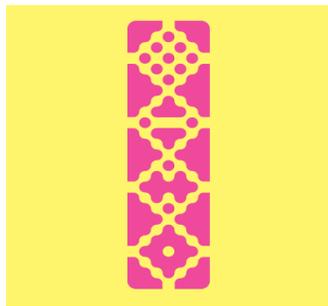
Annex 1: Community project canvas

<p>Target group/community: <i>Who is the TG/community I work with? Where? Does it consist of more specific groups of people?</i></p>	<p>Aim and objectives: <i>What is the main aim of the project? What do I want to change? What will the world look like at the end of the project? And which partial objectives will help me to achieve it?</i></p>	<p>Activities: <i>What activities will help me to fulfil the objectives? When, where, with whom, why, how? Who will attend them?</i></p>	<p>Outreach: <i>How do I spread information about the activities? How will the community/target groups and wider public find out that there is something happening?</i></p>
<p>Needs/problem: <i>What are the most prevalent needs? What problem is relevant for my chosen TG/community? What problem do I want to solve?</i></p>			<p>SDGs in my project: <i>Do you see a connection between SDGs and the project? Which SDGs? How are they connected?</i></p>
<p>Which resources do I have and which do I still need: <i>What is the experience of my team/me? Who can help me and what are their skills? What budget do I need?</i></p>	<p>How to find out I succeeded: <i>What tools/strategy will I choose to find out if I fulfilled the objectives?</i></p>		

CONTACT INFORMATION OF PARTICIPATING ORGANISATIONS



Mareena: <https://mareena.sk/>



Be International: <https://www.beinternational.cz/>



Global 2000: <https://www.global2000.at/en>



Kalunba: <https://www.facebook.com/kalunbacharity>

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MANUAL FOR COMMUNITY PROJECTS DEVELOPMENT TRAININGS

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