



## PARTICIPANTS

25 trainers, teachers and youth workers from more than eight countries  
Diverse regarding the level of experience  
Working in formal and informal learning schemes

---



## TIME FRAME

Start: Monday, November 4, 2019, 4 pm  
End: Thursday, November 7, 2019, 3 pm

---

## OVERALL AIMS

- » Enable participants to conduct workshops on the topic of European values by themselves, using TEVIP approaches and methods
  - » Enhance participants methodological competencies in active learning and esp. in guiding simulation games or handling large groups.
  - » Exchange of experiences and views regarding non-formal learning, teaching European values and the role of the trainer
- 

## GENERAL APPROACH

- » **Practice and competence-oriented learning:** Testing of methods in the role of participants and reflecting on their facilitation as trainers
- » **Building an open debate on European values,** their meaning for our societies in general and for our role as trainers in a learning space
- » **Use of activating methods,** preferably those developed in the project
- » **Active role of participants** to enable fruitful exchange of views and experiences
- » **To certain extent flexible workshop plan** to be able to react on the participants' needs and expectations

## WORKSHOP FLOW

### 1. Exchange of experiences, backgrounds and approaches to non-formal education

The participants positioned themselves towards theses on non-formal learning formats, the role of the trainer and on European values as an educational subject. For this, TEVIP method “Debating Perspectives” was adapted. The aim was to get an impression on the differences and similarities within the group.

To sum up, TEVIP approaches (e. g. use of non-formal methods, our motivation to address European values, role of the trainer) were introduced and the TEVIP method “Debating Perspectives” was explained.

### 2. Reflecting on participants’ individual values

The workshop “Mapping identities” (provided by Sheri Dorn and Paola Mongelli) focused on the participants’ individual values and self-image. The aim was to reveal often unconsciously determined value-sets and concepts and to open the participants’ minds for further discourses. At the same time, the experimental design of the workshop was a stimulation to think out of the box.

### 3. Reflecting on the groups’ values

By using TEVIP method “TOP-5-values” a line from individual to collective or shared values was drawn. Firstly, each participant picked values that he or she considers as most important.

After this, they formed small groups and agreed on a set of shared values. Finally, the whole group decided on five values they all can agree on. By this, the sense of community within the group was strengthened.

After, the method and its use in workshops with young people was evaluated on a meta level.

### 4. Introduction of TEVIP manual

After having used already two TEVIP methods and the respective activity descriptions the overall logic of the manual was introduced. Chapters 1 and 2 including the positioning paper were distributed and discussed.

### 5. Testing of TEVIP method “Values under stress”

A more complex as well as a newly developed method, “Values under stress” was facilitated with the group in order to gain a deeper understanding of the flow and the discussion points of the simulation game.

The debrief passed into a group discussion of the term “European values”. Potentially excluding implications and misunderstandings were pointed out and our purpose to focus on European values was explained. To this end, the TEVIP position paper was presented and discussed with the group.

### 6. Testing of TEVIP method “Conflict in the Inotican Union”

The simulation game was the second method that was thoroughly tested.

The extract of the game was followed by some input on the definition of the term simulation game in general, methodological specifics on simulation games in political education and advice on how to facilitate a simulation game.

The session ended with practical advice on how to run “Conflict in the Inotican Union” and answering participants questions.

### 7. Workshop planning session

Having already gained a good overview on TEVIP aims and methods, the participants planned their own TEVIP event. For this, they adapted TEVIP methods to their professional backgrounds and needs.

The results were presented and discussed in the plenary, giving feedback and further ideas to each other.

## **8. Testing of TEVIP method “Spaceships”**

In groups, the participants developed fundamental principles and core values a political community should be constituted on.

This method was facilitated by a select group of participants. Therefore, the respective TEVIP activity description went through its baptism of fire. In addition to the debrief of the method itself, the facilitators' group gave feedback on the usability of the TEVIP manual.

## **9. Overall evaluation of the workshop**

The participants were asked to give feedback on five questions:

- 1.** What did you like?;
- 2.** What is your key message?;
- 3.** What could have been better?;
- 4.** What do you take home?;
- 5.** What came up short?