



# **ACTIVITY REPORT**

## **Training Course**

**Oriolo Romano, Italy**  
**February 27<sup>th</sup> – March 4<sup>th</sup>, 2013**

## INTRODUCTION

The **ED.HO.C. Training Course (TC) in Italy**, part of the ED.HO.C. Grundtvig Learning Partnership project, took place between February 27<sup>th</sup> and March 4<sup>th</sup> 2013, at Oriolo Romano, Italy.

The training course, developed following the active methodology proposed by Cemea's movement, explored elements necessary for the preparation of any professional involved in Educational Holiday Centre residential activities and opened the first methodological comparison and confrontation between ED.HO.C. partners.

The TC involved 1 coordinator/trainer and 1 educator from each partner organisation:

- ◆ **Vitalina Santana** and **Lucia Oliveira** from **Associação Juvenil de Peniche** (PORTUGAL),
- ◆ **Elena Badlíková** and **Danka Jašurková** from **KERIC** (SLOVAKIA),
- ◆ **Pablo Orleans** and **Cristina Gomez** from **Telecentro de Ayerbe** (SPAIN),
- ◆ **Iuliana Paraschivescu** and **Diana Ferent** from **Chance for Life** (ROMANIA).

The TC coincided with the annual training activity organized by Cemea del Lazio for all personnel working in spring and summer educational holiday centres. The Italian participants following their educational holiday centre preparation path (2<sup>nd</sup> course) joined the EDHOC participants in the international training course, multiplying the contributions and exchanges.

The participants to the ED.HO.C. Training Course were hosted in the CEMEA House of Oriolo Romano, the location of the Holiday Centres organised by the Italian organization during summer. The participants were inserted in the CEMEA Holiday Centre context in all senses, living for 5 days the atmosphere of the Holiday Centre according to CEMEA's methodology.

The **TC Activity Report** is meant to have an overview of the TC development and its results in terms of impact on the participants and on the ED.HO.C. project as a whole.

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## TC TRAINING METHODOLOGY

The **TC training methodology** was based on first-person experience of the activities specific to the CEMEA educational holiday centre followed by reflexion moments. The participants were immersed into the CEMEA educational holiday centre dimension but they were involved also in analytic discussions that allowed them to better understand the model and to consider it in connection to their own holiday centre realities.

In the beginning of the TC the ED.HO.C. participants were briefly introduced to the CEMEA active methodology, and to the general organization of the Oriolo Educational Holiday Centre through a video presentation.

Mirroring the experience of the CEMEA Educational Holiday Centre, the TC was residential. The ED.HO.C. training course involved **living together and collective activities** including house duties like setting and clearing the table for meals, drying the dishes and serving the meals.

The **TC programme** foresaw **different types of activities** as the ones performed with the children during the CEMEA educational holiday centres and it was adapted day by day, taking into consideration the group's interest, needs and energy. This methodological choice disoriented some participants used to a different organisational approach, not to this flexibility of the programme.

For some of the activities and the house duties each participant was included in **small international and multilingual target groups**, identified by colours (blue, orange, red, yellow, green). The established subgroups were maintained for the activities in rotation and during meals, aimed at creating a family spirit and at facilitating deeper exchanges between the participants.

## TC ACTIVITIES

The participants experimented in first-person activities and group dynamics intended to be further on realized with the children during the educational holiday centres, considered by CEMEA as fundamental elements in the field of children education: training paths like songs and popular dances, open air games in the nature, manual workshops, body expression.

**Songs and Popular dances** were almost every day present in the timetable and represented a way to meet and stay together with the whole group, a part from offering spaces for diverse ways of expression. The songs and dances learned belong to different age groups (for example the dance *King's parade* for children between 7 and 9 years old; the *Tarantella Napoletana* dance for children and adults over 9 years old) and to different cultures (American, English, Italian, Hebrew, Greek). The intercultural aspect is kept during the CEMEA Educational Holiday Centres and the children learn the ethnic dances and become aware of other cultures by playing. It emerged that the whole international group experienced how important is the power of embodying a role, as they managed to enjoy the songs and the dances only after they had really accepted the roles conferred within the activity, avoiding judgements of themselves or of others. Their performance improved significantly towards the last days, contemporary with the enhancement of the team spirit, also thanks to the other activities.

**Open air games in the nature** influenced the team spirit and teamwork within the group. The participants found these moments enriching, not only because they allowed different ways of participation, but also because they learned new ways of playing games already known to them. These games characterized by their dynamism made the participants put themselves in children's shoes. They especially appreciated the game *Trattieni il respiro (Hold your breath)* because they found it is an interesting way to transmit the idea/feeling of inclusion to children, as it doesn't foresee people using or winning.

The heterogeneity of participants' ages was enriching for the group; it showed the different participation approaches to the activities: sometimes an older person showed more energy than a younger person, other times the participants adapted the rhythm of the game to answer group's needs.

Regarding these games, during the reflexion moment, CEMEA team shared that children have a lot of free time during the educational holiday centres and that they most of the times choose to play the games they liked the most from the ones proposed by the educators: they play in their own rhythm, for as long as they want.

**The manual work activities** experimented were 4 different activities that allowed participants to exercise their creativity, but also their handiness and attention to details. The afternoon workshops were anticipated of 15 minutes, in order to have the participants present to the pre-preparation logistic aspects of the activities so that they would get familiar with all the steps needed to be done when proposing the same activities to children during summer camps.

The participants chose the workshop to which they preferred to take part. At the end they shared different feelings, attitudes and words, to describe their experiences.

The marble paper workshop was described with the word 'transformation': the participants became aware of the process of creation from one thing (marble paper) to another (notebook), of the different working steps that led to a totally new and unexpected result.

The natural coloured paintings had the same theme as the collage mosaics: the landscape. In each case, the results were much diverse; they expressed participants' personalities. 'Sharing' was one of the words to express the natural coloured paintings activity, as it envisaged in a first step the preparation of one or two natural colours by each participant, shared with everybody during the painting phase. Painting was felt as a very relaxing activity. The collage activity on the other hand was felt as 'niggling work' that takes time, but also exercised participants' patience.



The construction of kites needed attention to technical details. The participants understood that they had to respect the construction steps exactly. 'Technical' was the key word to describe their experience, but making their kites fly gave them the feeling of satisfaction for the work previously done.

Even though the manual work activities implied individual results, the participants had the feeling of 'working together' as they followed the same working steps and supported each other in the creation process.

The results were all very well elaborated and the participants were curious and interested to learn about the manual workshops to which they didn't participate directly.

**The body expression activities** prepared and performed by each small group were essential for the evolution of the communication and collaboration between the participants. These activities represented every time the level of group cohesion and the quality of the relations established between the participants.

The first activity of this type was the natural sound composition activity that every small group had to prepare and share with the others, after having absorbed the sounds created by each of its members with the natural elements chosen previously: a metaphor of the first meeting and communication within the group expressed without words and an exercise of expressing oneself but also of listening to the others. The words the participants chose to describe the experience of this activity were diverse, some of them even contradictory, but they were nonetheless very relevant for the group communication process: concentration, harmony, together, tenderness, chaos, tranquillity, etc.

The second body expression activity asked from the participants the construction of a mechanism. It is interesting to notice that the most popular mechanism almost all groups thought to represent was the clock. Two of the teams found different ways to represent the clock. The others, realizing that other teams were working on the clock subject, decided to change and they finally came up with other ideas more original (as for example a kiss machine), once the clock stereotype was destroyed.

The third body expression activity of the TC asked from the participants to represent a situation that had a beginning, a development and an end, using two scenic design elements: a blanket and a rope. The situations invented were very creative and very well performed, that showed the high degree of team work to which the small groups had arrived, but also the evolution of each individual participant that truly dedicated herself/himself to the activity task and to the team. The participants showed great respect for the others in the preparation performance phases of the activity and great concentration, interpreting with belief their roles within the team. One of the teams who during the previous body language activity had encountered communication problems influencing their performance, showed in this new occasion to have evolved. Their members learned to sacrifice their own ego for team's sake.

All the participants had fun creating and performing the situations and they enjoyed working together, as a team, in which no one had the superiority over the others. They managed to let themselves go, cancelling self censure and finding the necessary concentration for performing their roles with conviction.

These activities in small groups helped participants to find a common rhythm, movement and sound, indifferent of their language or culture, but enhancing their personalities and capacity of expression at the same time as individuals and members of their small group team.



## **Educational Holiday Centres STRUCTURE AND METHODOLOGY in the European partner countries: LEARNING & SHARING**

The TC offered the space for discussion and comparison on the educational holiday centres structure and methodology of the ED.HO.C. European partner organisations. The presence of the Italian participants in the discussion groups, some of them having participated during their childhood to the educational holiday centres organised by CEMEA, was enriching for the discussions, as it offered an inside point of view and it helped clarify certain details (as for example the decision to have a reunion day with children's parents in the middle of the educational holiday centre and the need to comfort little children who miss their parents at the end of the day).

At the beginning CEMEA shared the philosophy behind the structural and methodological choices for its educational holiday centre, focusing on structure and methodology.

On a second moment the discussions were focused on the educational holiday centre structure and methodology specific to the other organisations partner in the ED.HO.C. project.

The discussions helped create a common language and a common reference framework for the partners, for the preparation and the training of professional profiles like educator, coordinator and trainer in the field of children education and in particularly inside an educational holiday centre. They also offered points of comparison within the partnership. This common framework was considered useful for the following steps of the ED.HO.C. project, especially for the study visits, when the research on the base of the themes associated to each of them will be further developed.

### **TC IMPACT & RESULTS**

#### **Communication**

The occasion to meet and exchange information was regarded useful for the further implementation of the project and made participants feel better prepared for the next steps.

The challenges/difficulties identified at the beginning of the training course regarding communication between Latin and non-Latin countries or regarding the general collaboration within the international group were overcome thanks especially to the small groups organised and to the activities that encouraged participation and team work.

#### **Learning**

The participants experienced the active education methodology promoted by CEMEA (Training Centres for Active Education Methods) and got to know its educational approach that foresees the development and the valorisation of personal capacities through significant experiences, sustaining the idea of an integrated individuality.

Experiencing the activities in first person, the participants challenged themselves in the process, sometimes having to go out of their comfort zone and see themselves perform different roles and tasks, with a non judgemental approach. The measure in which they were able to enter in the play influenced also the measure in which they developed themselves personally and developed relations with their team colleagues. This was very useful in order to increase participants' awareness regarding the utility of the activities and the most suitable timing to perform them with children during the educational holiday centre, taking into consideration children's needs, energy, patience, capacity of concentration, etc.

The participants had the opportunity to learn new activities or new versions of games useful to be performed with children during educational holiday centres.



## Conclusions

The participants, in majority educators involved in the educational holiday centres of their organisations, assessed the TC as very positive, for their personal experience and in general for their professional work, but also concerning the ED.HO.C. project development.

Participants were highly satisfied about experiencing CEMEA's training methodology that represented the starting point for discussing about the educational holiday centre concept. In this way one of the main TC objectives was achieved.

Participants' expectations were reached at elevated percentages about knowing CEMEA's educational holiday centre system but also about sharing their knowledge and experience on educational holiday centres. The possibility to exchange and compare aspects related to their realities increased the level of awareness regarding them, as the participants could identify limits and strong points, but also examples of good practices. Participants felt the need for more time to reflect on their differences and similarities that in fact has been already previewed for the study visits dedicated to go deeper on each aspect defining the educational holiday centre. One of the significant ideas exchanged was about elaborating a training path for educators/operators, as a step for the educational holiday centre improvement.

Moreover, the TC was well appreciated about bringing innovation in participants' educational holiday centres not only because it fostered the opportunity to learn new activities and observe different working methods, but also thanks to the new ideas inspired by knowing the work performed in the other educational holiday centres.

In the Training Course Evaluation Report below presents a quantitative analysis gathering participants' answers to the Ex-Ante and Ex-Post questionnaires.



## EVALUATION REPORT ED.HO.C. TRAINING COURSE (ITALY)

February 27<sup>th</sup> – March 4<sup>th</sup>, 2013

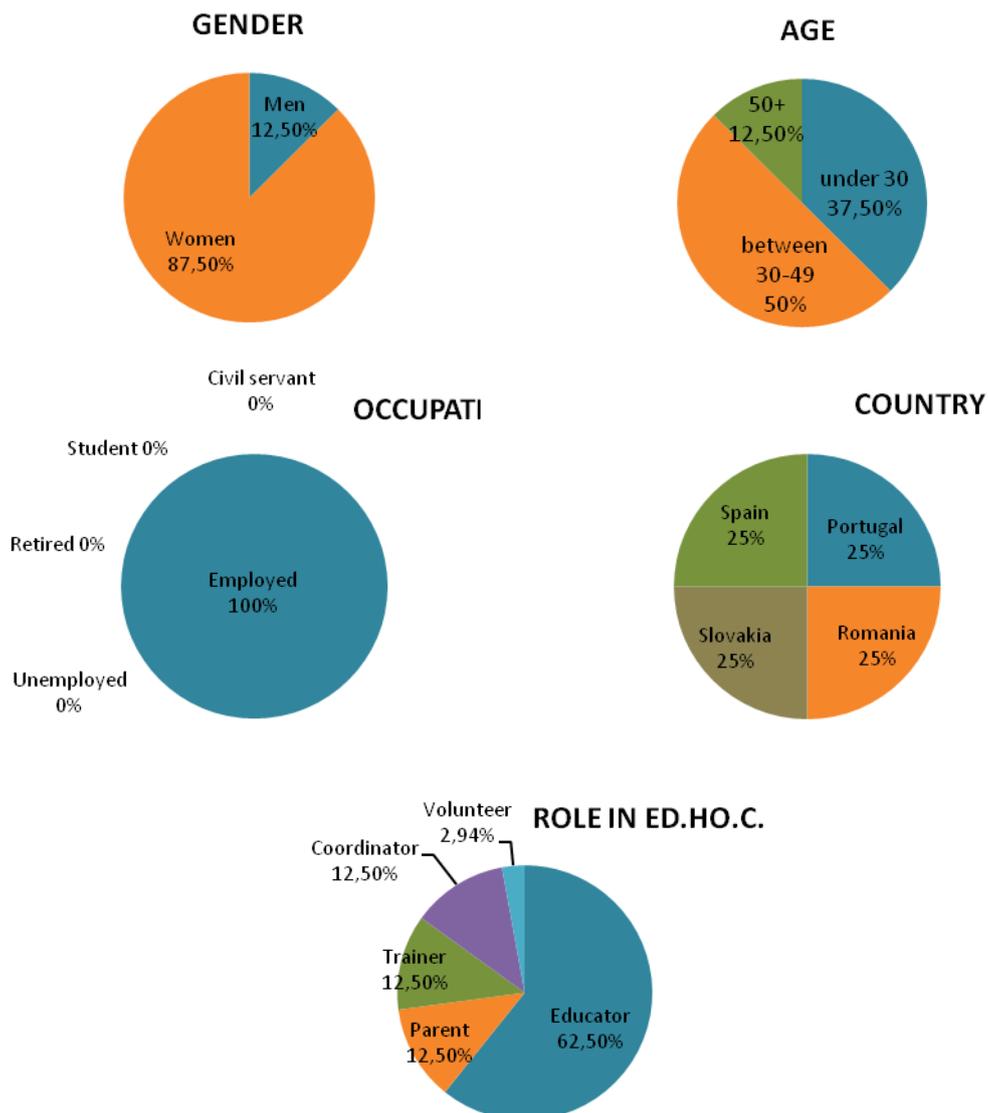
This evaluation report is based on the EX-ANTE and EX-POST online questionnaires by the participants to the ED.HO.C. Training Course (TC) in Oriolo, Italy.

The questionnaires gather participants' expectations and feedback regarding the TC, focusing on two general dimensions: Organization and Management of the TC; Content.

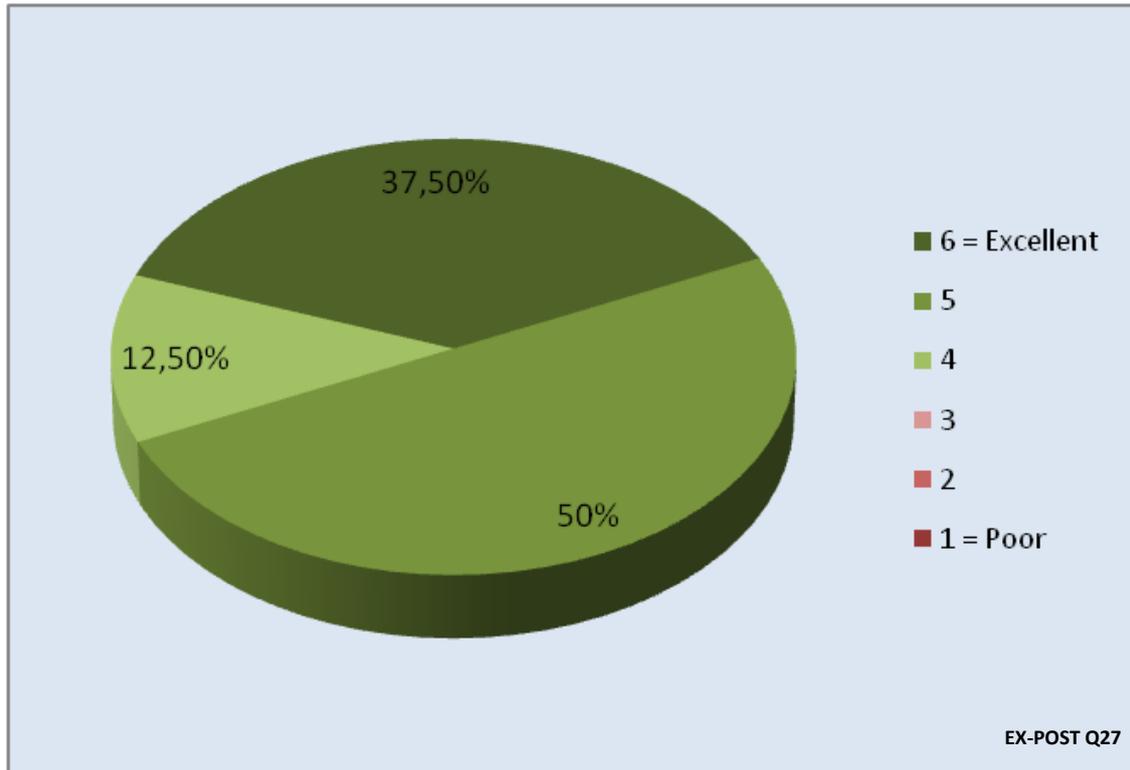
The training course, developed following the active methodology proposed by Cemea's movement, explored elements necessary for the preparation of professionals involved in Educational Holiday Centre residential activities and opened the first methodological comparison and confrontation between ED.HO.C. partners.

The evaluation report contains graphics presenting participants' answers (expressed in percentages) to each question included in the questionnaires and some of their comments. In Annexes you can find the EX-ANTE and EX-POST questionnaires.

The questionnaires were directed to a sample of **8 PEOPLE INTERVIEWED** that can be defined by:



## OVERALL RATING OF THE TRAINING COURSE



### Participants' comments:

*My assessment is positive, because it was a very dynamic TC, with a passage through various activities: we had the opportunity to do manual works, games, dances, songs, and artistic expression activities in the work group; we had to use our imagination. Some activities made me feel like a child again.*

*The TC was very positive regarding knowing the other organisations partner in EDHOC project, knowing better Cemea and its working methodology and experiencing directly the holiday centre working reality.*

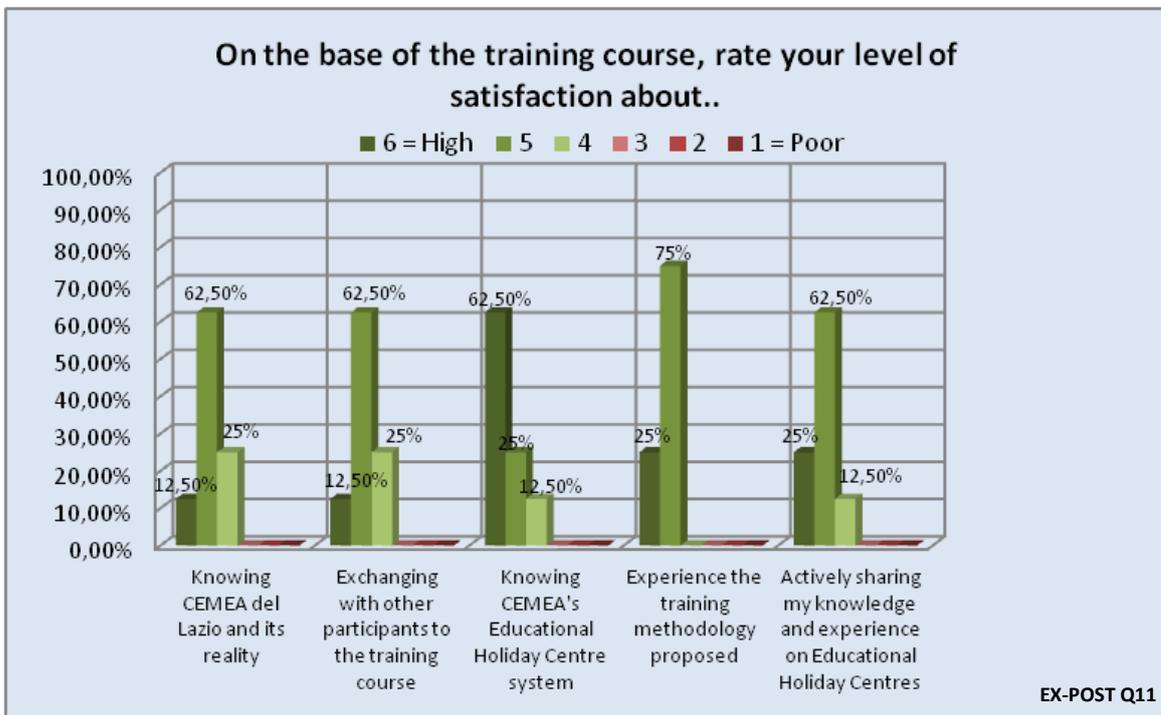
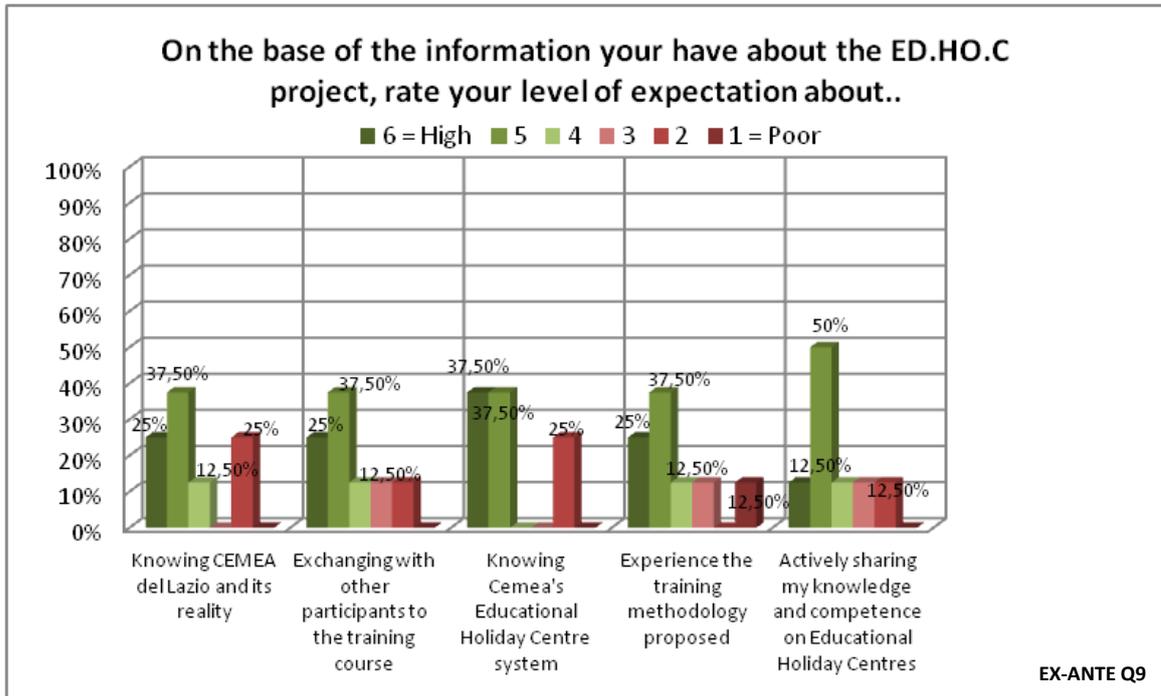
*The general work was positive. We, the participants from the organisations partner in the EDHOC project, didn't have the same profile and a lot of exchange happened in the free time moments, which I evaluate as positive also.*

*Training was very good. My little observation. When learning to sing my suggestion is to give the participants at the beginning the text so that they could be involved in the activity right from the start. Learning three styles of the Italian text is not very easy.*

*Much time was spent translating into other languages.*

## CONTENT

### LEVEL OF EXPECTATIONS REACHED



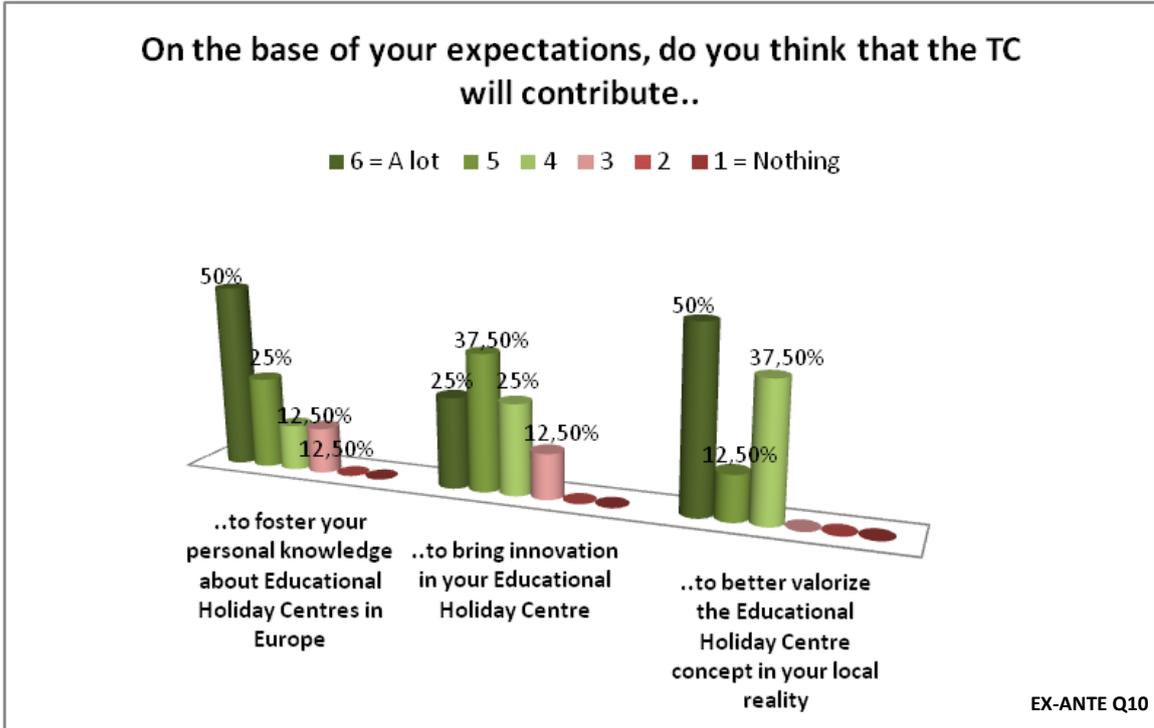
**Participants' comments:**

*All activities were well prepared by the host organization, but not the space to be able to actively engage the other organizations and lead a short little activity.*

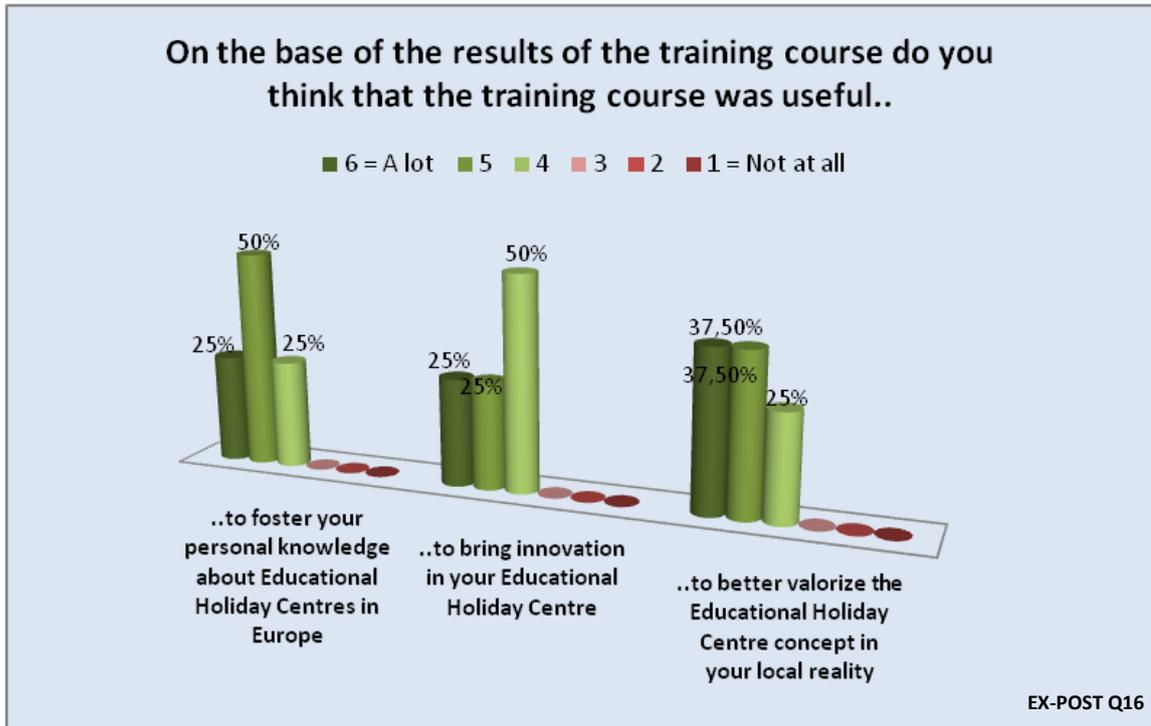
*The TC was useful to meet the other organisations and get to know their work.*

**CONTENT**

**USEFULNESS OF THE TRAINING COURSE**



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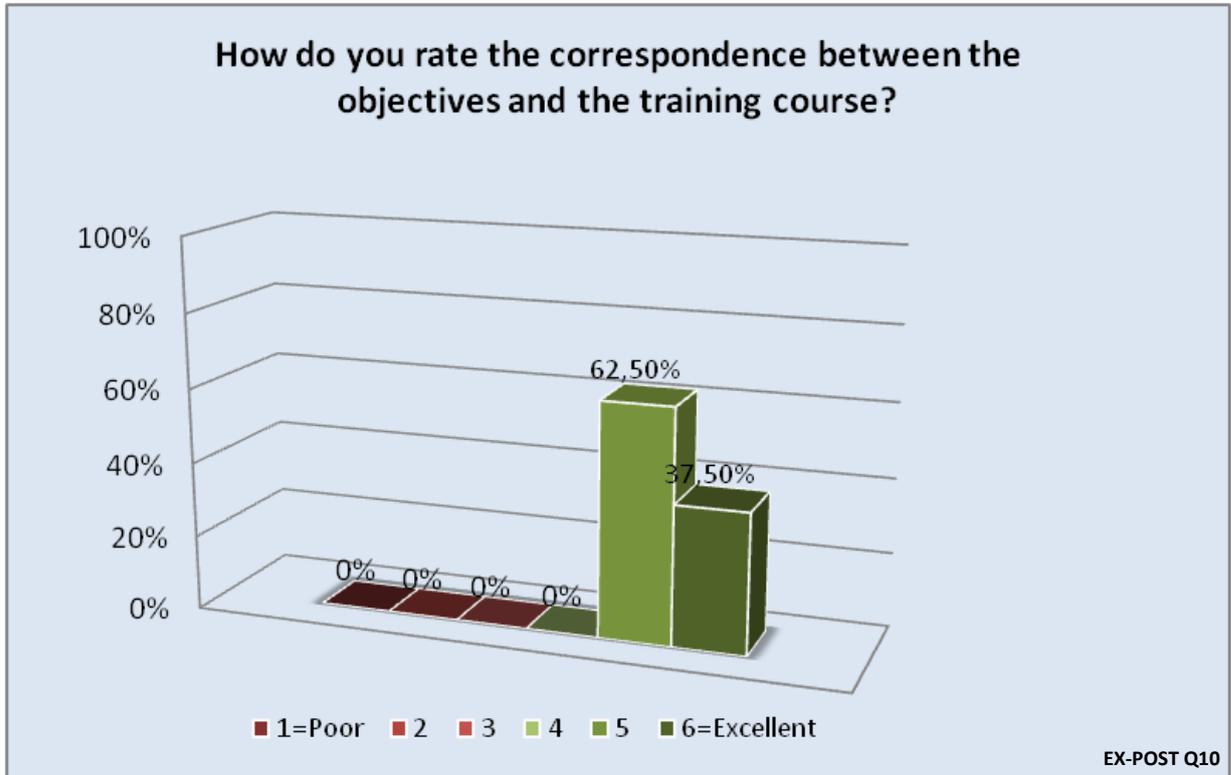
**Participants' comments:**

*I shared my experience of the training course with my colleagues from our organization, and I think some of them certainly will be used in the summer camps.*

*I have learned concrete activities, songs, dances, working dynamics for the educational holiday centres.*

## CONTENT

### CORRESPONDENCE BETWEEN THE OBJECTIVES AND THE TRAINING COURSE



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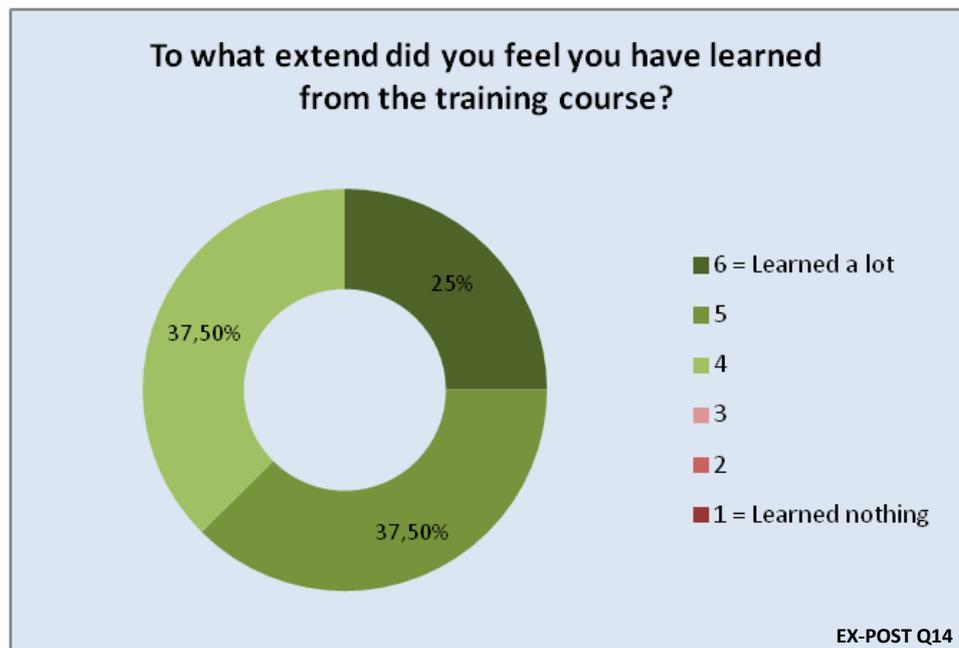
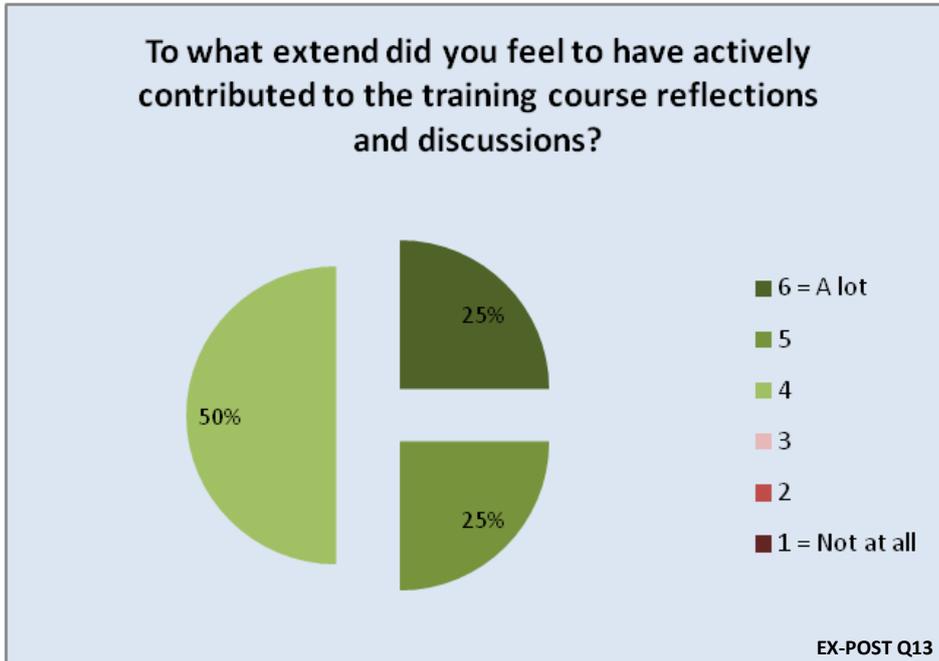


**Participants' comments:**

*My role in the TC was just as an observer and a participant, but I think the objectives have been reached, though I believe it would have been good to give more space to the EDHOC organisations for exchange and work.*

## CONTENT

### PARTICIPANTS' LEARNING AND CONTRIBUTION DURING THE TC



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**Participants' comments:**

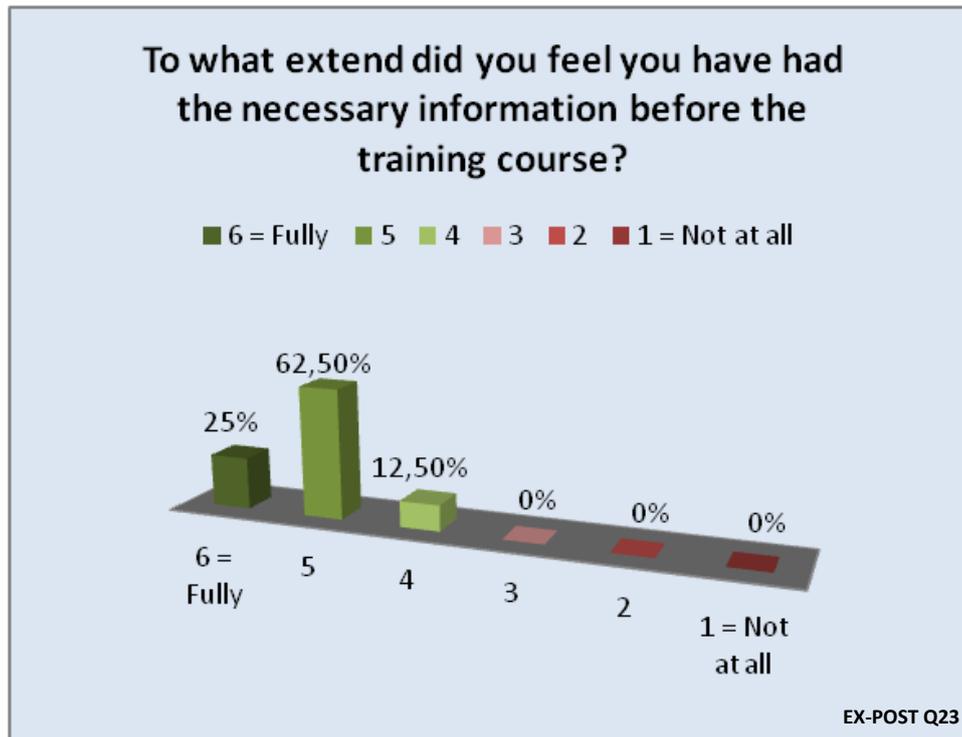
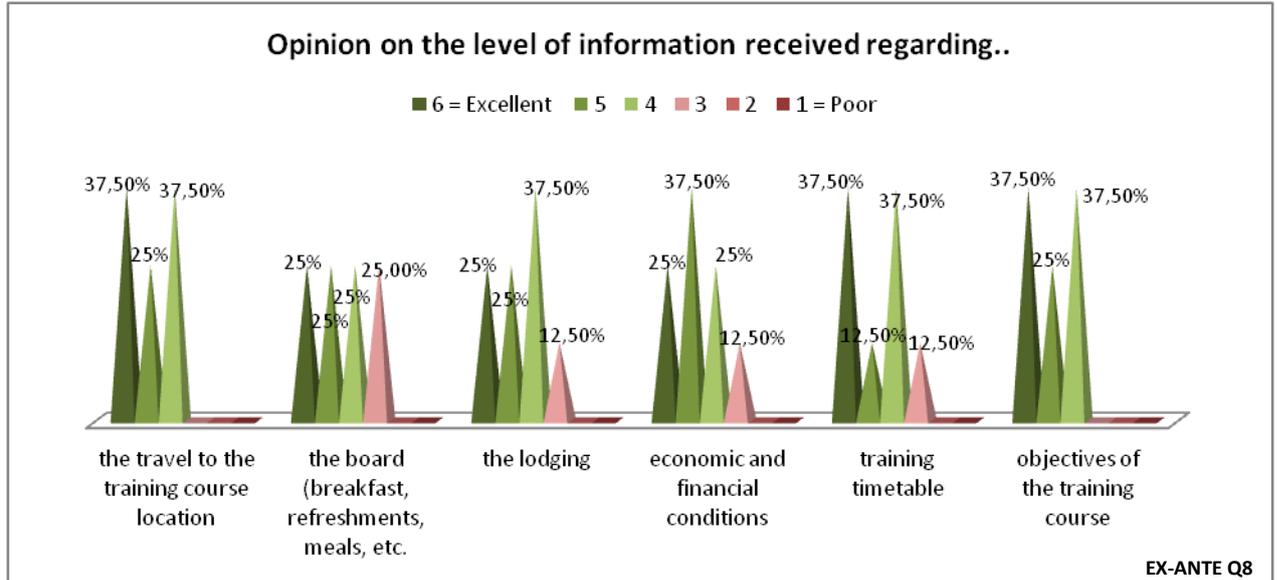
*Many of the activities I already knew before the training and weren't new for me, but it was a good experience to try them in an international team. Singing and dancing were new to me and great experience.*

*I have had especially the opportunity to observe different working methods in the holiday centres education and the importance of the body language activities.*

*I feel like I contributed during the discussion about the holiday centres.*

## ORGANISATION AND MANAGEMENT

### LEVEL OF INFORMATION RECEIVED BEFORE THE TRAINING COURSE

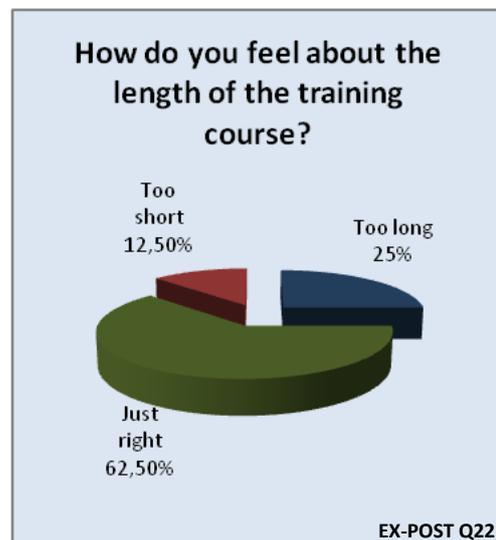
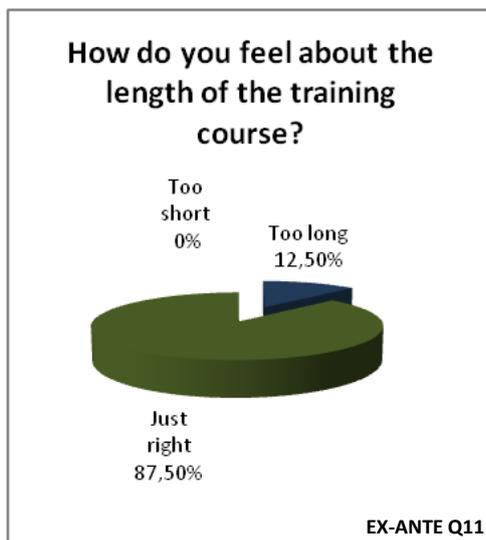
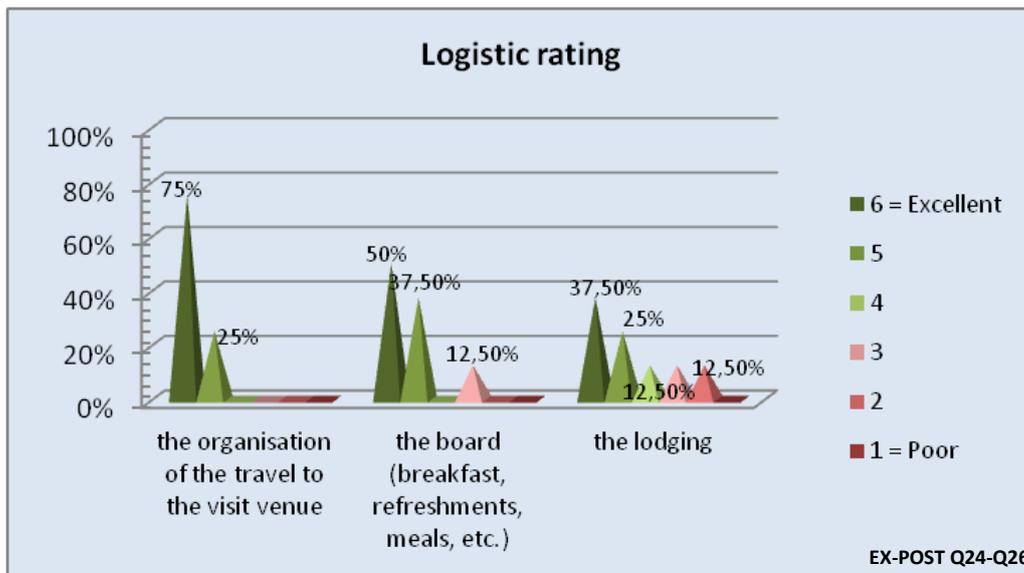
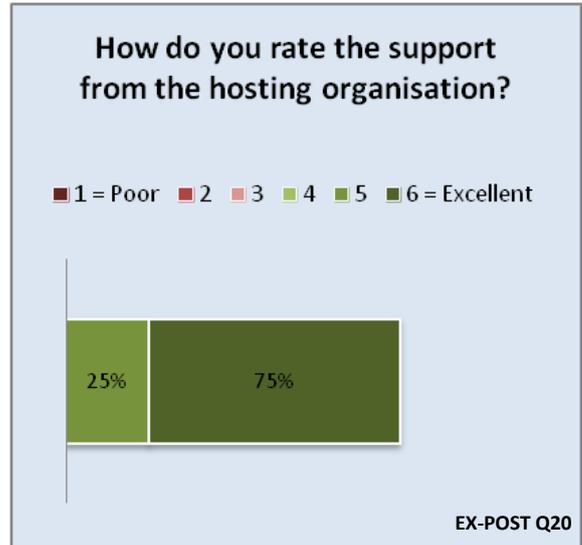
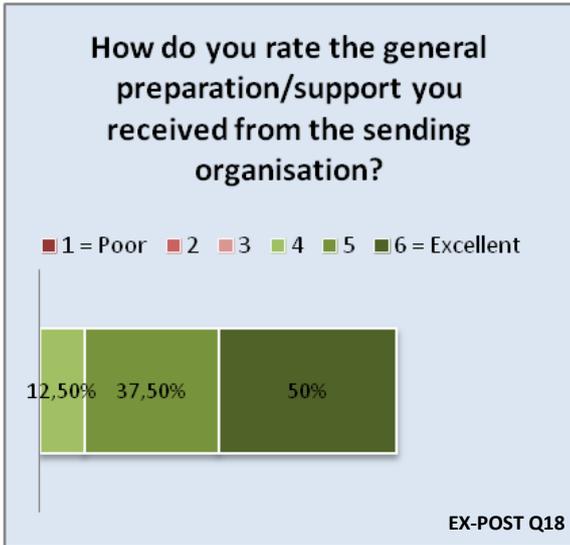


**ORGANISATION AND MANAGEMENT**

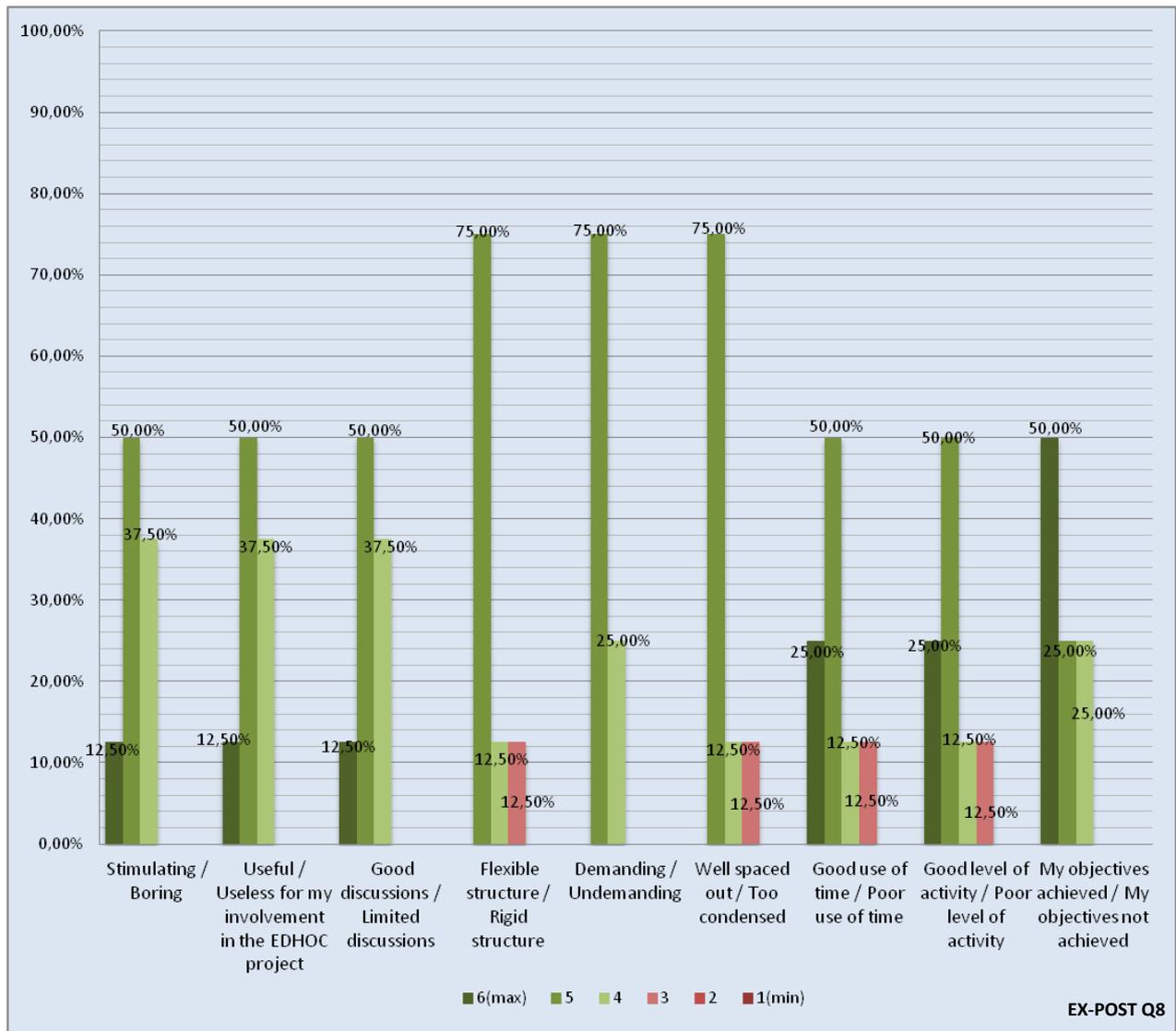
**THE SUPPORT RECEIVED FROM THE SENDING AND HOSTING ORGANISATION.**

**LOGISTIC RATING.**

**LENGTH OF THE TRAINING COURSE**



## OVERALL EVALUATION OF THE TRAINING COURSE



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### Participants' comments:

*I'm happy with the Organization of the training course. There were six days in which I learned many methods and met wonderful people.*

*I missed more activities and workshops. For me, we had quite a lot of free time. I will suggest to give more place and responsibility to representant of each country / organisation, to lead and and show us some good, short activities used during summer camps.*

## ANNEXE 1



# TC EX-ANTE QUESTIONNAIRE

 Oriolo Romano (Italy) from 27<sup>th</sup> February to the 4<sup>th</sup> March 2013

Name	Gender	(scroll Male Female)
	Age	(scroll 18-99)
Family Name	Country	(scroll countries) Italy, Portugal, Spain, Slovakia, Romania
	Occupation	(scroll occupations) Student, Civil Servant, Employed, Unemployed, Retired
Name of my Organization	My role in the Educational Holiday Centre	(scroll roles) Educator, Coordinator, Trainer, Volunteer, Parent

On the base of the information received during the preparation, for every item click in the scoring box that most closely represents how you feel about the Training Course you will participate to.

In your opinion, what is the level of the information given to you on

- a) Travel to the training course location  
 Poor ○○○○○○ Excellent
- b) Organization of the board  
 Poor ○○○○○○ Excellent
- c) Organization of the lodging  
 Poor ○○○○○○ Excellent
- d) Economic and financial conditions  
 Poor ○○○○○○ Excellent
- e) Organization of the training timetable  
 Poor ○○○○○○ Excellent
- f) Objectives of the training course  
 Poor ○○○○○○ Excellent

On the base of the information you have about the ED.HO.C. project, rate your level of expectation about

- a) Knowing Cemea del Lazio and its reality  
 Poor ○○○○○○ High
- b) Exchanging with other participants to the training course  
 Poor ○○○○○○ High
- c) Knowing Cemea's Educational Holiday Center system  
 Poor ○○○○○○ High
- d) Experience the training methodology proposed  
 Poor ○○○○○○ High
- e) Actively sharing your knowledge and competence on Educational Holiday Centres  
 Poor ○○○○○○ High

On the base of your expectations, do you think that the TC will contribute

- a) To foster your personal knowledge about Educational Holiday Centres in Europe  
 Nothing ○○○○○○ A lot
- b) To bring innovation in your Educational Holiday Centre  
 Nothing ○○○○○○ A lot
- c) To better valorize the Educational Holiday centre concept in your local reality  
 Nothing ○○○○○○ A lot

How do you feel about the length of the training course?

- Too long ○ Just right ○ Too short ○

Something I would like to add...



ANNEXE 2

(1)

**TC EX-POST  
QUESTIONNAIRE**

Oriolo Romano (Italy) from 27<sup>th</sup> February to the 4<sup>th</sup> March 2013



Name		Gender	(scroll Male Female)
		Age	(scroll 18-99)
Family Name		Country	(scroll countries) Italy, Portugal, Spain, Slovakia, Romania
		Occupation	(scroll occupations) Student, Civil Servant, Employed, Unemployed, Retired
Name of my Organization		My role in the Educational Holiday Centre	(scroll roles) Educator, Coordinator, Trainer, Volunteer, Parent

For every item click in the scoring box that most closely represents how you feel about the Training Course you have participated to. Where foreseen, you can comment briefly on each item about your reasons for giving this score, particularly requested if your ratings are 3, 2 or 1.

In general, the training course was/had...

	1 2 3 4 5 6	
Boring	○○○○○○	Stimulating
Useless	○○○○○○	Useful for my involvement in ED.HO.C. project
Limited discussions	○○○○○○	Good discussions
Rigid structure	○○○○○○	Flexible structure
Undemanding	○○○○○○	Demanding
Too condensed	○○○○○○	Well spaced out
Poor use of time	○○○○○○	Good use of time
Poor level of activity	○○○○○○	Good level of activity
My objectives not achieved	○○○○○○	My objectives achieved

Please comment briefly why you have given this rating

How do you rate the correspondence between the objectives and the training course?

Poor ○○○○○○ Excellent

On the base of the training course, rate your level of satisfaction about

- a) Knowing Cemea del Lazio and its reality  
Poor ○○○○○○ High
- b) Exchanging with other participants to the training course  
Poor ○○○○○○ High
- c) Knowing Cemea's Educational Holiday Centre system  
Poor ○○○○○○ High
- d) Experience the training methodology proposed  
Poor ○○○○○○ High
- e) Actively sharing your knowledge and experience on Educational Holiday Centres  
Poor ○○○○○○ High

Comments



## ANNEXE 2

### (2)

To what extent did you feel to have actively contributed to the training course reflections and discussions?  
 Not at all                      ○○○○○○                      A lot

To what extent did you feel you have learned from the training course?  
 Learned nothing              ○○○○○○                      Learned a lot  
 Comments

On the base of the results of the training course do you think that the training course was useful

a) to foster you personal knowledge about Educational Holiday Centres in Europe

Not at all                      ○○○○○○                      A lot

b) to bring innovation in your Educational Holiday Centre

Not at all                      ○○○○○○                      A lot

c) to better valorise the Educational Holiday Centre concept in your local reality

Not at all                      ○○○○○○                      A lot

Comments

How do you rate the general preparation/support you received from your sending organization?

Poor                              ○○○○○○                      Excellent

Please comment briefly why you have given this rating

How do you rate the support from the hosting organization?

Poor                              ○○○○○○                      Excellent

Please comment briefly why you have given this rating

How did you feel about the length of the training course?

Too long               Just right               Too short

To what extent did you feel you have had the necessary information before the training course?

Not at all                      ○○○○○○                      Fully

How do you rate the organization of the travel to the visit venue?

Poor                              ○○○○○○                      Excellent

How do you rate the board (breakfasts, refreshments, meals, etc)?

Poor                              ○○○○○○                      Excellent

How do you rate the lodging?

Poor                              ○○○○○○                      Excellent

What is your overall rating of this training course?

Poor                              ○○○○○○                      Excellent

Comments

Something I would like to add...

