

Youth Participation as a Quality Standard



Oxford, England October 2nd - 9th 2005

This Activity was organised by ICYE European Association

Index

List of participants

Programme

Introduction

Sunday

Names and gestures

Games and Teambuilding

Relaxation and mingling

Monday

Official welcoming

Presentation of the Trainer team

Practicalities

Sharing motivations

Fears and Expectations

Learning Contract

Points of view concerning quality standards

Creating common understanding of quality standards

Creating common understanding of youth participation

Sharing knowledge and methods of quality standards

Reflection groups

Tuesday

Appreciative Inquiry Introduction

Stakeholder brainstorm

Interviewing

Following up on the interviews

Dreaming

Follow up on Dreams

Provocative statements

Wednesday

Logical Framework Approach Introduction

Quality standard tree

Presentations of trees

How should we use the Matrix?

Input on English quality assessment system – Picasso

Thursday

Case study

Free Afternoon

Friday

Case study

Presentations of cases

Evaluation

Farewell party

Follow up meeting

Evaluations

Annexes

Participant List

	Full Name	Country	Age	Gender	E-Mail address	Arrival	Departure	Notes
1.	Sarah Gram	Denmark/Germany	27	F	sarahgram@sarahgram.dk	02.10.05 Oxford 16.40	09.10.05 Oxford 04.30	
2.	Nana Maria Bagge Svendsen	Denmark	27	F	nmbs@ruc.dk	02.10.05 Oxford	09.10.05 Oxford	
3.	Oscar Mauricio Uscategui	Iceland/Colombia		M	oscar.mauricio.uscategui@gmail.com	02.10.05 Oxford (Flexible)	09.10.05 Oxford (Flexible)	
4.	Melanie Jacobs	Austria/Holland	31	F	go-vienna@melange.at	02.10.05 Oxford (Flexible)	09.10.05 Oxford (Flexible)	Vegetarian
5.	Marika Heinonen	Finland	22	F	marika.heinonen@maailmanvaihto.fi	02.10.05 Oxford (Flexible)	07.10.05 18.00 from London	
6.	Oona Nakai	Finland	20	F	Oona.Nakai@edu.stadia.fi	02.10.05 Oxford (Flexible)	07.10.05 18.00 from London	
7.	Anna Lúðvíksdóttir	Iceland	30	F	aus@aus.is	02.10.05 Oxford (Flexible)	09.10.05 Oxford (Flexible)	
8.	Gunnar Magnússon	Iceland	31	M	gunnama@hi.is	02.10.05 Oxford (Flexible)	09.10.05 Oxford (Flexible)	
9.	Susanna Westgren	Sweden	25	F	ikususanna@yahoo.se	02.10.05 Oxford 12.30	09.10.05 Oxford 18.00	
10	Axel Kendelbacher	Germany	36	M	Axel.Kendelbacher@ICJA.De	02.10.05 Oxford (Flexible)	09.10.05 Oxford (Flexible)	
11	Mattias Vroom	Belgium	24	M	mattiasvroom@hotmail.com	02.10.05 Oxford	09.10.05 Oxford	

12	João Carlos Silveira	Portugal	45	M	apai_jcs@sapo.pt	03.10.05 18.00 London	09.10.05 17.00 London	
13	Elena Trushkina	Russian	28	F	swallows.org@mail.ru			Became sick before departure
14	Alfred Nichterl	Austria	30	M	xperimental@gmx.at	03.10.05 Oxford (morning)	09.10.05 Oxford (Flexible)	
15	Neil Botterill	UK	29	M	nbotterill@talk21.com	02.10.05	09.10.05	Gluten intolerant
16	Cat Udal	UK	28	F	info@icye.org.uk	02.10.05	09.10.05	
17	Samad Nadini	UK	24	M	info@icye.org.uk	02.10.05	09.10.05	
18	Andrew	UK	35	M	manager@icye.org.uk	02.10.05	09.10.05	
19	Kira Sjöberg	Finland	27	F	ksjoberg@christies.com	02.10.05	09.10.05	
20	Erika Gerardini	Italy	25	F	e.gerardini@afsai.it	02.10.05	09.10.05	
21	Jakob Paaske Jensen	Denmark	24	M	jakobpaaske@jakobpaaske.dk			Trainer
22	Adam Haigh	UK		M	info@icye.org.uk	02.10.05	09.10.05	
23	Olga Buzinova	Russia/Lithuania	27	F	obus@mail.ru			Trainer
24	Azmina Keshan	UK	27	F	azmina99@hotmail.com			Trainer

Seminar Plan

	Sunday 2	Monday 3	Tuesday 4	Wednesday 5	Thursday 6	Friday 7	Saturday 8	Sunday 9
		Introduction	Learning processes	Appreciative Inquiry	AI / Logical Framework Approach	LFA matrix	Pilot project	Pilot project
9.30-11.00	A R R I V	Official opening Presentation of team Expectations and programme	Introduction to the learning circle.	Introduction to Appreciative Inquiry	Appreciative Inquiry “Dreaming how it could be”	Criteria for success - matrix	Putting it all into practise, by developing quality standards that will fit into the participants own organisation	D E P A R T U R E
11.00-11.30		Break	Break	Break	Break	Break	Break	

11.30-13.00	A L	Different games used to introduce each other and the seminar.	Diversity management	“What do appreciate the most about organisational work amongst youth”	Short introduction to LFA	Continued	contiued	
13.00-15.00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15.00-16.30		Creating a common understanding of Quality standards	continued	Appreciative Inquiry questionnaire	Putting it all into practice Developing an goal – matrix	Free	continued	
16.30-17.00		Break	Break	Break	Break	Break	Break	Break
17.00-18.30		Strengths and weaknesses with youth participation	Transcendent creative solutions by use of diversity management.	Continued	Continued	Free	Evaluation	Evaluation
19.00-20.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner in town	Dinner	Dinner
	Welcome evening	Theme evening			Multicultural evening			

Introduction:

Youth participation as a quality standard is a topic with extreme relevance in the European Association. We believe that it is very important for both the members of the European Association and other organisations to focus on this area. Many organisations working in the youth sector does not have any specific set of quality standards. Some has a set of quality standards but does not know how to implement and develop these standards in their everyday life in the organisation. If the latter is the case the quality standards is of little importance.

The main aim with this seminar was to create an awareness of the necessity and usefulness of quality standards in youth organisations. We, as a youth organisation can not evolve and develop if we do not have something we can measure ourselves upon.

We agreed in the trainers' team that the success of this seminar would strongly depend on the participation from the participations. This may sound a bit intuitive but what we wanted was that the participant not only should listen to learn they had to try to use some of the methods presented to them at the seminar. Therefore we decided to put quite some time in the programme to case studies. The case studies was meant like a sandbox where the participants could try the methods without being to afraid of the consequences of the decisions. In the same time we believed that the case studies would provide ideas that each participant could bring back home to their individual organisation.

The more we were working with the topic the more did we discover about the necessity of relevant methods. The methods that were selected from the trainer team should represent methods for respectively developing and implementing. When dealing with development we wanted the participants to know of a method that is highly participatory hence we think that often there are too few people involved in the process of developing politics on quality. The method that used was Appreciative Inquiry which is known for its massive progression in the organisational world. Besides being highly participatory it is also capable of changing an organisation in a way that nurtures creativity and innovation.

The method used for implementation was Logical Framework Approach; this method is also a much known method. There are many people that would think that the Appreciative Inquiry and the Logical Framework Approach cannot work together. During my studies I have come to the conclusion that it is possible to use both of the methods at the same time. Instead of using the

normal appreciative implementation approach I took elements from logical framework approach that is much more strategic but does not lose the positive core started with the appreciative inquiry.

Energizer

All participants and trainers were asked to stand on chairs in a circle. While standing on the chairs they were asked to move clockwise until they stood in alphabetical order. During this exercise they were not allowed to talk, moving to the right position only using non verbal communication. With this exercise the participants should get to know each others names and at the same time break down some of the barriers that is when we meet new people.

Following the first energizer the main aim of this day was to try to build a feeling of intimacy and trust between the trainers and the participants.

Balloon of Fears and Expectations

The aim of the next exercise was to get all the expectations and fears named in order to make the expectations more or less realistic. The trainer team, tried to make space to change the programme so that it could fit the individual expectations and at the same time make sure if there were any participants with expectations that we could not meet during this seminar, we would tell them from the beginning.

By naming the fears we would encourage the participants to create an awareness of what not should happen. If you know what you would like not to happen, it is much easier to make sure that it will not happen.

Practically we made all the participants write down their expectations on small yellow post-its, and their fears on blue post-its. When everybody had written one or two expectations and fears on the post-its they were all asked to put post-its on a flip chart. On the flip chart we had drawn a balloon; the expectations should be put in the top of the balloon so that they could resemble the hot air that would make sure that the balloon was able to fly. The fears were to be put in the bottom of the balloon resembling the sandbags that will keep the balloon down. Hopefully during the seminar we would be able to keep the expectations and lose the fears...

Taking the temperature

Firstly we would like the participants to start thinking of quality standards in various situations therefore we introduced a small game where you make different opinions visible.

The room is departed by an invisible line; on the one side you agree of what is stated on the other you disagree. The participants were presented for a series of different statements concerning quality standards and youth participation e.g. *“is development of quality standards necessary for an organisation, youth participation is itself a quality standard, quality standards is best developed by the people in charge etc...”* When the participants had decided if they would agree or disagree, we asked them of their reasons for agreeing and disagreeing respectively. If anyone would change their minds when listening to the other participants reasoning, they could move from the one side to the other. Doing this you make it very visible when you change your mind and as well you can see the people you agree and /or disagree with. The advance of this small game is that you make sure that everybody has an opinion because they state it visibly by being physically in the room.

With this game we made the participants start think of the use of quality standards, and what they thought as the most important aspect about quality standards, and at the same time they became aware that it is everybody that has the same opinion about quality standards as one self.

Common Understanding of Quality Standards

The participants were split up into small groups with the aim to define in five different ways; what are quality standards. Then all together we attempted to group the different definitions into overlapping themes.

Outcome: The process of brainstorming was useful to get everyone thinking about the concept of quality standards and to explore new definitions of what a quality standard is. Also allowed many of us to familiarise ourselves with the topic.

Additional comments: It seemed to drag a little in terms of grouping definitions into categories.

Common Understanding of Youth Participation

Methodology: Split into pairs to brainstorm the notion of ‘youth participation’. After defining three common definitions we then paired up with another pair. We repeated the exercise and we forced to compromise our definitions as a group of four. We then grouped up with another four and repeated the exercise in a group of eight. Then formed the whole group and did the same again wrote the final definition on a flip chart.

Outcome: Again useful to brainstorm the notion and also to realise that by compromising one would actual find that definitions often overlapped but had merely been stated in a different way. We felt that the process allowed us to be clearer on the topic and the brainstorming session.

Additional comments: We noticed a lot of overlap between the three points that we arrived at to define youth participation. It seemed unclear what was meant by youth participation, whether or not this was directly referring to each individual NC or more generally in society as a whole.

Quality Standards in Your Organisation

Methodology: Split into four groups to discuss the quality standards of the different organisations. Three main questions were: present situation with regard to quality standards; what process if any have been used/are you considering; what implementation methods have been used.

Outcome: Very useful to hear the input from the different representatives of the various NCs, to hear what they have been doing to improve their NCs through recognising quality standards. We could also reflect individually how before, we may not have recognised that quality standards existed in our own organisations.

Additional comments:

Energizer

The game was about to resemble the evolution. All participants started as a small bird. Then they had to do the game of “paper, scissor and stone”. The loser stayed as the small bird while the winner evolved to be a pig. From pig you could evolve to be a monkey and in the end you could

be a human flying to the moon.
Shortly after we started the programme.

Appreciative Inquiry

Introduction

Objective: Give participants a general knowledge of the theory.

Activity: **What is Appreciative Inquiry?**

Appreciative: "... to value or admire highly; to judge with heightened understanding; to recognize with gratitude."

Inquire: "... to search into, investigate; to seek for information by questioning."

Heliotropic hypothesis:

Growth towards the sun – An organisation is a living organism, each member in the organisation has a picture of the organisation at its best inside his or her head. The challenge is to make sure that the picture is the same for all the members. When the picture is not the same, disharmony will occur. (example: symphony orchestra)

So AI:

Focuses organizations on their most positive qualities.

Leverages those qualities to enhance the organisation.

What is different about AI

- Purposefully positive
- Builds on past successes
- "Grass roots" and "top down"
- Highly participative
- Nurtures a positive "inner dialogue"
- Stimulate vision and creativity
- Accelerates change

The “4-D” Cycle

Discovery (Appreciate “What is”)

Dream (Imagine “What might be”)

Design (Determine “What should be”)

Delivery (Create “What will be”)

Briefing on the 5 principles behind the method

- *The Constructionist Principle*: The constructionist would argue that the seeds of organisational change are implicit in the first questions asked. The questions asked become the material out of which the future is conceived and constructed.
- *The Principle of simultaneity*: This principle recognizes that inquiry and change are not truly separate moments; they can and should be simultaneous
- *The poetic principle*: A metaphor for understanding organisations as an open book. An organisations story is constantly being co-authored.
- *The Anticipatory Principle*: See heliotropic hypothesis.
- *The Positive Principle*: Organisations, as human constructions, are largely affirmative systems and thus are responsive to positive thought and positive knowledge. The more positive the questions used to guide a group building an organisational development initiative, the more long-lasting and effective is the change.



During this training we will focus on the two first steps (Alfred and problems of implementation) We will use this method on a case. After the dreaming process we would from the definition of “What might be” be able to create statements that will reflect what we would like as our quality standards.

The next step will be to work on the implementation.

Methodology: Presentation from trainer.

Material: flipchart and markers

Time: 30 min.

Response to the presentation:

In the reflection group the participants expressed that they liked the short presentation. It gave them the possibility to get an impression of the theory. During the session some participants expressed their concerns about using this method. They thought it problematic to keep focus on the positive aspect because they were afraid that it would not solve the problem

Definition of stakeholders

Objective: Create awareness of who has an interest in the development of Quality standards.

Activity: After the short introduction, we will ask the participants to split into four groups. Two of the groups will work on one case the other two groups with another. The groups have to discuss the stakeholders in the various cases. After the brief discussion we will follow up on the discussions in plenary. The outcome should will be written down on a flipchart

Methodology: Group discussion. 4 groups – 2 EA and 2 IO

Material: pens and papers

Time 20 min

Interviewing

Objective: Through the interview we should create a pool of knowledge of what has made an organisation successful at any moment in time. This in turn will create a positive atmosphere that can generate a creative process.

Activity:

- Put participants into pairs
- We are going to conduct an interview
- You have to answer according to your own past experiences
- (Present the interview questions)

Instructions:

- The interviewer should always compel (or facilitate) the interviewee to answer in the positive. This is about drawing on your positive experiences so that as an organisation we can project them into the future to bring about change.
- For each answer the interviewer should prod (push) the interviewee to develop his/her answer – t
- ”he organisation was developing a lot of new projects”
- ”Why? & how? What was hapenning that made that possible? What processes were in place? How were people communicating? Etc
- *KEEP PRODING!*
-
- Always try to make the interviewed state his or hers answers positively. (instead of: “there is no back biting”, make the interviewed answer what people *then* are doing, make him or her describe the behaviour that was present.) It is vital that the answers must be as elaborated as much as possible.

Interview questions:

- Describe a “peak experience” or a “high-point” of the organisation at work. (Make the

person explain the situation in as much detail as possible – Who was there? What decision making processes were in place at this time? Where were you? What external factors were there? Etc.

- What did you value the most about the situation described above with regard to:
 - Yourself?
 - (The nature of your work?)
 - Your organisation?

- What made this experience so positive?
- What did the other people involved contribute?
- What did you contribute?
- If you had three wishes for the future what would they be?

When the participants have finished the interviews, they will go back to the earlier groups to discuss what they have heard during the interviews. Looking through the answers they should try to find similarities and other common conditions that made the various experiences so positive.

Methodology: Short presentation from trainer, and practical work in pairs. Finally compare answers in the 4 groups.

Material: pens and paper + flipchart.

Time: 90-120 min.

Summing up

Objective: through this exercise the participants will be able to look at similarities at an abstractive level. This is in order to reach a quality standard that is general, but capable of being put into practise.

Methodology: Group representation followed by a discussion in plenary.

Material: Paper and pens

Time: 45 min.



Dreaming/Visualisation

Objective: The participants will through this process be able to describe what sort of quality standards their organisation would aim for.

Activity: The participants are asked to sit in a circle and close their eyes. Then a trainer will tell them a short story.

Imagine you wake up after sleeping for 8 years. The world is now the way you always dreamed of. How does your organisation contribute to this new perfect world? What is happening? What are you doing that makes a difference?

How do the members interact in the organisation? How do other people see your organisation?

Then the participants should split into groups where they are going to describe what they “saw” in their dream. From these descriptions of an ideal organisation, they have to formulate between 3 and 5 provocative propositions.

Following questions serve as a guideline or checklist for crafting engaging provocative propositions:

- Is it provocative? Does it stretch, challenge, or interrupt the status quo?
- Is it grounded? Are examples available that illustrate the ideal as real possibility? Is it grounded in the organisations collective history?
- Is it desired? Do you want it as a preferred future?

- Is it stated in affirmative and bold terms?

Logical Framework Approach

Introduction to LFA

Objectives: participants a general knowledge of the theory.

Activity: A useful medical analogy can be used to explain the foundation: If you go to the doctor with a bad headache, and the doctor prescribes a pain killer without any further detailed diagnosis, the doctor is treating the *effect* and not the *cause* of your problem. Without finding out what is causing the headache in the first place, it is likely that pain will persist as soon as the medication wears off. Projects which only address the effects of problems, and not underlying causes, are therefore unlikely to bring about sustainable benefits.

But we will not be focusing on the problems that are in an organisation (this is due to what we have learned from the AI) Instead we will use the LFA method to implement the standards that came from the sessions Tuesday.

LFA is a method that has it developed as a method that will guarantee that implementation will happen in a logic way. LFA has developed from the “modal logics” and “Formal Logics”. This is very obvious in the medical example above. What this metaphor should illustrate is a common fallacy that very often happen in argumentation:

$$1) P \rightarrow Q, Q \not\models P$$

$$2) P \rightarrow Q, P \models Q$$

The example with the doctor is illustrating the first VF, the correct way of expressing it is the second VF. The interesting part when dealing with quality standards is to get a clear picture of what is the cause of a certain effect. When/if you know this it will be much easier to make a plan that will guide you to your goal.

Constructing the project description of the matrix involves a detailed breakdown of the chain of causality in the project design. This can be expressed in terms of:

- IF inputs are provided, THEN activities can be undertaken;

- IF activities are undertaken, THEN outputs will be produced;
- IF outputs are produced, THEN the project purpose will be supported; and
- IF the project purpose is supported, this should then contribute towards the overall goal.

Each level thus provides the rationale for the next level down: the goal helps define the purpose, the purpose the component objectives, and so on down the hierarchy.

Means of verification

The different means (and costs) of collecting information must also be considered when choosing appropriate indicators. Some indicators may give the information you would ideally like to have, but when the means of getting this is carefully considered it might become impractical, eg too complex or expensive. The Logframe matrix is a useful analytical and presentational structure for systematically identifying and assessing appropriate ‘means of verification’ for each indicator that is chosen. Once it is clear what information managers might require (the key indicators) it is then necessary to consider how this might be obtained.



The following questions should be asked and answered:

- **How** should the information be collected, eg sample surveys, administrative records, national statistics (as in the census), workshops or focus groups, observation, PRA or rapid rural appraisal techniques?

- **What source** is most appropriate? eg Who should be interviewed? Does the Bureau of Statistics already collect the required information? Is the source reliable?
- **Who** should do it? eg extension staff, supervisors, an independent team?
- **When** and how often should the information be collected, analysed and reported? eg monthly, annually, according to seasonal cropping cycles?
- **What formats** are required to record the data being collected?*1*

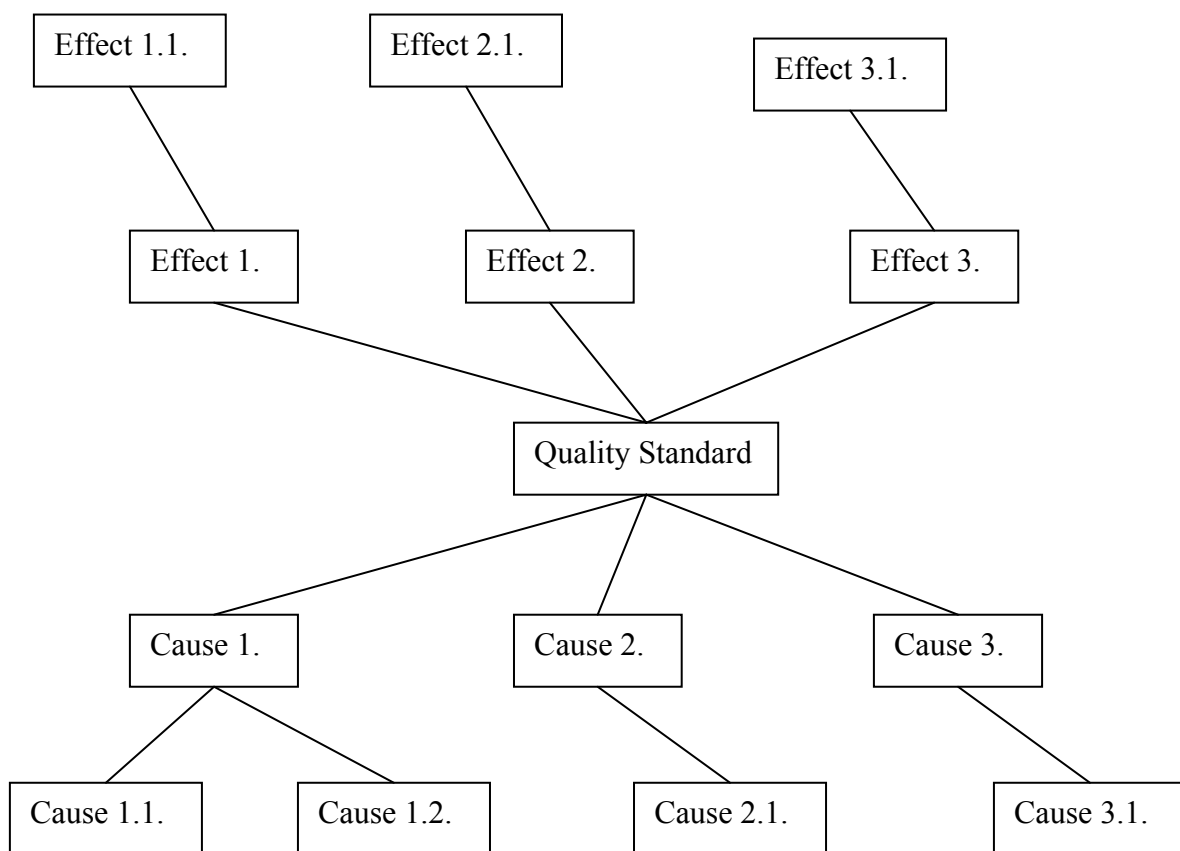
When developing answers to these questions, one of the main issues to keep in mind is the resource and capacity constraints that will be faced by those responsible for collecting the information. There is no point designing procedures which are too complex or costly as this will merely lead to frustration and disappointment in the outcomes. A balance must therefore be struck between what would be desirable in an ideal world and what is feasible in practice.

The process we will follow begins with constructing a quality standard tree. The tree consists of core (the quality standard that needs to be put into practice) and its branches (The **causes** of the quality standard: What is needed in order to achieve the goal. And **effects** of the quality standard: The effects that an accomplishment of the quality standards will have.)

Quality Standard Tree

Objective: To identify the causes and effect of a quality standard

Activity: The participant will continue their work in groups from yesterday. The quality standard statements they produced Tuesday, is to be placed as the trunk of a tree. From this point they have to brainstorm over possible measures that could be used to reach the quality standard. They will have to find as many causes as needed until they are at a place that is easy to implement.



LFA Matrix

Objective: To put the “causality line” in a frame that will help the members of an organisation to see what to do in order to achieve main goal. Also to get the work to be done structured and easy to begin with.

Activity: First we will have a short presentation of what a Logical Framework Approach Matrix is. The Matrix is a project management tool that will help the organisations getting the activities, that should be done in order to live up to the required quality standard, structured. The matrix will also help the participants to have a closer look at what is verifiable, and what methods they should use for verification.

The Matrix looks like this:

LOGICAL FRAMEWORK MATRIX

Narrative Summary	Verifiable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<u>GOAL</u>			
<u>PURPOSE</u>			
<u>OUTPUTS</u>			
<u>ACTIVITIES</u>	Inputs		

The participants will continue working in small groups trying to fill in the matrix. The activity that should be elaborated here is taken from the session earlier this day (causality line from the quality standard tree). If the method was used in reality there should be made a matrix for each possible step on the way to the quality standard but since this is a seminar where we are working on illustrative cases, this would be too time consuming. The participant will have to make 4-5 different matrixes.

Case Study

Now when the participants was given some basic tools to develop and implement quality standards in youth organisations they were split in to two small groups where they had to agree on a Case that they would like to work with.

When the case was ready the groups worked with the methods and tools they have learned during the seminar in order to practise so that they would be able to facilitate a similar process back home in their own organisations. This took some time, because it is very important to be as close to reality as possible, therefore the participants went carefully through the various steps on the way to develop quality standards in each of their fictive organisations.



Final presentation of what has been achieved

Objective: We would like the participants see their work through this week as one big process, therefore we will ask them to present their case study as if it was something they needed to sell.

Activity: The 4 groups that have been working together during the week have to present their Case from the beginning with definition of quality standards over development of quality standards to the implementation and action planning. Each group should expect to present for about 20 – 25 min. During the presentation we will encourage the other participants that are listening to ask as many questions as possible – “Why did you do like that...?” “What was the reason for choosing this...?” “What kind of discussions did you have before this...?” Etc...

When the presentations are finished we will follow up in plenary on the results and have a talk about the strengths and weaknesses of the theories used.

Pqasso

Friday was time to look at an example of a monitoring tool that is used in smaller NGO's in UK. It was very interesting to see how an implementation tool was working in the real life. It gave inspiration to many of the participants on how they could them selves make a similar system. Due to copy rights it is not possible to attach a file with the content of Pqasso but if any are interested you can have an extra look at this web site:

www.ces-vol.org.uk

After the presentation we had a debate on positive and negative aspects of this method.

Evaluation

Saturday afternoon was used to evaluate the seminar. We used to different methods for evaluation – One written and the other was a follow up from the exercise on expectations and fears from the first day.

The participants were presented for the balloon consisting of their expectations and fears as written

on post-its.

During the balloon evaluation the participants expressed that most of their expectations was met, and that only a few fears came true. Some of the expectations that were not met were expectations on development of specific quality standards. A fear that remained was the fear of being incapable of facilitating a similar process in their organisation. When talking about this issue, we strongly recommended that they would join the next seminar held by the European Association: *“The Youth Leader as Coach, Facilitator and Mediator.”*

From the written evaluation it was mainly positive (a more detailed explanation is to be found in the evaluation form beneath.)

The only thing that was missing was some more concrete examples from real life, most of the examples was fiction and it would have been good if there had been prepared better examples by the trainers.

In general the participants felt very good about the seminar and the topic, they felt better equipped to have discussion back home.

Evaluation questionnaire

1. How well did the seminar deal with the subject: Youth participation as a quality standards?
 - What was good / interesting / useful?
 - What didn't you like / which parts didn't you understand the usefulness of?
 - What was missing?
2. What do you think about the methods used during the seminar? (The exercises used the balance between theoretical inputs, group discussions and practical tools etc?)

Very poor	Poor	Neutral	Good	Very good
		2/18	11/18	5/18

Comments...

3. Do you feel there was a flow during the seminar? From working on a common understanding of quality standards to AI as a tool to develop quality standards and last the LFA as a tool used to implement quality standards in organisations.

Very poor	Poor	Neutral	Good	Very good
		2/18	10/18	6/18

Comments...

4. What do you think about the trainers' preparation / insight on the subject?

Very poor	Poor	Neutral	Good	Very good
			9/18	9/18

Comments...

5. What do you think of the group (the contribution, the energy etc.)?

Very poor	Poor	Neutral	Good	Very good
			12/18	6/18

Comments...

6. Any other remarks:

1st Follow up letter

Dear participant

It is now already more than month since we were together in oxford. We are of course interested in what has happened after you came back. The report is on its way, we are finishing it at the moment.

We are aware that you haven't really had the time to debate the results from the seminar, but we would like to know if the seminar gave some input to you personally.

- Are you starting to look at quality standards in another way than before the seminar? If you are; try to explain exactly what these changes consists of. If not; try to write us if this is due to great information before the seminar, or if the content of the seminar did not give you any new aspects of quality standards.
- Have you considered how you can develop new sets of quality standards in your organisation? What methods have you considered using? Who are you discussing the subject with?

- Are there some themes addressed at the seminar that you would like to be elaborated on? If yes do you have an idea how this could be done?

This was just some of the questions we had in mind. Maybe you will not be able to answer all of them, but then you can use them to reflect upon. It is very important that you try to keep the seminar in mind for good or worse! The most important lesson that you should gain from the seminar is to have created a greater awareness of quality standards.

We would also like to take this opportunity to advertise for the seminar to be held in Finland. This seminar will focus a lot on methods of facilitation, and managing a seminar. If you have been facing problems introducing the topic of quality standards, we would highly recommend that you participate in this seminar in order for you to be better equipped to communicate methods used to develop sustainable quality standards.

Please get back to us on this matter in order for us to see what the next steps should be.

Kind Regards
On behalf of the trainers team and Ex.com

Jakob Paaske