

IAF Europe Conference 2010: Latest News

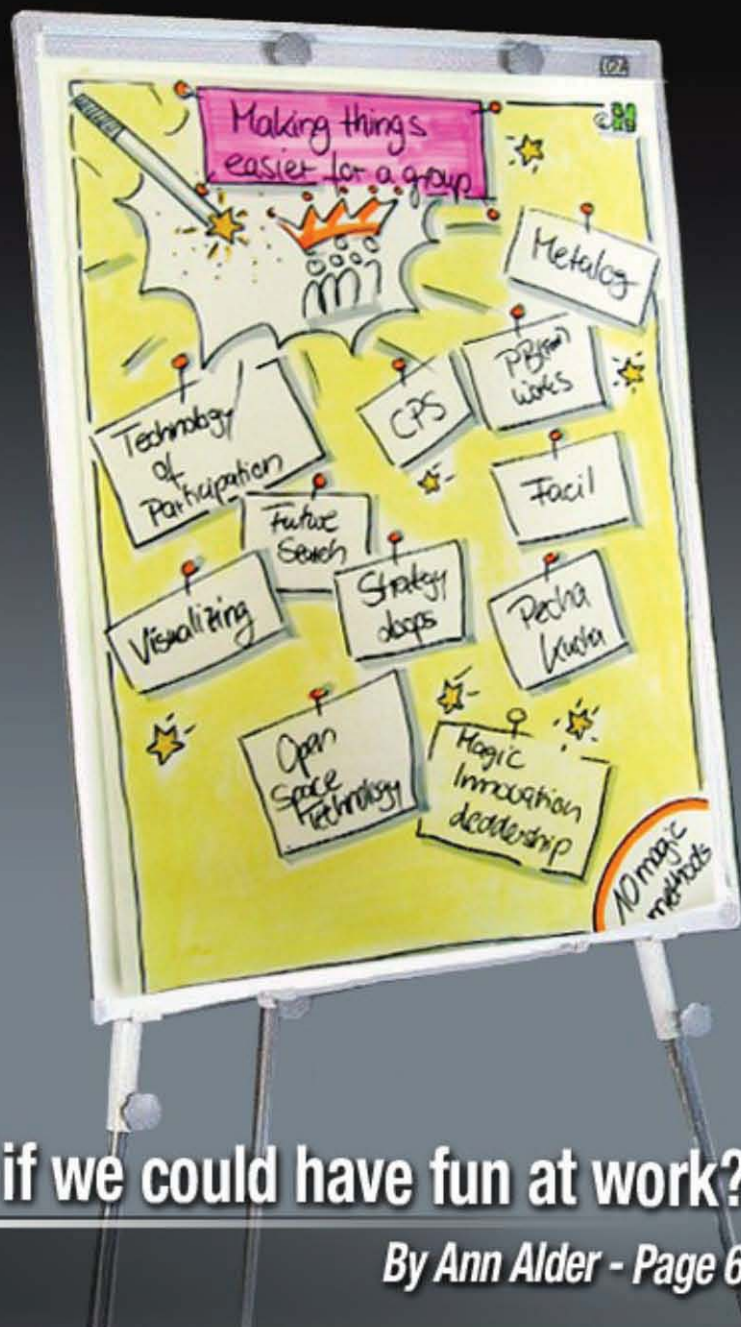
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6 JUNE 2010



Europe is one of seven regions within the International Association of Facilitators. The IAF Europe team members volunteer their time to plan and support activities and services for IAF members living in Europe, supported by Entendu Ltd.. Contact us at pamela.lupton-bowers@iaf-europe.eu; gary.austin@iaf-europe.eu; kristin.reinbach@iaf-europe.eu; rosemary.cairns@iaf-europe.eu, or speak with Ben Richardson or Nicki Cadogan of Entendu at office@iaf-europe.eu.

ABOUT THE NEWSLETTER

The IAF Europe Newsletter is published monthly by the IAF Europe Regional Team for members of the International Association of Facilitators living within Europe.

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Contributors: Ann Alder, Simon Koolwijk, Gillian Martin Mehers, Kristin Reinbach, Ben Richardson, Stephen Thorpe

Cover picture: Late last month, Kristin Reinbach and Rengin Akkemik made facilitation magic in Istanbul, Turkey. For their presentation about facilitation and about IAF, Kristin collected 10 magic facilitation methods and graphically summarized each on a single page. This month's cover shows the summary of the 10 methods. Look forward next month to Kristin and Rengin's story about their presentation to this major gathering of human resources professionals in Istanbul – and to seeing the 10 magical graphics.

Please send your contributions to your Newsletter to rosemary.cairns@iaf-europe.eu

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Panoramic view of Eteläsatama (Southern Harbour) in Helsinki. (roccodm, Wikimedia) Creative Commons Attribution-Share Alike 3.0 Unported

IAF Europe Conference 2010: Latest News

By Ben Richardson

May has been very active behind the scenes in conference preparation, with several processes running in parallel, including the search for conference sponsors, start of the application process for scholarships and, of course, development of the conference programme. Registrations are on track for a good attendance at Helsinki Oct. 15-17.

By the deadline for submitting session proposals, we had received proposals for 38 sessions, five of them pre-

conference events, involving 44 presenters. Nine volunteers, IAF members from various parts of Europe, are now reviewing these proposals and sending comments and recommendations to the conference office. On Thursday 17th June, the Finnish team will meet in Helsinki to consider the draft programme.

If you still wish to run a workshop/session or are thinking about running a pre-conference event outside the formal programme, contact the Conference Office and we will be able to help you.

The conference website at iaf-europe-conference.org went live in April, and is constantly changing as new information is added. Next month, the conference programme will be available to view online. You also can keep up-to-date with progress via our conference FaceBook page: <http://www.facebook.com/group.php?gid=303590473758>.

Additional accommodation options are available at the Sophia Conference Centre, including 3, 4 or 5 person suites at reduced rates per person. If you would like to enjoy the comfort and added facilities of a fully equipped suite of rooms (including lounge and kitchen) with your colleagues, partners or friends, please contact the conference office.

You can send us your ideas or suggestions about top-



Helsinki covered market (Alessio Damato, Wikimedia) GNU Free Documentation License



IAF EUROPE CONFERENCE

HELSINKI, FINLAND | OCT. 15-17

ics, activities, potential sponsors or exhibitors by completing the form on the 'My Contributions' page of the IAF Europe Conference website, or contact us directly by email.

The conference team is always available to answer your questions and advise you about any aspect of the conference. Simply contact Ben Richardson or Nicki Cadogan at conference@iaf-europe.eu or by calling +44 (0)1923 271150 or from Finland just dial 09 2316 5522.

Scholarships

Together with partners and other sponsoring organizations, IAF Europe is offering a number of scholarships to help finance conference attendance by individuals who are actively involved in facilitation in Eastern and Central Europe or are working in/with community-based organisations throughout Europe. The scholarship will contribute €450.00 towards the registration fee, which includes two nights in shared-facility accommodation with all meals and refreshments from the opening of the conference on Friday evening to the Sunday lunchtime conference close. The cost of travel, pre-conference workshops and other personal expenses are not included.

To qualify you must be able to show you are a practicing facilitator and;

- Require economic assistance in order to attend the conference
- Have the potential to share your learning with others in your home country
- Are willing to contribute to the conference with your talents and knowledge
- Have a working knowledge of English

Applications must be received on or before Friday 2nd July 2010. You will be notified of the result by Monday 26th July 2010. If you would like to know more about the

application process, or you would like to recommend someone else for a scholarship, please contact the Conference Office at conference@iaf-europe.eu.

CPF Assessment

Peter Coesmans of the Netherlands is the process manager for the CPF assessment scheduled for Oct. 13-14 in Helsinki. Peter advises that the key dates are as follows:

Application Part I deadline: July 13, 2010 (Application Part I and application fee due by this date). For details of how to submit your application, please contact Beatrice Corley at certify@iaf-world.org.

Remaining documentation due before: August 13, 2010, (Application Part II and III)

Invitations to Stage 2 extended: September 13, 2010, (Remaining assessment fee due for candidates invited to Stage 2)

Stage 2 Assessment Days: October 13-14, 2010 (Candidates attend only one of the two scheduled days.)

You can read what a process manager does in Peter's brilliant story that appeared in the November 2008 IAF Europe Newsletter, and get some hints about how to prepare by reading Roman Neumayer's story in the December 2009 IAF Europe Newsletter. You can see these Newsletters at www.iaf-europe.eu/Resources.

‘Wouldn’t it be great if we could have fun at work?’

By Ann Alder

A few years ago, many facilitators stumbled across a wonderful little book by Robert Fulghum, called "All I Really Need to Know I Learned in Kindergarten: Uncommon Thoughts on Common Things". It was hardly an academic tome but it was full of some great insights: be nice to people, share your toys, have a nap in the afternoon – and if everything else fails drink milk and eat cookies!

A recent discussion on an IAF Forum brought this to mind, as it commented on the value that we, as adults, can gain when we open our minds to learning from children.

I work with adult learners, from corporate environments, on serious business issues. I tackle real organisational problems and work to specific and structured learning objectives. So, how did it happen that recently, I spent half a day with a group of corporate learning and development professionals talking about what their children did at Kindergarten?

This particular programme was designed for the internal L+D team of a client company. It was a ‘trainer training’ day, set up with the aim of re-energising the team and introducing them to some new experiential learning approaches that could be integrated into the face-to-face elements of their induction, customer service, team devel-

opment and management programmes.

This was a lively, relatively young, creative and enthusiastic group. They understood the principles of experiential and accelerated learning and were reasonably confident about using innovative methods. I knew that they were capable of coming up with some amazing ideas and all I needed to do was to provide time, structure and a facilitated process.

Fun at school

My plan was to work with them during the morning to experiment with a range of example activities and materials and then, during the afternoon to focus on re-designing some of their own programmes. However, as all the best workshops do, this one developed a life of its own. Over coffee, the discussion turned to young children. Most of the group members were parents, many with children in the early years of education. They were discussing what their children were doing, when someone commented, “My children have so much fun at school... wouldn’t it be great if we could generate some of that for our learners?”

Immediately I had the key to the next couple of hours.

I asked the group to spend a few minutes thinking

about every activity that their children did at nursery school – deliberately concentrating on the early years, before the tyranny of exams and curriculum demands take over. Using a large 'graffiti sheet' on the wall, they collected as many ideas as they could. These ranged across many different themes: singing, dancing, playing with sand and water, playing outside, dressing up, reading and telling stories, 'pretending', doing puzzles, counting, artwork, going on trips and visits...the list was enormous. We then used a simple 'clustering process' to bring together similar activities into categories.

Each group took a category of activities and a simple brief: to explore the learning focus of each type of activity, the teachers' purpose in using it and the value to the child in taking part in that particular experience. My goal was to help the group to use the stimulus of these 'childhood' learning activities and to re-interpret them to be relevant and applicable to professional, adult learners.

Let me take some examples of the ideas that emerged.

Seeing the world differently

One group began with the idea of 'dressing up'.

What are children doing when they dress up in costumes and for a short period become someone else – the doctor, nurse, policeman, soldier, mother, teacher...?

Surely they are learning to see the world from another perspective, to understand how it feels to be in someone else's shoes, to take on an unfamiliar role and explore how it feels: developing empathy.

How could the concept of 'dressing up' be translated into corporate training? The group began to explore its application in their customer service training. Is not the essence of great service to a customer the ability to relate, understand and empathise with the customer's needs? Ideas began to emerge.

Some were well-trodden paths – role-play, for example, was an obvious answer. Other ideas were more innovative and challenging: identifying difficult customer situations, or types of customers they found difficult to deal with, and using activities such as NLP 're-framing' or the concept of 'positive intention' to learn to understand in

Photo courtesy of Ann Alder



more depth the customer's position and purpose.

Another group took the idea of 'drawing and painting'. The connections were clear. As facilitators, we all recognise the power and value of a great image or a metaphor. We know that it can be 'safer' to talk about a difficult issue, through the medium of an image. When we can't describe easily in words how we are experiencing a difficult situation we often choose analogy or imagery to help.

The power of metaphor

So, how can we use 'drawing and painting' in an adult form? Many of you reading this article will be familiar with graphic facilitation and other ways in which pictures and diagrams can support learning.

In my own company, we developed a set of 'organisational images' based upon commonly used descriptions (spinning plates, reaching a crossroads, pulling in different directions etc). By offering these images as a stimulus to dialogue, and then encouraging our groups to develop their own, we've found they open up rich discussions, allowing people to address concerns that they may have struggled to articulate without the pictures as a reference.

Other applications of 'drawing and painting' can be seen in mind-mapping, in using the metaphor of a journey ahead to create personal action plans and in creating a visual 'anchor' for a new set of behaviours or expectations – the team logo, for example, that represents the way a team wishes to work together.

Other ideas, some perhaps well known to facilitators but less so to corporate learning and development professionals, also emerged.

Playing 'musical statues' led to thinking about the use of 'group sculpture' to map the relationships between individual team members, groups within the organisation or relationships between key players in a professional network. By physically representing these relationships in the form of a group sculpture, in which distance and direction represented things such as closeness or trust, new insights were gained and participants saw, quite starkly, where they may need to work to develop crucial relationships.

The power of a jigsaw

Some ideas were simple and particularly useful for instructional style training in which a body of knowledge needs to be absorbed and tested. Many of these used simple board games or card games. For example, doing jigsaw puzzles – if we have to teach complex processes, can we separate out different stages and have participants re-assemble the pieces in the correct order so that the 'whole picture' emerges from the individual parts? Playing 'snap' – can we quickly match the product description (eg. a specific type of mortgage) with the product name or current interest rate?

One of the ideas that was perceived as the most radical by the group came from a comment on the graffiti wall that simply said, 'running about outside'. What would the organisational parallel be for this? The discussion turned to training in using a fairly complex IT system – I believe it was to do with customer management. The actual system doesn't matter

Someone said, "What would happen if we just let them 'run around outside'? What if we just let them loose on the system?"

After the initial gasp of horror, further questions surfaced. How do we see children learning to use new technology? Do they read manuals? No – they experiment and learn by trial and error. Did anyone give your children training in using video games? Probably not – they taught themselves, by doing it, getting it wrong, dropping a level and trying again. Could the same thing apply to building confidence and familiarity with the IT system?

The trainers were excited but cautious. What could go wrong? Could they crash the system? Could they work with a safe simulation so that if they did crash the system it wouldn't matter? The final decisions were unresolved but a



Photo courtesy of Ann Alder.

process was put in place for creating a rehearsal ground in which 'running around outside' might be tested.

Getting REAL

The group of facilitators I was working with had no doubts that these ideas, and many others, stimulated by the concept of learning through play, would be acceptable to an adult learning group. The reason for this is that all of these learning activities were being designed in accordance with sound, well-proven principles of adult learning.

I base my learning designs around 4 key methodologies which, when combined, help us to create what we know as REALS: Rich Environments for Active Learning. REALS have 4 essential design principles.

1. They are learner-centred ie. relevant to the needs of the learners and driven by what is important to them.
2. They offer collaborative learning: learners work together with others in groups, action learning sets, project teams or other co-operative relationships in which they can learn together and from each other.
3. They are problem-based. Adult learners benefit from 'applied learning' – working on problem-based scenarios in which they can use the motivation that comes from an inherent desire to solve problems in conjunction with their newly developing learning.
4. They are 'generative' – they use the past and current experience of the learners as important content within the learning process. Adult learners will always seek to integrate new learning into existing patterns – and if they can't make it fit, it will almost always be rejected.

The 'playful' learning activities, developed as adult versions of childhood learning experiences, all apply these vital principles. So, I would like to leave all facilitators who are interested in offering creative, engaging learning activities with two questions:

1. What can you do to re-connect your learners with that time in their lives when they were most creative, most open to new learning and most able to remember and retain what they have learned?
2. How can you do this in a way that is respectful, intellectually challenging, 'grown-up' and yet taps into the sheer joy of childhood play?

Enjoy the challenge!

ABOUT THE AUTHOR



Ann Alder has been involved in learning and development for almost 30 years - as a teacher, teacher trainer, training consultant, staff development manager, coach and facilitator. Ann is currently Director of RSVP Design Ltd, a learning design company specialising in designing and delivering creative, interactive learning activities, processes and programmes. Her particular interest is in facilitator training, supporting other learning and development professionals in offering high quality, learner-centred face-to-face training and learning events.

Ann has considerable international experience and enjoys the specific challenges of working with multi-national, multi-lingual groups. As well as working directly with organisational clients she writes, speaks at conferences, and runs international workshops to introduce experiential learning methodologies and facilitation skills to new audiences.

She is delighted that her first book: 'Pattern-Making, Pattern-Breaking' - a facilitator's guide to using experiential methods in recognising and changing patterns of thinking and behaviour in individual, team and organisational contexts - will be published by Gower in August 2010.

Ann lives on the edge of the Lake District in North West England with her husband, teenage son and daughter who provide constant inspiration and support.

She can be contacted via her company website www.rsvpdesign.co.uk or by email: annalder@rsvpdesign.co.uk

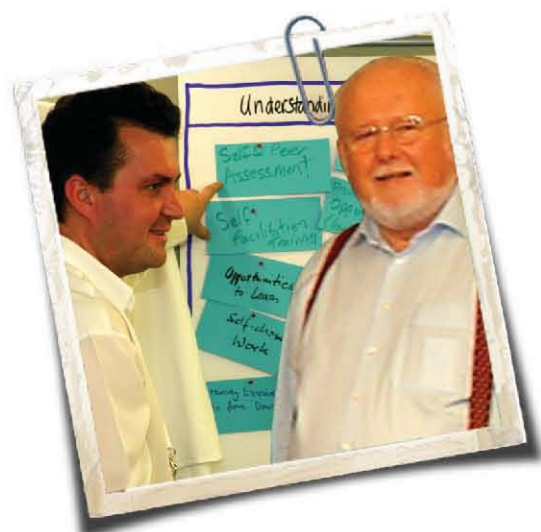
Kia Kaha, Jon

By Stephen Thorpe

This week I had the regrettable task of removing Jon Jenkins's email from the IAF Journal's Editorial Board's e-list. It was a sudden and unexpected passing for many of us in the IAF who have known Jon.

He was one of the founding members of the IAF and a big part of the revival of the Journal when he was on the IAF Board as the Communications and Publications Director. He stayed on the Journal's Editorial Board and supported the efforts of the Journal reviewing articles well past the completion of his term.

On a personal level Jon was a big part of my own PhD research and I will always cherish those powerful story sharing moments we had in our research group. Jon was a wonderful storyteller. He had been to so many places to make a difference and his work with those people became a part of the fabric of his being.



He once said that it's a part of facilitation itself to have the courage to be vulnerable and expose a part of oneself in such a way that others are given courage to expose themselves or share their thinking also.

He is someone who has led an inspirational life in the service of making our world a better place through his leadership, his facilitation, the many community development initiatives he has been involved in, his work educating others and in his writing with his wife Maureen.

He will be missed. Kia Kaha Jon.

Youth in the Center in Moldova

By Simon Koolwijk

"I learned as a leader until now, I have to work, work, work.....Just through working I can achieve something, to be known by others, by many others and to promote these activities." This is one of the comments from youth leaders who participate in the project 'Youth in the Center' which aims to build sustainable structures for youth work in Moldova.

The project, funded by Matra, is a joint initiative of Procommunity Centre and four villages in Moldova, Kontakt der Kontinenten and University of Social work - Winderheim in The Netherlands, and Proni Centre for Social Education in Croatia.

The Eastern European country of Moldova, situated between Ukraine and Romania, has approximately four million inhabitants who most commonly speak Romanian and Russian. Migration is one of the biggest challenges the

country is facing. While officially around five per cent of the inhabitants are working abroad, unofficially the rate is estimated at around 12 to 15 per cent. Southern Europe and Russia are the most popular places which attract Moldavians.

Especially in remote villages, the number of adults aged between 20 and 45 is small, and some of the young people are taking care of their grandparents. Infrastructure and possibilities for youth work are limited. The project 'Youth in the Center' was started to assist local youth to develop sustainable structures for youth development, with the main target group being youth aged between 13 and 20.

The project began in May 2009. Four pilot communities (Varnita, Ulmu, Vadul Rascov and Cotujenii Mari) mobilized youth, and the key leaders participated at a summer



Training program in Varnita



A break during a study visit to the Netherlands.
(Photos courtesy of Simon Koolwijk)

school in July/ August. Supported by parents, teachers, and their local municipalities, the youth (most between 14 and 20 years old) started initiative groups in the autumn of 2009. Some of them organized festivals, debates, workshops, cultural festivities, picnics, trainings, and even fundraising for the less advantaged in the community.

Most of the events have a recreational, cultural and educational element. Internet plays an important role in keeping contact and sharing amongst the villages, with experiences, stories and photos being actively shared on a forum called Odnoklasniki, the Russian version of Facebook. "It is a very good tool for communication", says a youth leader in one of the participating villages.

Linking, exchange, and facilitation

Linking, exchange and facilitation are the key ingredients for fostering and encouraging youth development. Procommunity Centre (<http://procomunitate.md/>), a Moldovan NGO, supports the groups with trainings on such topics as job orientation, c.v. writing, HIV/AIDS, diversity and tolerance. Together with the international partners, exchange events are organised so that knowledge and experience is exchanged and new links for mutual support are created.

Students from Moldova gain experience in the Netherlands, and vice versa. In April 2010, a delegation from Moldova, composed of youth leaders, village officials, NGO leaders and government officials, visited the Netherlands for a study visit on youth community development.

"It helps us to develop our social and life skills", explains one of the youth leaders. "By organising and doing activities in our community, we learn how to work in teams, lead groups, plan and build networks. I have become aware that youth work in my own community. It is a useful educational tool, and it is fun to do things together with my friends."

Simon Koolwijk, one of the project trainers who is employed by Kontakt der Kontinenten, compiled some videos and did some interviews with the youth. Two youth leaders share their stories at Youtube:

<http://www.youtube.com/watch?v=11lHXym3Jbl>

<http://www.youtube.com/watch?v=5pFrASKzJFc>

While visiting The Netherlands, a participatory video was made by the Moldovan delegation. For more, see:

<http://www.youtube.com/watch?v=2vtebsX-TKA>

<http://simonkoolwijk.blogspot.com/2010/05/digital-video-as-tool-for-learning.html>

ABOUT THE AUTHOR



Simon Koolwijk, working with Kontakt der Kontinenten, has been a trainer/facilitator in capacity development for private sector and NGOs for more than 15 years and has worked in more than 15 countries, mainly in Eastern Europe and Africa. During the past two years, he has been facilitating e-conferences and electronic exchange groups of professionals in capacity development.

Paper free and fast

By Gillian Martin Mehers

In April, I was at a workshop of the International Union for Conservation of Nature (IUCN) Commission on Education and Communication (CEC) in the Scottish Highlands (beautiful, but not the best place to be when an Icelandic volcano erupts.) CEC is one of IUCN's six expert Commissions, global knowledge networks of individual practitioners that contribute to the organization's conservation and sustainability work. CEC, the learning and education-focused network within the IUCN system, aims to innovate.

New tools, social media, innovative learning has always been an area of exploration for the CEC. For example, in September 2007, it held a workshop on New Learning for the Arab Region at the Library of Alexandria in Egypt where we looked at all kinds of social media and technologies. CEC makes an effort to test and model new tools and technologies in its work.

This meeting was no exception, thanks to Posterous (self proclaimed as the "dead simple place to post everything"). We experimented using Posterous as workshop support and it worked brilliantly, making us virtually paper free, helping with simultaneous reporting, and providing practically instant feedback on group work and planning. Here's how we used it:

Set-up

We opened the free Posterous account prior to the event and restricted the membership to the participants, closing inputs and accessibility to those attending.

We sent out an initial email to participants with the URL and information on how to use that, so they had it prior to (if they had time) and upon arrival, and asked them to bring their laptops to the meeting.

We arranged for wifi in our room and helped everyone get on, then we demonstrated Posterous on the first day and had everyone make their first post (posting is done through email message. e.g.

post@iucncecmeeting.posterous.com.)

Then we were off!

In-Session Use

No More USB Keys - Presentation Support: There was an updating/reporting session of the beginning of the agenda where people reported on what they had been doing. We asked people to send their PPT to Posterous first (not before they arrived, just before they presented.) We had Posterous open on our screen in the front of the room, and people could either show their PPT through Posterous, or not and simply refer to it, so that people could look at it later. So no multitude of USB keys, no swapping computers, and no asking after the fact for people's slides sets or sending them around by email (or worse, printing them and handing them out).

Instant Stars - Real time photos/videos: At random points during the meeting, someone with an I-Phone (me in this case), took short videos asking people for opinions about the meeting, or talking about their inputs, as well as photos, and immediately sent them to Posterous as an attachment to an email for people to see and hear as the meeting progressed. They uploaded in a minute to Posterous and were embedded within the blog space, complete with title and tags.

Nothing Lost - Group work immediately captured in different formats: No longer do people need to take flipchart paper home to type up group reports (or lose), nor stay up at night to do it. We had people in small groups type results directly into email as they were being produced and at the end of their group work, post them to Posterous. We also had people photo their flipcharts and send the photo. You could even use your phone to video one of your group members talking through the flipchart and post that to Posterous. All this happens simultaneously. We also

did our work planning like this and it is the first time I have left a meeting where all the workplans are done and on the web, accessible to all, and forming some kind of "officialness" that helps tracking and generates commitment. (And can be tagged to organize)

Meeting Done, Reporting Done (Collectively): If everyone is posting things as they are being created - including discussion products, work plans, photos, videos, and attachments, interesting URLs - when you walk out at the end of the meeting, the reporting is effectively done. There is perhaps a short tie-it-together synthesis, but all the documentation produced is already there.

So at the end of our meeting, no paper had been circulated and there was no flurry of USB key swaps, or promises to send around this or that. It was done, organized neatly on the simple Posterous interface, and we all had access to all the inputs, products and materials, to get on with once we returned home. And we all contributed to it, through the simple means of email.

ABOUT THE AUTHOR

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*You can see her April 8, 2010 blog post online at
<http://welearnsomething.blogspot.com/2010/04/end-of-boring-borrowing-adapting.html>*

You can reach Gillian at gillian@mehers.com.





Open Space May 2009 (photo courtesy of Mia Konstantinidou)

Celebrating 18 years of world Open Space

Last month, the 18th World Open Space on Open Space (WOSonOS) in Berlin marked the 25th birthday of Open Space Technology with a gathering full of energy and excitement.

As well as a momentous occasion for OST, begun by Harrison Owen in North America in the 1990s, it was also a very special event for the host, the Berlin Open Space Cooperative (boscop eg), marking the second time Berlin has hosted the world event. The first WOSonOS to be held outside North America was held in Berlin 18 years ago, in 2000.

More than 150 people from 30 countries gathered for the welcome reception May 12 and then met in Open Space between May 13-15, allowing everyone present to set the agenda for discussion and activities in Open Space's unique fashion. We congratulate boscop on the organization of this great event.

Our May 2010 newsletter featured a wonderful story about the planned event written by Mia Konstantinidou of



Mia Konstantinidou

boscop. Mia sent us three great pictures, and we had space for only two. Unfortunately, the way we used those pictures put more focus on the two workshops that surrounded the event than on the Open Space event itself, and for this, we apologize. Above, and on page 3, you can see pictures of WOSonOS and Open Space in action.

Mia has worked as a facilitator and trainer since 2002, and has been involved in 50 Open Space Technology events and four OST trainings. Mia serves on the executive board of boscop eg, is an active member of ICA Germany and Future Search Network. Boscop is a cooperative of 11 Open Space facilitators, one company and one supporter who facilitate Open Space events. Since 1996 boscop members have facilitated more than 380 Open Space events for various organizations, and more than 1,000 people have participated in their trainings in 12 countries. Visit www.boscop.org to learn more.

Welcome, new and returning members

(April 2010)

We are delighted to welcome new members who joined IAF in May:

- Carola Beier, Switzerland
- Jayme Gerlinda, Switzerland
- Ralf Gleixner, Switzerland
- Doris Anita Haeger, Switzerland
- Alan Heckman, UK
- Axel Hoffman, Switzerland
- Anu Riitta Honkanen, Finland
- Anthony Hughes, Switzerland
- Ahmed Ifti, Switzerland
- Onno Kruitwagen, Netherlands
- Patricia L'hospital, Switzerland
- Isabelle Lugan, Switzerland
- Jean-Jacques Mermod, Switzerland
- Samantha Rohani, Switzerland
- Jutta Reinhard Rupp, Switzerland
- Debbie Saunders, Switzerland
- Yvonne Schnaars, Switzerland

- Michael Woerner, Switzerland
- Marc Seyfarth, Switzerland
- Michele Telio, Switzerland

We are equally delighted to welcome back the following members who renewed their memberships during May:

- Gary Austin, UK
- Marcos Cajina, Spain
- Vicky Cosstick, UK
- Reinhard Kuchenmueller, Italy
- Lars Leiram, Sweden
- Gian Carlo Manzoni, Italy
- Jolanta Marszewska, Poland
- Penny Pullan, UK
- Stuart Reid, UK
- Anna Royon-Weigelt, Germany
- Alenka Planinc Rozman, Slovenia
- Francoise Trine, Italy

Facilitation Workshops and Meetings 2010

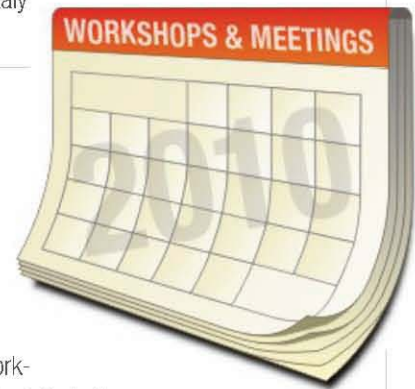
Find out more details about specific events listed here by visiting the Workshops and Meetings section of the IAF Europe Forum (<http://www.iaf-europe.eu>) If you would like to let others know about an event you are organizing, please email rose-mary.caims@iaf-europe.eu.

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JUNE 2010

- Facilitation Facilitation Skills Training Public Programme, June 9-11, London, UK ([circleindigo](#))

- Fast-track Facilitation Skills Workshop, June 16, North Yorkshire UK ([facilitate this!](#))
- Facilitation Fundamentals, June 16-17, North Yorkshire ([facilitate this!](#))
- CPF Certification Event (in Dutch), June 17, Rossum, The Netherlands
- June 23 - deadline for submitting Part 1 documents for CPF Certification Event to be held Sept. 23 in Netherlands
- Strengths Based Working: Delivering the impossible regularly, June 23-25, Lincoln UK (Lesley Moore and Anne Radford)
- Group Facilitation Methods, June 29-30, London, UK (ICA:UK)



- Accountability works! sustaining outcomes in changing times, Jun. 30 – July 1 July, London (The Centre for Public Scrutiny)

JULY 2010

- AI workshop in Barcelona: beyond the basics, July 1-2, Barcelona, Spain (Anne Radford and Miriam Subirana)
- Deadline for submitting Application Part 1 for Certification Event in Helsinki Oct. 13-14
- HR Business Partner Skills, July 5-7, West Sussex, UK (Roffey Park)
- Participatory Strategic Planning, July 14-15, Manchester UK (ICA:UK)
- IEMA Change Management workshop, July 20, Leeds UK (facilitator Penny Walker)
- July 23 - deadline for submitting remaining Part 1 documentation for CPF certification event in Netherlands Sept. 23

AUGUST 2010

- Aug. 13 - deadline for submitting remaining documents for CPF Certification event in Helsinki Oct. 13-14
- The Inner and Outer Worlds of Appreciative Inquiry: ways of being and doing as an AI practitioner, 4th Annual Retreat for experienced AI practitioners, Aug 18-20, Kent (Anne Radford and Jane Magruder Watkins)
- "Co-creating a New World of Organizations & Communities", the 2010 OD World Summit, Aug. 22-26, Budapest, Hungary
- Aug. 23 – invitations extended to stage 2 for CPF Certification event in Netherlands Sept. 23

SEPTEMBER 2010

- Invitations to Stage 2 of Certification event in Helsinki extended Sept. 13
- Skilled Facilitator workshop, Sept. 13-17, London UK (Roger Schwarz)

- ICA European Interchange, Sept. 17-19, Brussels
- Advanced Skilled Facilitator Workshop, Sept. 20-21, London UK (Roger Schwarz)
- Group Facilitation Methods, Sept. 21-22, Manchester UK (ICA:UK)
- CPF Certification Event (in Dutch), Sept. 23, Rossum, The Netherlands.
- Action Planning, Sept. 23, 2010, Manchester UK (ICA:UK)
- Applied Improvisation Network Conference, Sept. 24-26, Amsterdam, Netherlands (AI Network)
- Business Partner Skills, West Sussex, UK, Sep. 27-29, 2010 (Roffey Park)

OCTOBER 2010

- Facilitation Strategies for Leaders, Oct. 4, London UK (Ingrid Bens)
- Advanced Facilitation Strategies, Oct. 7-8, Edinburgh, UK (Ingrid Bens)
- IEMA Change Management workshop, Oct. 12, Newcastle upon Tyne (facilitator Penny Walker)
- Group Facilitation Methods, Oct. 12-13, London, UK (ICA:UK)
- Facilitator Certification Event, Oct. 13-14, Helsinki, Finland
- IAF Europe 2010 Conference, Oct. 15-17, Helsinki, Finland

NOVEMBER 2010

- Introduction to Group Facilitation, Nov. 16, Manchester UK (ICA:UK)

Group Facilitation Methods, Nov. 17-18, Manchester UK (ICA:UK)

DECEMBER 2010

- 16th conference Online Educa Berlin, Dec. 1-3, Berlin, Germany

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HELSINKI, FINLAND. 15-17 OCT.**

