



'K2S TOOLBOX'



CONTENT |

- Preface
- Enas' profile
- Partners' profile
- Working frame: E+ general info
- The project background - NFE
- K2S summary
- Introduction to manual
- Timetable
- List of methods
- Methods one by one
- Flipcharts needed for theoretical input and handouts
- Team & list of participants



Preface



This manual is an outcome of the training course “Non formal education – key to success!” , a Training Course organized by ENAS Association. The training course was a 'train the trainers' activity and it was funded by the European Commission through the Key Action 1 “Learning mobility of individuals” within the Erasmus+.

The training course took place in Zadar, Croatia from 14th to the 123rd of October 2014 and it was open for current and future youth workers with an aspire to become trainers, facilitators and other NFL practitioners.

The main aim was to enable participants to explore and actually understand the concept and factors behind non-formal learning, and thus to competently design, facilitate and debrief existing and novel non-formal learning sessions and opportunities.

25 participants from the following participating organizations – ENAS and Association of deaf and hard of hearing Croatia; Hellenic Youth Participation Greece; PlanBe, Plan it, Be it Cyprus; Puzzle OptimEast Romania; Connect Italy and Kaunas Cultural Centre for various nations Lithuania - worked intensively for 9 days with different methods on the subject of non formal education.





ENAS

- Association for Civil Society Development, promotion of equality, sustainable livelihoods and development of human resources



ENAS is a NGO based in Slavonski Brod, Croatia that was founded in 2014. Our project team is made of individuals with years-long experience in youth work and project management.

The association aims to promote the values of civil society in a way that encourages critical thinking, to its members, and all stakeholders with which the Association cooperates, promotes the values of equality by organizing various workshops and projects that aim to raise general awareness of society but also the active participation of marginalized groups in society, and strengthening social inclusion of disadvantaged groups through a variety of activities aimed at increasing motivation for active participation in society, providing psycho - social support, encouraging participation in local community activities and public awareness of anti -discrimination measures, and the implementation of good practices from other countries, in Europe and the world.

In the local level we are implementing workshops and projects aiming to develop transversal skills among youngsters in order to enhance their employability, while in the national level we are part of 'No hate speech' movement.

We are also active in European level and we're implementing youth exchanges and training courses with subjects such as: interreligious dialogue, inclusion, organizational management etc., within Erasmus+ frame. We are also partners in many Erasmus+ projects and our partner network ranges throughout whole Europe.

Our main priorities are working with youth with fewer opportunities, focusing on those with economic, social and educational obstacles.

Association ENAS

Send us e-mail: enas.ngo@gmail.com

Find us on Facebook:

<https://www.facebook.com/NGOEnas?fref=ts>

Follow us on Twitter: @NGOEnas

Partner organizations



"PlanBe; Plan it, be it"

- Non Governmental, Non Profit Organization based in Nicosia, Cyprus, managed by a team of youth workers. Among the main aims of "PlanBe" is contribution to the positive social changes in the society by promoting effective communication, intercultural and intergenerational dialogue, facilitating understanding among people and establishment of harmonic co-existence. "PlanBe" has been established to support young people from our town within the framework of non formal education.

"Hellenic Youth Participation"

- Hellenic Youth Participation (based in Athens, Greece) stands for intercultural dialogue, non-formal education, mutual understanding and solidarity. The main aim of the group is to inspire and stimulate European citizens to become active parts of their local and European community. We wish to motivate young people to become involved, to raise awareness about current values like equal opportunities, social inclusion and cultural diversity.

"Connect"

- a youth non-profit association from Italy, born as informal group of young volunteers that wish a better society. It promotes youth mobility, non-formal learning, art and culture solidarity, inclusion and active participation in the decision-making process. All our volunteers are interested and experienced in visual, crafting and performing arts both at local and international level. Our association wants to give youngsters the opportunity to discover languages, cultures and countries through exchanges, seminar, events, expo and volunteering to foster social inclusion.

"Kaunas Cultural Centre of Various Nations"

- The main aims of the Centre activities are to create conditions to get to know the culture of national minorities, preserve their diversity, promote their cultural and artistic self-expression as well as strive for full and positive integration of the ethnic groups into the society, cherish the national tolerance of the town residents and the traditions of the intercultural town.

"Puzzle OptimEast"

- an NGO based in Tirgu Neamt, Romania with the aim to realize and promote projects on the field of culture, tourism, personal development of youth people, and management. NGO promotes values like: tolerance, inclusion, human rights, sustainable development.

"Association of deaf and hard of hearing"

- The main objective of the Association is to bring together deaf and hard of hearing people, parents, of children and youth hearing impaired in order to improve their social position, promoting quality of life for deaf and hard of hearing people and the protection of interests. The association acts to overcome the communication barriers that occur in the life of deaf people and participates in the organization and development of all forms of social life and system of care for deaf people, so they could achieve their rights and obligations, all in the field of universal human rights.



Working frame



ERASMUS PLUS



Erasmus+

Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level. Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

KEY ACTION 1:

Learning mobility opportunities for young people and youth workers

Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.

KEY ACTION 2:

Opportunities for cooperation for innovation and exchange of good practices

Organizations can apply for funding to work in partnership with organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

KEY ACTION 3:

Opportunities to support policy reform

The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organizations, and other stakeholders active in the field of youth.

Find out more under: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

The following Manual was developed through the training course "Non formal education – key to success!" under the Key Action 1 with the support of the Erasmus+ programme.



"NFE K2S!" background

Our main motivation to run a training course like "NFE - K2S" was the need present throughout whole Europe for competent young leaders, trainers and facilitators in civil society who are willing and able to run educational activities for youth based on the values of the European Union and the Council of Europe, tailor-made for their local realities and the needs of specific target groups. Youth sector has developed in many European societies; especially with the help from 'Erasmus+' and former 'Youth in Action' Programme, and

many youth organizations seek educated and well trained youth workers, trainers and facilitators with the competencies required to work both in local and international environment. However, there aren't many learning opportunities designed for future non formal learning practitioners that would enable deepen exploration of non formal education and 'train the trainers' environment.

Therefore, we designed and implemented this TC with the following objectives:

- to enable participants to explore and actually understand the concept and factors behind NFE
- to enable participants to competently design, facilitate and debrief existing and novel non-formal learning sessions
- to acquire and exercise new tools and competences in NFE
- to undergo a coached self-assessment as a trainer resulting in a personal action plan regarding professional future
- to increase the quality of youth work in partner organizations
- to promote Erasmus+ and international cooperation



The training course focused on how participants could act to make changes in their local, national or international reality, and also how these levels can interact. It was dedicated to the improvement of non formal learning methods and tools for youth workers, but also to the enhancement of their working performance in order to promote non formal education in the society.

Overall, this TC provided participants with an appropriate knowledge, developed their competencies and effective tools for the implementation of local actions and the management of future projects to stimulate the active participation of young people at local and international level.

INTRODUCTION

This manual is a practical toolkit for volunteers, youth workers and other non formal learning practitioners who aim to work on development of the competencies needed in local and international youth work. It enables the readers to explore and understand different aspects of non formal education and to gain knowledge needed for designing and implementing non formal learning activities.

It contains a set of tools, activities and methods as well as theoretical inputs and references for the future work in the field. This manual includes activities which were implemented during the training course and most of them are flexible to adapt to particular needs of specific target group.

The manual is structured by following typical program flow in any non formal learning activity. In the beginning there are icebreakers and other get-to-know-each-other methods followed by team building activities. It continues with 'train-the-trainers' methods, followed by those designed by our participants and concludes with methods used for assessment and evaluation. It concludes with flipcharts needed to provide theoretical input and useful resources and links.

We hope that the readers will enjoy this manual and find it useful in implementing different kinds of non formal learning activities. Also, we would like to encourage readers to use this manual when implementing workshops designed to train future youth leaders, facilitators and trainers.

Hour	1. Day	2. Day	3. Day	4. Day	5. Day	6. Day	7. Day	8. Day	9. Day	10. day	
8.30	Breakfast										
09.30	ARRIVAL	Aims/Objectives of the Programme Getting to know each other	WS- What is learning? -Aspects of NFL -Role of NFL practitioner	•Implementation • Communication (I)	Feedback & self-awareness	LAB phase preparation	LAB phase Group 3	•Evaluation •Self-directed learning & self assessment(I)	Project presentation Follow up	DEPARTURE	
11.00		Coffee Break									
11.30		Needs. Expectations and Fears Learning contract	Design in/of NFL •Needs, aims & objectives, content & flow	Communication (II)	Intro to LAB phase	LAB phase preparation	LAB phase Group 4	Assessment & feedback SWOT Beblin's SPI	Personal development plan		
13.00		Lunch									
15.30		Team building	Methodology & learning styles	The art of facilitation& debriefing	Discovering Dalmatia	LAB phase Group 1	•LAB phase assessment • Competencies in NFL	Erasmus+ & Project management	Youthpass		
17.00	Coffee Break										
17.30	intro of the project Name & Ice breaking games	Discovering the area	Craft plan & concrete agenda	Group dynamics	Free time	LAB phase Group 2	•LAB phase assessment • Competencies in NFL	Fishnet & open space Expert café	Final Evaluation		
19.00	Reflection group Dinner										
19.30	Reflection group Dinner										
21.00	Welcome party	Intercultural Night	Intercultural Night	NGO cocktail party	Traditional dinner	Relaxation night	Movie night	Open space	Youthpass ceremony C U soon party		

- NFE K2S TIMETABLE -






- NFE K2S TIMETABLE -

Methods list

- DRILL WITH NAMES
- SPEED DATE
- THE BRIDGE
- GROUND RULES
- THE SHIP
- LEARNING ZONE
- ORANGE GAME
- NEWSPAPERS ICEBERGS
- MISSION POSSIBLE
- LEARNING TYPES
- WORLD – CAFÉ
- LEARNING PUZZLE
- MASLOW PYRAMID OF NEEDS
- FISH
- FIND THE TOOL YOU NEED
- SHAPE THE TIMETABLE
- A.D. KOLB MODEL
- CASE STUDY ON GROUP DYNAMICS
- JOHARI WINDOW
- WHAT DO YOU KNOW ABOUT REFUGEES?
- EURO RAIL ON A DIFFERENT TRACK
- LEADERSHIP
- SOCIAL MEDIA
- ABIGAIL
- K2S ASSESSMENT
- FIND YOUR VIEWPOINT
- SUPER TRAINER RUNWAY
- SWOT ANALYSES
- PROBLEM AND SOLUTION TREE
- BUTTERFLY
- PERSONAL ACTION PLAN
- LOSE THE CHAIR
- EVALUATION DARTBOARD








DRILL WITH NAMES

-  AIMS: get to know each other
-  GROUP SIZE: up to 30
-  DURATION: 15 – 30 minutes (depends on the group size)
-  MATERIAL NEEDED: none
-  DESCRIPTION:

All the participants stand in a circle. Each person says his/her name and an adjective starting with the same letter. Next round, this is repeated, but before you say your name, you have to say the names of the others, and the corresponding adjective.








SPEED DATE

-  AIMS: get to know each other, to break the ice among participants
-  GROUP SIZE: any
-  DURATION: 20 – 30 minutes
-  MATERIAL NEEDED: flipchart, papers and pencils
-  DESCRIPTION:

Make a flipchart with topics written on it, such as: origin of your name; country; hobbies; education/work etc. Explain participants that they'll work in pairs and change partner each time a sign is given. Each time they change partner, they change their topic. Give approx. 2 minutes per topic. When they finish you can round up in plenary and share what participants discovered about each other.








THE BRIDGE

-  AIMS: to break the ice, to start group building process
-  GROUP SIZE: any
-  DURATION: 20 minutes
-  MATERIAL NEEDED: duct tape and a space big enough
-  DESCRIPTION:

Make a (not very wide) bridge on the floor using duct tape and tell participants to line within the borders. Explain that they are on a bridge, surrounded by water (you can add more details to the story) and that they have to line up on the bridge according to their shoe size, age, date of birth etc., but while moving they cannot step off the bridge, so they'll have to cooperate in order to stay within lines. You can repeat this as much times as you wish.



GROUND RULES

-  AIMS: to set the basic rules for your exchange / training course in a democratic
-  GROUP SIZE: any
-  DURATION: up to 40 minutes (depends on group size)
-  MATERIAL NEEDED: flipcharts, markers
-  DESCRIPTION:

Introduce the game to participants, explain the aims. Divide them into small groups (4-6 participants per group). Explain that each group should make a list of 5 rules to be followed during the activity. Give them 10 minutes for this. After they finish round up in plenary, each group presents their list, and then vote to set final rules list (up to 10 rules).



THE SHIP

 AIMS: to reflect on fears and expectations; to discover the needs of participants

 GROUP SIZE: any

 DURATION: up to 45 minutes

 MATERIAL NEEDED: flipchart, post-its in 3 different colors and pencils

 DESCRIPTION:

Draw a ship in the sea on the flipchart. Divide the flipchart into 3 parts: one for expectations, one for contributions and one for fears. Give participants 3 post-its – one of each color – and ask to answer the following questions.

1. What you expect to develop, understand or learn this week?
2. What do you plan to contribute to the week?
3. What are your fears for the week?

This is done as a silent activity. Round up in plenary to check are the expectations in line with the course objectives; are there any expectations that cannot be met during this training course? The responses from question 3 are discussed and suggestions for how these fears can be dealt with in order to create a safe working environment collected. This forms the basis of a working agreement for the course, though it should be reviewed when necessary.




LEARNING ZONE

 AIMS: to prepare and set up a space and time frame for learning process

 GROUP SIZE: any

 DURATION: 40 minutes

 MATERIAL NEEDED: flipchart with flower of 8 KC; envelopes, color pencils, decoration material

? DESCRIPTION:

Explain the participants the concept of YouthPass and 8 key competences in short. Give each participant an empty envelope and ask to both put their name on it and decorate it a bit. Alternatively, preparing envelopes can be used as a getting to know each other activity where participants walk around and draw each other's profiles on the envelopes to represent their owners. Place all the envelopes in a designated space in the training room. It can be a wall where you stick a big sign LEARNING ZONE or a table or any other, easily accessible space. Introduce the task to participants for the next few days of your project: as part of their daily reflection (whether done individually or in a group) ask participants to:

- take a few pieces of paper (colorful, non-sticky notes are the best to use!)
- * write down the most important and significant learning achievements of the day (one piece of information on one piece of paper). It can be anything related to the workshops during the activity or time spent outside the plenary room.



ORANGE GAME

+ AIMS: energizer; to break the ice; to start group building process

GROUP SIZE: any

DURATION: 20 minutes

MATERIAL NEEDED: an orange

? DESCRIPTION:

Divide participants into two groups with equal number of participants and tell them to form two lines, standing one next to the other. Give the first person in each group an orange and explain that they have to pass it to the last person in line neck-by-neck, no hands allowed.



NEWSPAPERS ICEBERG

 AIMS: to encourage group building process

 GROUP SIZE: any

 DURATION: 15 - 30 minutes

 MATERIAL NEEDED: old newspapers


 DESCRIPTION:

Split the group into small groups of five or six people. Each group stands on an island made of newspapers.

Story: Islands are icebergs; they are penguins - in the sea there are sharks so they have to, at all costs, stay on the island. Then the weather starts getting warmer. So, the leaders/trainers start tearing off pieces of newspapers so that the islands become smaller and smaller. Continue as much as you can.



MISSION POSSIBLE

 AIMS: to build a group, to develop group cooperation, to provide space and time for participant to get to know their environment

 GROUP SIZE: any

 DURATION: 15 - 30 minutes

 MATERIAL NEEDED: old newspapers






 DESCRIPTION:

Start with a short energizer that you could use to divide the group into small groups of 5 – 7 people. After that introduce participants with the tasks (write it on the flipchart) they will have to fulfill in 45 minutes.

Tasks can be: Find out when the city (venue) was founded? ; Film three different local people saying "I love Erasmus'"; "Make an art piece out of things you find on the street", etc. Be creative. After they accomplish their mission they have to come back to the training room and show the results. In the end round up for a debriefing on how it was to work in the group, how were the tasks divided, how was the decision making process going, were there any conflicts etc.



LEARNING TYPES

-  **AIMS:** to discover what is learning; to introduce participants with 3 types of learning
-  **GROUP SIZE:** up to 25 participants
-  **DURATION:** 45 minutes
-  **MATERIAL NEEDED:** flipchart, markers, papers and pens
-  **DESCRIPTION:**

Start with a brainstorm on learning, discussing what it is and when it takes place (and when it does not take place). Then divide participants into three groups. Each of these groups will have to present a small two-minute drama on either non-formal education, formal education or informal education. Give them 15 minutes for preparation. After rehearsing and presenting the sketches in plenary discuss the sketches and distill the main traits of the three types of education. Put down a summary of it on flipchart to have common grounds and common understanding for the next days.



WORLD – CAFÉ



AIMS: to enter the topic more deeply



GROUP SIZE: any, but mostly suitable for groups up to 30 people



DURATION: 60 minutes



MATERIAL NEEDED: flipcharts, markers, 4 tables, pens and stopwatch



DESCRIPTION:

Divide participants into 4 groups of 5 - 7 people. Invite them to enter a café, a specially decorated part of the training venue, where there are 4 tables with flipcharts on each. On every flipchart there is one question. Explain the questions to participants and the rules. Each group gets one table and has to discuss the topic (the question). They should also name a moderator of each table that stays at the same table all the time and writes down the highlights of each discussion. After 7-10 minutes groups switch tables, and this is done four times, so each group has a chance to discuss all questions and contribute to final conclusion. After they finish round up in plenary and each group (or moderator) presents the conclusions of their topic/question. Finish with debriefing.

Alternatively, groups don't have to switch tables, and the discussion can be 20 minutes.



LEARNING PUZZLE



AIMS: to discover different educators' positions, what methodology they use and how much power they have



GROUP SIZE: any



DURATION: 40 - 60 minutes (depends on the group size)



MATERIAL NEEDED: flipchart, markers, puzzle handout, stick glue

? DESCRIPTION:

Divide participants into several small groups of 5-7 people. Explain the task and give them puzzle handout and an envelope with answers that need to be put on the handouts. Give them 15-20 minutes for this task. After they finish each group will present the results, while trainers should check and give the right answers after the presentations. Round up by presenting a scheme to explain the differences between facilitating, training, mediating, instructing, coaching and mentoring along the factors of rather answers or questions are used, and if the power is on side of the educator or the learner.

Note: The puzzle handout and flipcharts needed for theoretical input can be found in the next chapter.



MASLOW PYRAMID OF NEEDS

+ AIMS: to understand the theory of needs and how to prioritize them

GROUP SIZE: any

DURATION: 30 minutes

MATERIAL NEEDED: flip chart, A4 papers, pens, markers

? DESCRIPTION:

The Maslow pyramid of needs is presented to the audience explaining the importance of every needs level and the steps that need to be followed in order to proceed to the next level. Through discussion, participants realize the value of needs and which needs are blocked if some needs in the lower level are not fulfilled. Individually they set themselves in which level of needs they are and which level of needs they want to reach. Share with couples. Theoretical input flipchart can be found in the next chapter.



FISH



AIMS: to develop the knowledge on methodology tools



GROUP SIZE: any



DURATION: 20 minutes



MATERIAL NEEDED: flip chart, A4 papers, pens, markers



DESCRIPTION:

Explaining the fish-method with the support of a fish-method drawing flip-chart. Give emphasis on each category (aims, target group, frame, sequence, institution and trainer) by giving examples. Theoretical input flipchart can be found in the next chapter.



FIND THE TOOL YOU NEED



AIMS: to explore different learning styles, to explore different methods in NFE methodology pool



GROUP SIZE: any



DURATION: 90 minutes



MATERIAL NEEDED: flipcharts, papers, markers and pens








DESCRIPTION:

Start by presenting different learning styles: visual, audio and kinesthetic – you can find theoretical flipcharts for this in the next chapter. Continue by group brainstorm about the methods one can usually find in the non formal education methodology pool. Once you have a list of methods divide participants into small groups of 5-7 people. Allocate up to 4 methods from your list to each group, and give them 20-30 minutes to discuss each method in detail and especially discuss for what learning styles it is suitable or not;

What can be reached with the method and what not, at what point of an educational activity it is suitable and when not, and other points of experience. After they finish small group work get back to plenary where each group should present the conclusions from their discussions. At the end implement debriefing with questions such as: 'Was it difficult to recognize which methods can be used for different learning styles?', 'How to connect different learning styles in one session?' etc.








SHAPE THE TIMETABLE

-  **AIMS:** to learn how to make a concrete agenda; to connect objectives with the methodology, to explore this topic more deeply
-  **GROUP SIZE:** 20-30 people
-  **DURATION:** 90 minutes
-  **MATERIAL NEEDED:** handout, big flipchart, markers
-  **DESCRIPTION:**

Before implementing this method you have to make a handout with target group and objectives of a youth project explained. Divide participants into small groups of 5-6 people and randomly allocate those handouts. Explain participants that they have the task to develop a schedule of activities (timetable) for the aims and target group they had been allocated for a 6-day lasting youth project (YE or TC). Provide them with big flipcharts and markers and explain that they have to write down the name of the session and one method which day plan to use. They have to follow typical program flow that can be found in this kind of activities. Give 45 minutes for group work and support them during the process. When they finish round up in plenary to have presentations of each group. During presentations give appropriate feedback and finish with debriefing.



A.D. KOLB MODEL

-  AIMS: knowledge of A. D. Kolb model of experiential learning
-  GROUP SIZE: any
-  DURATION: 45 minutes
-  MATERIAL NEEDED: flip chart, A4 papers, pens, markers
-  DESCRIPTION:

Present the A. D. Kolb model on experiential learning with the support of a flipchart. Explain the

experiential learning circle: Experience (fact) – Reflection (how did that happened, how did I felt, what were the others doing) – Conceptualization (can I relate this to previous experiences, what is the general system behind this) – Application (how could this applied in the X situation, what are the obstacles, which steps I need to take). Request participants to adopt this model for an experience they had and then share it with their couple.

Theoretical input flipchart can be found in the next chapter.





CASE STUDY ON GROUP DYNAMICS

+ AIMS: to enter the topic of group dynamic more deeply; to discover different types of group dynamic; to encourage decision making process among participants; to provide participants with an opportunity to reflect on real-life situations

👤 GROUP SIZE: up to 30 people

🕒 DURATION: 90 minutes

📁 MATERIAL NEEDED: handout; papers and pens, flipchart and markers

? DESCRIPTION:

Before implementing this method prepare real-life cases handouts on difficult group dynamics. You can find some in the next chapter or you can use some examples from your own experience. Start the session with theoretical input on different models of group dynamics and try to find examples or contradictions for them. (You can find flipcharts for this in the next chapter.) Divide participants into small groups of 5 to 6 people and distribute the handout. Each group should get one example of real life case. Ask participants to propose solutions and scenarios for the cases. Remember that you must be careful not to tell to participants what to think during introduction part or during preparation of the handouts. Give participants 30-45 minutes for discussion. After they finish each group should present their case and proposed solutions. Once all groups finish presenting round up in plenary to discuss the proposed solutions all together and whether the intervention strategies have been proven useful or not.



JoHari WINDOW

 **AIMS:** to understand the theory of JoHari window; to start self awareness process

 **GROUP SIZE:** any

 **DURATION:** 45 minutes

 **MATERIAL NEEDED:** flipchart, A4 papers, pens, markers

 **DESCRIPTION:**






With the support of a JoHari drawn flipchart explain the theory giving emphasis in every of the 4 windows: Arena (known to self, known to others), Blind Spots (Not known to self, known to others), Façade (known to self, not known to others) and Unknown (Not known to self, not known to others). Request the participants to complete the 2 windows for themselves (Arena and Façade) and then ask them to fill up the "Blind Spot" window for a person they feel connected in the group - partner. Share the blind window with the partner.

Discussion on how participants felt when they found out about their blind spot.

Note: flipchart needed for theoretical input can be found in the next chapter.



WHAT DO YOU KNOW ABOUT REFUGEES

-  **AIMS:** to explore the terms stereotypes / prejudice / immigrants / refugees; to raise awareness on the issues these group face; to explore the topic of discrimination
-  **GROUP SIZE:** up to 30
-  **DURATION:** 90 minutes
-  **MATERIAL NEEDED:** flipchart, markers, papers and pens
-  **DESCRIPTION:**

Start by implementing a brainstorm on all the four terms, brainstorm on the 4 terms and then explain the definition of each one using dictionaries, articles or internet sources (keep the explanations short). After that divide the participants into 3 groups and give them their role written on a piece of paper: a) refugees, b) nationalists c) supporters /activists. Their task is to make a short sketch (up to 5 minutes) based on the topic they've got and according the stereotypes or the prejudice that exist about them. Give them 20 minutes for planning. After that do the presentation of the role plays. After presentations round up in plenary for a discussion- debriefing on how they felt during the exercise, presentations and how was the workshop for them.

Note: flipchart needed for theoretical input can be found in the next chapter.



EURO RAIL ON A DIFFERENT TRACK



AIMS: to identify personal stereotypes and prejudice about other people;
To raise self-awareness about the limits of tolerance; To let participants
change stereotypes telling personal positive experience and opinion.



GROUP SIZE: up to 30 people



DURATION: 90 minutes



MATERIAL NEEDED: handouts, paper and pens




DESCRIPTION:

- ▶ 1. Give a copy of the activity sheet to each person
- ▶ 2. Briefly describe the situation and tell them to read the descriptions of the people travelling on the train.
- ▶ 3. Ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with.
- ▶ 4. When everybody has made their individual choices, divide them into groups of 3-5 and ask to:
 - Share their individual choices and reasons;
 - Compare the choice
- ▶ 5. Give a task for a group:
 - Write on the paper the reasons why they would most like to travel with those people.
 - Write down reasons why they would least like to travel with those people on the stickers and stick them on the "window" (board, picture of window and etc.)

- ▶ 6. Read the stickers of reasons why participants don't want to travel with some people and ask to share different opinion or experience about that person (it can be reasons why they would most like to travel with some people). With every good experience and opinion sharing remove the stickers from the "widow". The point is to show that in every situation there can be different opinion and experience and make association that the stickers with stereotypes close the visibility of reality.
 - ▶ 7. During debriefing ask participants to share what was the most difficult, how they made common decision in groups, what were personal feelings, what thoughts raised personal choice making and also work in group.
- Note: You can use the handout from the 'All different, all equal' manual, or you can make your own list of travelers



LEADERSHIP

 **AIMS:** to explore the topic; to discover and develop leadership skills;
to improve decision making skills

 **GROUP SIZE:** up to 30 people

 **DURATION:** 90 minutes

 **MATERIAL NEEDED:** handout, flipcharts, markers, papers and pens

 **DESCRIPTION:**


1. Start with an engaging energizer after which show a short representative video on leadership (prepare it in advance). After that start a brainstorm with participants on what leadership means, and provide some theoretical input (you can find the flip-chart needed in the next chapter).

2. Introduce the exercise to participants and divide handouts (it can be found in the next chapter). Explain that first they need to work individually and give them 5-10 minutes for that. When they finish, form small groups of 3-5 people. They should share their individual choices and try to make a group decision. Give them 15-20 minutes for this.

3. Share the results of small group work and round up in plenary for debriefing. Ask questions such as: "How do you feel?"; "was it difficult to make individual choices? What about group decision making process?"; "would you consider yourself a leader?"



SOCIAL MEDIA

 **AIMS:** to learn about social media; how to use them; what the dangers of using social media for youngsters are

 **GROUP SIZE:** up to 30 people

 **DURATION:** 90 minutes

 **MATERIAL NEEDED:** flipchart, markers, duct tape

 **DESCRIPTION:**

- ▶ 1. Introduce the topic by brainstorming on social media. Each participant should say their first association when they hear the term social media. Continue by providing definition of social media (you can find the flipchart needed in the next chapter) and some examples on what are the dangers that youngsters could face when using social media.
- ▶ 2. Prepare in advance a field on the floor with three different parts: "I agree", "I disagree" and "Neutral". Use duct tape for this or something similar. Also prepare the statements that you'll read in advance. Now explain participants that you will read some statement (up to 8) regarding social media and they'll have to take their position. Examples: "People under 18 should not be allowed to have a Facebook account."; "You shouldn't post any photos on your social media accounts.", etc.

- ▶ 3. After you read each statement ask some participants to explain their view-point (1-2 participants per field).
- ▶ 4. After you finish round up in plenary. Debrief on what it difficult to decide on the statements, has anybody been convinced by other people arguments etc.



ABIGAIL



AIMS: to start intercultural learning process; to introduce the concept values and connect it to culture; to thought-provoke participants; to explore our own values



GROUP SIZE: 5 - 30 people



DURATION: 90 minutes



MATERIAL NEEDED: handout, flipcharts, markers, papers and pens



DESCRIPTION:

Introduce the exercise to the participants as being one about finding out about different values. Ask everybody to read the story by him/herself.

Alternatively, you can tell the story by yourself instead of using hand-outs. Draw on flipchart while telling the story and be as expressive as possible.

After that participants should individually rank each character (Abigail, Jack, Sinbad, Abigale's mother, and Paul) according to their behavior: Who acted worst? Who second worst? Etc.





After most of the people have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.

After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium-size groups (if you do that, don't make the initial small groups larger than 4).

Evaluate the exercise in plenary by first bringing together the results and by discussing the similarities and differences between them. Slowly move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behavior? You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other.



FIND YOUR VIEWPOINT

-  **AIMS:** to explore the topic of ethics of trainers and non-formal learning practitioners; to encourage discussion; to develop communication competence; to develop decision making competence
-  **GROUP SIZE:** up to 30 people
-  **DURATION:** 45 minutes
-  **MATERIAL NEEDED:** duct tape, markers and flipchart, handout

DESCRIPTION

Prepare a field on the floor with three different parts: "I agree", "I disagree" and "Neutral". Use duct tape for this or something similar. Explain participants that you will read some radical statements regarding trainers' behavior and that they'll have to position themselves within the field according to their opinion. The statements are as follows:

"As a trainer, it is important that the participants like you;

As a trainer, you have full responsibility for the participants and their feelings;






As a trainer, you should not show your personal feelings (neutral vs. authentic);

As a trainer, you have to a perfect role model yourself for the values you convey."

After reading every statement give participants at least 5 minutes to defend their viewpoint and exchange opinions, but don't let the discussion go too far, it will be time wasting. At the end sit down in plenary to debrief. Ask participants whether it was too difficult to position themselves; which approach (neutral vs. authentic) would they use while implementing a training' etc.







LOSE THE CHAIR

-  AIMS: to relax, to energize before evaluation, to finalize the project
-  GROUP SIZE:: up to 25 people
-  DURATION: 10 - 15 minutes
-  MATERIAL NEEDED: chairs, a room big enough
-  DESCRIPTION:

Place the chair in a full circle and tell participant to sit down turned on their left side. After that tell them to lay down on the knees of the person behind them and hold hands with participant in front and behind them. After they're all laying down pull out all the chairs beneath them. You have to move really fast and you need at least one person to help you in the process. The key is that at the end participants are holding on to each other. This makes the group very emotional so use this energizer only if you're sure that your group is really connected.



SUPER TRAINER RUNWAY

-  **AIMS:** to explore the topic of role and competencies of trainers in NFE; to improve creativity skills; to discover what knowledge, skills and attitudes should a NFE practitioner have
-  **GROUP SIZE:** up to 30 people
-  **DURATION:** 60 minutes
-  **MATERIAL NEEDED:** flipcharts, markers, color pens and any other decoration material



**DESCRIPTION:**

Divide participants into 3 small groups. Explain that their task is to discuss and decide what knowledge, skills and attitude should a NFE practitioner (trainer, facilitator...) have. Each group should get one topic. After that distribute materials to the groups and tell them to choose one person to be the model, while the others should 'dress up' the model to visually present their task – either the knowledge, skills or attitudes. Give them 30 minutes for discussion and preparation. Support participants during this process and encourage them to be as creative as possible. When they finish with small group work organize a "runway" where the groups will present their results. After the presentation round up in plenary to debrief and provide participants with a set of models taken from T-Kits, LTTCs, and the European Portfolio for youth workers and such sources to have checklist of recommended competences for non-formal learning practitioners.





PROBLEM AND SOLUTION TREE

- AIMS:** to provide participants with a project management tool; to learn how to set objectives; to understand project cycle
- GROUP SIZE::** any
- DURATION:** 45 minutes
- MATERIAL NEEDED:** flipchart, markers, papers and pens
- DESCRIPTION:**

Prepare two flipcharts with trees drawn on them. Introduce participants with the tool by starting with problem tree. Explain that in the core there is 'the problem' we want to address, the roots represent the causes of the problem while the branches represent the consequences. Ask participants to make their problem tree individually and give them 5-10 minutes for this. When they finish you can ask them to share with the rest of the group. After that take the second flipchart and tell participants that it's 'solution tree'. Explain that they should transfer their problem tree into solution tree in a way that: Problem becomes solution; Causes become objectives and/or activities and consequences become results/outcomes. The point is that what was written in negative in the problem tree we transfer into positive in the solution tree. Again provide participants with the time to make their solution tree and share the result after they finish.



BUTTERFLY


- AIMS:** to define topics for project planning activities, to divide participants into small groups
- GROUP SIZE::** any
- DURATION:** 10 minutes
- MATERIAL NEEDED:** flipchart, papers and pens

DESCRIPTION:

Draw a butterfly on the flipchart and divide it into 2 parts. Tell participants to do the same. Explain that they should write their own name in the first part and the topic/issue they would like to address in their own project on the second part. Once they do it, collect all the butterflies and group them according to the topic and use it to divide participants into small project planning groups. Alternatively you can make a third part where participants should write which activity they would like to do (EVS, YE or TC) and use it as other criteria while forming small groups.



PERSONAL ACTION PLAN

 **AIMS:** to provide participants with structured plan for their future development, to reflect on their personal and professional future

 **GROUP SIZE::** any

 **DURATION:** 45 minutes

 **MATERIAL NEEDED:** handout, papers and pens

DESCRIPTION:

This is an individual activity. Distribute the handout among your group. Explain participants that the handout has 9 different steps and introduce the questions to them. Further, explain that they should work individually to set their own goals, and how are they going to reach them. Emphasize that they should set those goals for a 6 month up to 1 year period. Give them 30 minutes to work on their plan. After they finish invite them back to plenary and ask them would they like to share. Do not force participants to share if they're not willing to do that. However, explain them that they should contact the group after 3, 6 and 12 months to share where they got with their plan. Be as much supportive as possible during this activity.

Note: The handout can be found in the next chapter.



EVALUATION DARTBOARD

+ AIMS: to evaluate the feelings of the participants regarding different elements and horizontal dimensions of the training course, to receive feedback on different parts of the course; to identify what was working well and not so well.

👤 GROUP SIZE: any

🕒 DURATION: 20 minutes

📁 MATERIAL NEEDED: a drawn and colorful Dartboard with the written elements; markers for each participant

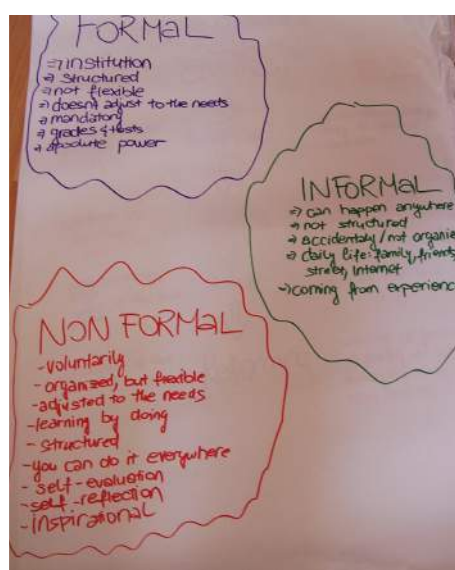
? DESCRIPTION:

Ask participants to put marks or symbols with a marker on a drawn dartboard. The dartboard should be divided into 8 areas corresponding to the following elements: Group Dynamics; Food, accommodation and atmosphere; Techniques, contents and methods used; Program in general;

Participant-team relations; Balance between work and free time; Personal contribution and Trainers. It gives a useful visual overview of the evaluation of participants on different elements in the program. There should be a scale on dartboard from centre to outward. Centre: 12; others are 8, 4 and 1. This can provide a numerical evaluation for the final report. Do not allow participants to go and put the marks all at the same time; do it one by one otherwise it will be chaotic.

FLIPCHARTS NEEDED FOR THEORETICAL INPUT AND HANDOUTS

➤ LEARNING TYPES



➤ LEARNING PUZZLE



EDUCATIONAL ROLE	TEACHER	TRAINER	FACILITATOR
PROCESS	Less important	Important	Important
TASK/CONTENT	Central role	Important role	Co-responsible
EDUCATIONAL METHODS	Often frontal	Methodological mix	Methodological mix
COMMUNICATION STYLE	Mainly input	Range depending	Minimal input
POWER	Absolute	Absolute - shared	Shared
EXAMPLES	School teacher	E + trainer	Conflict moderator

EDUCATIONAL ROLE	TEACHER	TRAINER	FACILITATOR
PROCESS			
TASK / CONTENT			
EDUCATIONAL METHODS			
COMMUNICATION STYLE			
POWER			
EXAMPLES			

➤ A.D. KOLB MODEL



➤ FISH



➤ CASE STUDY ON GROUP DYNAMICS

1. Language issue

It was a training course about organizational management with participants from Croatia, Italy, Spain, Cyprus, Georgia, Ukraine, Moldova, Romania, Belarus and Armenia, two participants per each country. There was a participant from Ukraine that had low English level, and was speaking in Ukrainian or Russian. Half of participants knew Russian due to their historical position, and we had a situation where they spoke Russian during sessions which affected other participants and they felt excluded and couldn't involve in the session. One of the trainers understood Russian speakers, but wasn't supporting this situation, while the other one didn't even understand. The negative outcome was that participants weren't functioning as a full group.

2. Run-away issue

It was a youth exchange with 36 participants from 6 countries. We were situated in a small town that doesn't have a lot of opportunities to spend free time at. One of the groups came to the project by car and wanted to visit capital that was 130 km away. The organizing team told them that it wasn't possible to reach capital, spend some time there and return in time for the activities, and that they're not allowed to go. They were insisting, but they were denied the permit to go for three times. At the same time other participants wanted to go to some other places as well, and were also denied. On the 3rd day of the project we had intercultural night and during it facilitators noticed that one group is missing. After speaking with other participants we found out that this group ignored what organizing team said and they went to the capital. When they returned they said that they left without asking because they knew that we would say no. Participants that respected what organizers said were extremely mad, and the whole group dynamic was endangered.

3. Troublemaker issue

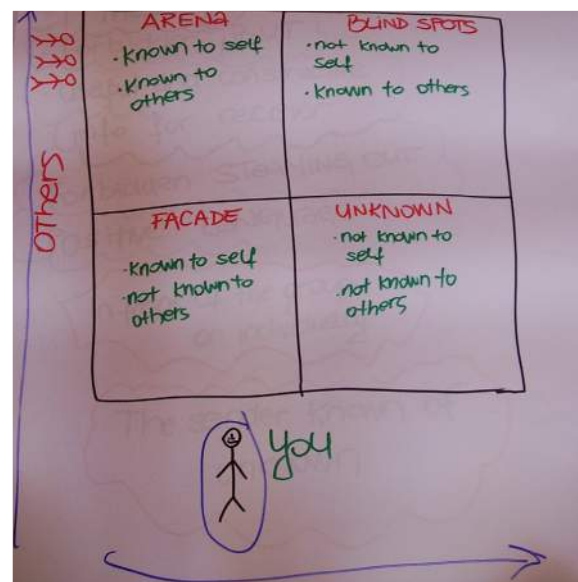
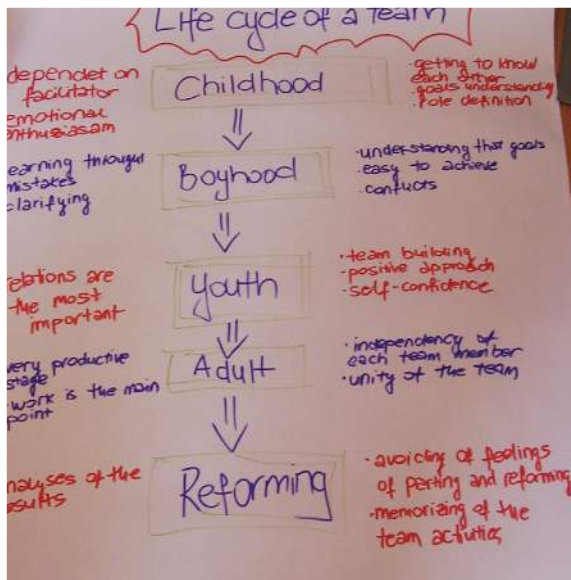
It was a youth exchange with 30 participants from 6 countries with the topic of personal development. One of the group leaders was also a long-term partner of the host organization. The facilitator of the exchange wasn't familiar with this relation or the privileges this group leader had. In addition, he didn't prepare the group for the exchange, and he explained them that they are going to the project to party and drink. He was also a heavy drinker. Most of the time he wasn't present at the session, and when he was there he was either drunk or hangover. While drunk he was very aggressive in expressing his opinions and his attitude was very problematic. He was also interfering in the program of the session, changing methods or instructions. That caused participants to feel very confused and encouraged chaos to occur. His group was trying to justify him and at some point other participants were starting to avoid them. Group dynamics was very compromised.

4. Experience misbalance

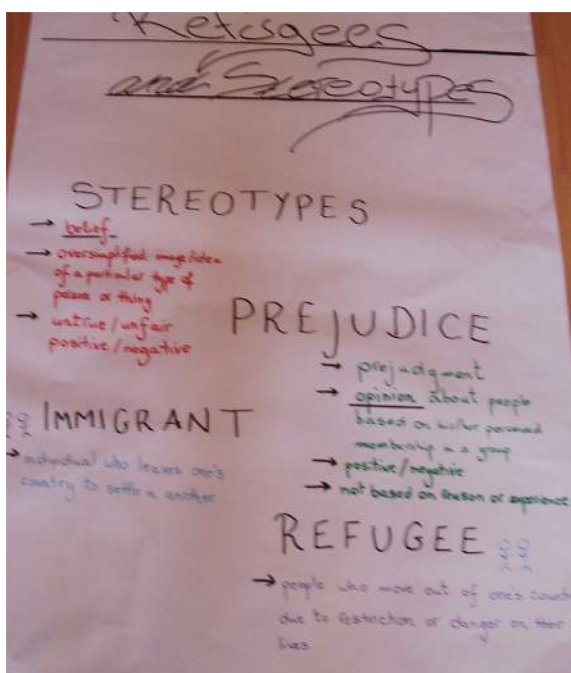
It was a training course about inclusion with 21 participants from 7 countries. Half of them were very experienced youth workers that were familiar with the topic while the other half were participants that attended 1 or 2 projects before this one and had low experience and were only volunteers in their organization. Program flow had a lot of in-depth methods planned and was quite difficult to follow. Because of the misbalance of experience in the group some participants were quiet all the time and their participation level was quite low. They did want to involve but didn't know how.

▶ CASE STUDY ON GROUP DYNAMICS

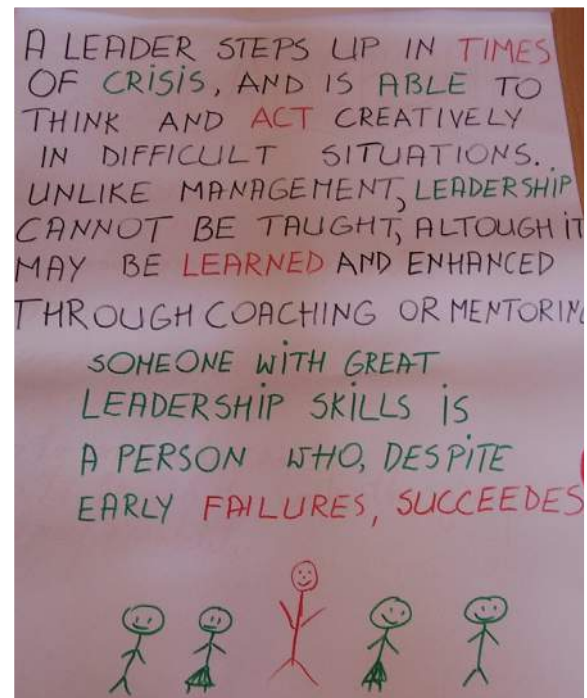
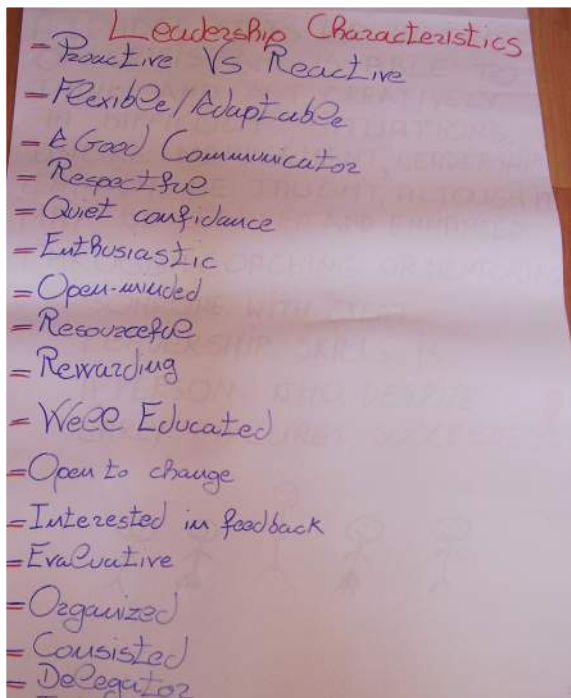
▶ JoHari WINDOW



▶ WHAT DO YOU KNOW ABOUT REFUGEES



➤ LEADERSHIP



The management department of "Siemens" Company organized a short teambuilding in the mountains for common holiday. A group of 12 people chose to take a trip with the cable railway. Suddenly, the cable broke at the half way, and they remained immobilized 500 meters high in the air. A rescue mission was set up as soon as possible and the chief of the rescue team told to the "Siemens" CEO to decide on who to be rescued because they could only save 5 persons.

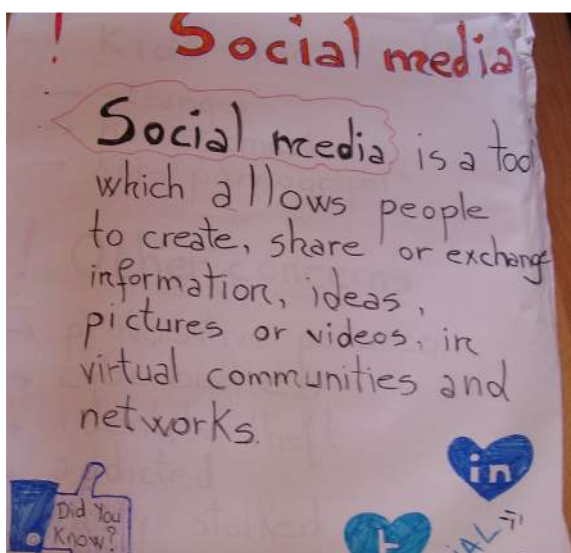
You are the CEO of the company and you will have to decide the order in which the people will be saved and explaining why that was your decision. The persons involved are:

1. Mr. John, 54 years old, 1.80 m tall, weighing 80 kg, married, 2 children, 4 grandchildren, he's an engineer, member in the City Council. He's a retired officer and Knight in the Legion of Honor;
2. Miss. Jenny, 26 years old, 1.60 m tall, weighing 48 kg, the secretary of the Company. She's engaged with the mayor's son;
3. Mrs. Merry, 34 years old, 1.58 m tall, weighing 60 kg, divorced, 3 children, nurse;
4. Mr. William, 38 years old, 1.70m tall, weighing 65 kg, single, the technician of the Company. The main hobbies: butterflies collection and reading the work notes. The CEO has doubts about his mental health;

5. Mrs. Morgan, 30 years old, 1.65 m tall, weighing 50 kg, 2 children. She's the manager of company's restaurant and she is very appreciated by everyone;
6. Mr. Michael, 25 years old, 1.75 m tall, weighing 72 kg, store man (storekeeper). Married a month ago;
7. Mrs. Kelly, 45 years old, 1.75 m tall, weighing 70 kg, maintenance worker, union lider, convinced and powerful militant;
8. Mrs. Kathy, 55 years old, 1.50 m tall, weighing 40 kg, IT department, recently promoted;
9. Mrs. Jennifer, 40 years old, 1.60 m tall, weighing 52 kg, 4 children. She's the wife of the CEO;
10. Mr. Daniel, 30 years old, 1.85 m tall, weighing 75 kg, married, 3 children, whereof one with disabilities. He is militant of an opposition political party, has just been appointed to represent their party in the upcoming legislative elections, with real chances of success;
11. Mrs. Maria, 44 years old, 1.75 m tall, weighing 65 kg, one child, widow, chief of staff, there are rumors that the CEO likes her;
12. Mr. Jax, 25 years old, 1.85 m tall, weighing 90 kg, international football player, the captain of the town team. In 10 days must play in the Cup quarter-finals. He is also the nephew of the Congressman

In the first phase o the game, each participant has 10 minutes to decide the 5 persons who will be saved, after that they form teams and they have to decide as a team, and they have 15 minutes to do that. At the end of the game each person will compare his personal choices with the team choices. If the choices are the same or are close, it means that that person has leader skills, and convinced the other persons. In each team will raise at least one leader that will guide the others.

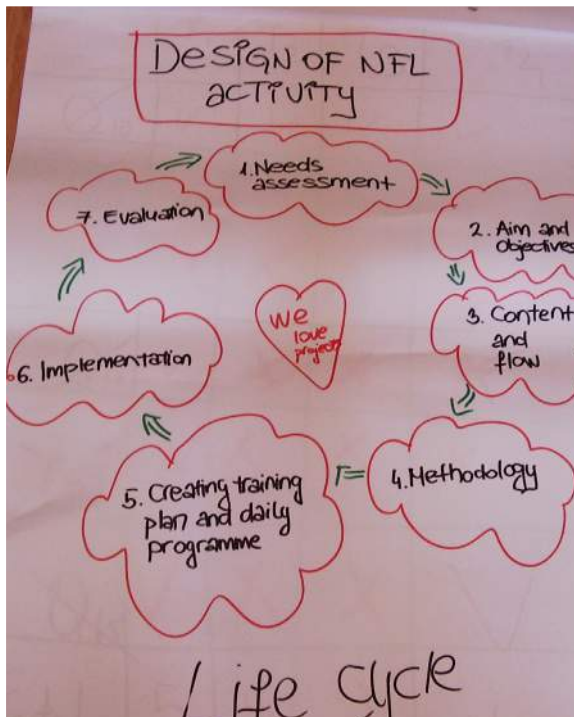
➤ SOCIAL MEDIA



➤ TRAINERS SKILLS



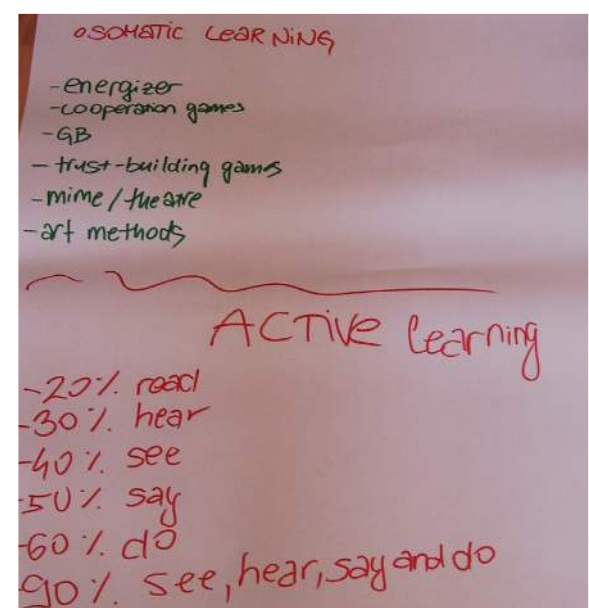
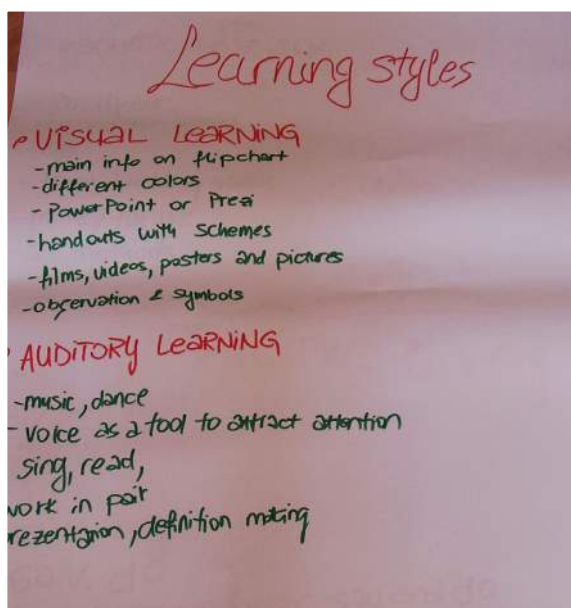
DESIGN OF NFL ACTIVITY



MASLOW PYRAMID OF NEEDS



LEARNING STYLES



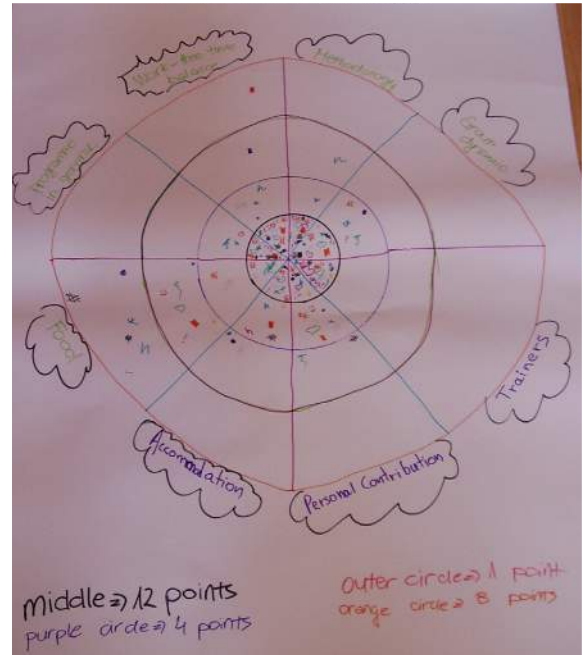
➤ ABIGAIL

Abigail : a love story.

Abigail loves Jack who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigail has to sleep with him in return. Abigail does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigail that she does not want to interfere with her own business. In her desperation Abigail sleeps with Sinbad who, afterwards, brings her across the river. Abigail runs to Jack to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigail runs away.

Not far from Jack's house, Abigail meets Paul, Jack's best friend. She tells everything that has happened to him as well. Paul hits Jack for what he has done to Abigail and walks away with her.

➤ EVALUATION DARTBOARD PLAN



➤ PERSONAL ACTION PLAN

PERSONAL ACTION PLAN





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'K2S TOOLBOX'



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