Y4II4Y TOOLBOX

UGNG UDRUGA GLUHIH I NAGLUHIH NOVA GRADIŠKA

AGENCY FOR MOBILITY AND EU PROGRAMMES

Erasmus+

Content

PREFACE 3

Y4II4Y BACKGROUND 4

ASSOCIATION OF DEAF AND HARD OF HEARING 6

PARTNERS' PROFILE 7

INTRODUCTION 9

ICEBREAKERS & ENERGIZERS 11

NEEDS & TEAM BUILDING 15

INCLUSION 20

LEARNING AND NON FORMAL EDUCATION 25

PROJECT MANAGEMENT TOOLS 31

ASSESSMENT & EVALUATION 35

NOVEL METHODS 40

THEORETICAL INPUT 49

HANDOUTS AND PRINTOUTS 68

TEAM & LIST OF PARTICIPANTS 87

WORKING FRAME - ERASMUS+ 88

USEFUL RESOURCES 88

Preface

This manual is an outcome of the training course **"Youth for inclusion, inclusion for youth"** (Y4II4Y), a Training Course organized by the **Association of deaf and hard of hearing** from Croatia. The training course was funded by the European Commission through the Key Action 1 "Learning mobility of individuals" within the **Erasmus+** programme.

The manual will provide you with the methods, theoretical inputs and handouts needed to implement activities in the fields of inclusion, non formal education and/or combination of the aforementioned.

Some of the methods contained in this manual can be found in the education kits published by Council of Europe and SALTO Toolbox website and we do not claim any copyright. However, this manual also contains **novel methods** that were designed and tested during our training course.

With this manual we would like to provide youth workers, multipliers and all non formal learning practitioners across Europe and beyond with new resources that can be used in providing inclusion activities, while promoting an innovative approach to the topic and addressing inclusion as a two-way street; meaning that one cannot demand it without providing it at the same time.

Our Association has a long-term experience in the work with people with disabilities and other groups of youth with fewer opportunities. This approach has proven to be efficient in our work and has enabled greater levels of inclusion of our beneficiaries in the local community.

We would like to thank to the Agency for mobility and EU programs from Croatia that has funded this project through Erasmus+ program. We also express our gratitude to the whole training team that has worked hard in the creation of the program flow and this manual.

Last, but not least, we express our immense gratitude to all of the participants that have worked intensively during the training course and designed novel methods that are using inclusive approach while providing experiential learning opportunity.

YOUTH FOR INCLUSION, INCLUSION FOR YOUTH

Training course

Nova Gradiška, Croatia

18. - 26. 4. 2017.

Croatia, Cyprus, Italy, Latvia, Romania, Slovenia, Spain

Y4I4Y background

This project was a follow-up of a very successful training course "Europe for inclusion". After implementing a long-term evaluation of the aforementioned that served as problem analyses we found out is that the groups who are facing exclusion or marginalization often try to deal with it by excluding others; thereby only reinforcing the magic circle of exclusion; sometimes not even consciously. However most of the activities aimed towards marginalized groups only address the issue of their exclusion, but rarely focus on promoting inclusion among them and changing their approach towards others into a more inclusive one.

This led us into designing this TC in order to promote inclusion as a two-way street: It's not enough just to demand inclusion when being excluded, but one also needs to "provide" it to others. It aimed to explore a different approach to the topic of inclusion by providing a space to exchange practices, opinions and new ideas. An important part of the training was dedicated to "iLab" that provided participants with an ability to competently design, facilitate and debrief existing and novel non-formal learning sessions and opportunities in the field of inclusion.

Also, as youth sector has developed in many European societies; especially with the help from 'Erasmus+' and former 'Youth in Action' Programme, many youth organizations seek educated and well trained youth workers, facilitators and non formal educators with the competencies required to work both in local and international environment; able to provide activities that follow and address current European issues; and exclusion of certain groups is surely one of them.

Hence, we have set the following objectives:

- To increase participants knowledge and improve their skills in the topic of inclusion
- To address the issues of radicalization of youngsters; hate motivated crimes and hate speech
- To provide participants with the space and competences needed to design and implement new non formal learning methods that will address inclusion and use inclusive and participatory approach
- To foster active participation and inclusion;
- To promote Erasmus+ Programme and non formal learning as tools in fighting social issues and promoting inclusion.

Overall, this TC provided participants with a creative learning space focusing on inclusion as a tool to prevent radicalization of youth and a significant contribution in the improvement of social and civic competence, acquiring knowledge and skills that can enhance quality of youth work, through using non formal learning tools, experiential and participatory approach. The participants also gained knowledge about the Inclusion and Diversity Strategy created by SALTO Inclusion and SALTO Cultural Diversity Resource center.

The training course took place in Nova Gradiška, Croatia from 18th to the 26th of April 2017 and it was open for current and future youth workers, youth leaders and multipliers working with youth with fewer opportunities.

21 participants and 5 members of the training team from the following organizations -**Association of deaf and hard of hearing** from Croatia; **PlanBe, Plan it, Be it** from Cyprus; **Connect** from Italy; **Re:Mediu** from Romania; **Baltic Regional Fund** from Latvia; **AC Amics de la Biblioteca de la Fonteta** from Spain and **Zavod Mladinska mreža MaMa** from Slovenia- took part in the TC.

Facebook page:
https://www.facebook.com/Y4I4Y/

Association of deaf and hard of hearing

Association of the deaf and hard of hearing Nova Gradiška is a non-governmental, non-profit and non-partisan organization founded in 2000. Areas of the Association's activities in accordance with the objectives are: social activities; education, science and research; international cooperation; Human rights protection and promotion of democratic and political structure.

The association gathers all the hearing impaired people (deaf, hard of hearing and deaf-blind), and parents of deaf children and youngsters in the town of Nova Gradiška and other related municipalities into a single community. Protecting the rights and interests of the Association and its members, and assisting members in exercising their rights; Encouraging action and cooperation with local, regional and state administrative bodies and relevant entities that are professionally qualified and legally competent to solve the problems of the deaf and hard of hearing people, and cooperation with other organizations, schools, universities, government bodies and international organizations; Gathering the general population of children and youth in general.

We have been involved in youth work in local level since our founding. We have also implemented and participated in projects within Youth in action Programme since 2012. Since then, members and employees of the Association have participated in more than 40 projects under YIA and Erasmus+ programmes. Moreover, we have applied and received funding for more than 15 projects within Youth in action and Erasmus+ Programme: including youth exchanges, training courses and EVS. The topics tackled differed from EU citizenship, inclusion, human rights and prevention of violence.

We have implemented a national prevention of violence project, supported by our Ministry of social policy and youth that included more than 600 participants, from 14 to 20 years old that developed awareness about peer to peer violence. We believe that strong engagement of civil society association regarding community issues can help youth all over Europe to overcome their problems. Also, giving youth the knowledge and skills needed, they can increase the level of their participation. That is why we keep on implementing this kind of projects, since we believe it is the key to overcoming this problem.

Our Association also publishes a journal called 'Silentium' twice a year, and we have strong relations with local and regional media.

www.ugng.hr
Find us on Facebook
https://www.facebook.com/UdrugaGluhihINagluhihNovaGradiska/
Find us on Twitter @UGNG15

Partners' profile

"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.

"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.

"Baltic Regional Fund" (BRF)

Is a non-governmental organization created in 2011 with the aim to develop, encourage and support creative ideas. Members of the Foundation enhance the idea of friendly and peaceful world by promoting intercultural dialogue and equality and respecting individuality. Seminars, training and projects open the door to new experiences, competences and opportunities by promoting non-formal education and lifelong learning. BRF is located in Riga (Latvia) but the Fund collaborates on a European level implementing educational projects. The organization has BaMbuss Youth Centre in Riga where we organise multi-faceted youth activities, such as workshops, non-formal learning, discussions and specialized clubs, train volunteers, develop mentoring and peer support network and provide career counseling.

“AC Amics de la Biblioteca de la Fonteta”

Is a non-profit, non-governmental organization created in 2005. Its origins are connected with the Scout movement, and its main aim is to “leave the world a bit better for the future generations”. We aim to achieve it by promoting an intercultural dialogue, non-formal education and active citizenship. Our target group is mainly young people aged 16-35, and our main activities are related to (all kind of) games and international mobility.

“Zavod Mladinska mreža MaMa”

Combines and represents youth centers and organizations which are active in the field of youth work in Slovenia for the purpose of supporting young people and their higher quality leisure time and a better life in society. Youth Centre is an organization that works in the local community in order to provide young people associative ways of socializing, encourages participation, volunteerism and non formal education, contributes to social cohesion and social integration of young people, exercises mobility and international integration of young people, providing information for young people and preserves autonomous youth space. Network MaMa currently brings together 46 organizations.

“Re:Mediu”

Is a non-governmental organization from Romania. The association was funded with the following objectives: conservation and promotion of traditional values through the implementation of artistic-cultural projects and non-formal education, addressed to youngsters; promoting a lifestyle in communion with the nature – through projects that emphasize the need of awareness of the environmental importance and rational use of natural resources; promoting values and concepts such as: environmental protection, rural development, biodiversity, BIO consumption and production, ecology and recycling; implementation of new technology with low impact on the environment as an educational and training tool for rural area and its youngsters; developing a platform for resources from cultural-artistic and educational domains for sharing knowledge, experience, new ideas and concepts and fostering inclusion of youth with fewer opportunities.

INTRODUCTION

This manual is a practical toolkit for volunteers, youth workers and other non-formal learning practitioners who aim to work in the fields of inclusion, non formal education or combination of the aforementioned 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. It also contains novel methods that were designed and tested during our training course.

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 inclusion methods and those addressing non formal education, followed by methods used for assessment and evaluation and concludes with novel methods designed by our participants.. In the end there are flipcharts and other resources needed to provide theoretical input, handouts needed for the implementation 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 activities aimed to promote inclusion.

Methods list

ICEBREAKERS & ENERGIZERS 11

Group juggle 12

Human sculpture 12

Storytelling 13

Find the quote 13

Human domino 14

Who are you? 14

NEEDS & TEAM BUILDING 15

The tree 16

Learning plan 17

Trust walk 18

Treasure hunt 19

INCLUSION 20

In our block 21

Inclusion: Why? Introducing strategies 23

World café 23

Persona 24

LEARNING AND NON FORMAL EDUCATION 25

Learning types 26

Learning puzzle 26

Maslow pyramid of needs 27

Fish 27

Find the tool you need 28

Shape the timetable 28

A.D. Kolb model 29

JoHari window 30

PROJECT MANAGEMENT TOOLS 31

SWOT analyses 32

Problem and solution tree 32

Problem definition 33

Butterfly 34

Inclusion action plan 34

ASSESSMENT & EVALUATION 35

Personal action plan 36

Factory of learning 37

Collage your learning 38

Lose the chair 38

Evaluation dartboard 39

5 things 39

NOVEL METHODS 40

Have an idea! 41

Walk a mile in their shoes 43

Bridging gaps – "Everything starts with a dot" 46

Icebreakers & energizers

GROUP JUGGLE

Aims: to get to know each other names; to have a fun way to start working together; to develop a sense of interconnectedness.

Group size: any

Duration: up to 20 minutes

Materials needed: ball

Description: Arrange participants in a circle, not too close, not too far from one another. Include yourself in the circle. Explain that you are going to throw a ball to someone - pick someone out & ask their name, then say "Hi X, my name is Y; here you go!" (You should throw a ball to X). He/she then says "Thank you Y", picks someone and says "Hi Z, my name is X... here you go!" (He/she then throws the ball). The challenge from here is simply to get the ball thrown around to everyone in the circle, and finally back to the trainer. You should then continue with the 2nd round of group juggling. You should then say, "Right, well done; now let's see if we can do that again - making sure we use the same order, and using each other's names. Remember to say the name of the person you are throwing to, and thank the person, by name, for throwing it to you, OK?" On the second round, most people will be challenged to remember who to throw it to, and the two names! Take it slow; help the group out, so that each person has a successful second round.

HUMAN SCULPTURE

Aims: to break the ice; to get the group feels more connected

Gruop size: any

Duration: up to 30 minutes

Materials needed: a large space

Description: The facilitator divided participants in two to four smaller groups (depends on the size of the whole group). He/she should prepare at least 5 topics in advance (for example: life events; famous books, movies, songs; historic events etc.) In the beginning the facilitator should explain to the groups that they will need to create a human sculpture on the given topic using their bodies. (Optional: they can also use materials available in the training room). Each member of the group has to be a part of the sculpture. For each topic give participants approx. 2 minutes for preparation and maximum 1 minute for presentation. After each round you should take a photo of the sculpture. This activity gets the group to feel more connected while developing their creativity.

STORYTELLING

Aims: Acquire new foreign language vocabulary; develop the conversation skills in a foreign language; develop expression and communication skills; develop team work; be creative and innovative; develop the imagination of players

Group size: 30 Time: up to 20 minutes

Materials needed: "Once upon the time" story cards

Note: you can download them here: https://www.dropbox.com/s/55q60n5wpso733t/FULL_ONCEUPONATIME.pdf?dl=0

Description: Select randomly cards from the "Once upon the time" card set. You should prepare one card for each participant; or the whole deck. Tell participants to sit in a circle. Place the cards in the middle of the circle and tell each participant to take one card from the floor. Ask for one volunteer. He/she should start telling a story; starting with "Once upon a time"; and then saying a sentence that includes the object/ appearance that is drawn on the card. Then another participant should continue the story; again using the word as drawn on his/her card; until you go through the full circle.

FIND THE QUOTE

Aims: to get the participants know each other

Group size: any Duration: 15-20 minutes

Materials needed: printed quotes, large box, pen, paper

Description: Before the start of your activity ask the participants to send you their favorite quote / life motto / credo. Alternatively, you can ask them to write it on spot. In that case, prepare cut-out papers, one for each participant and a pen.

In case they have sent it out earlier, print their quotes; roll them and put them in a large box. Go around the circle and tell each participant to take one from the box. Now tell them to go around and find the person who wrote that quote. Give them at least 5 minutes for sharing with their partner on why they've chose a specific quote. Bring the group back in the circle and ask if there are volunteers to share their quotes and the story behind it.

HUMAN DOMINO

Aims: to energize the group; to develop a sense of trust among participants

Group size: 5-30 Duration: 10-20 minutes

Materials needed: a large space

Description: Tell the participants to stand in a circle. They should turn their back to the person next to them. Then tell them to make a 2-3 steps distance between participants. Once they do it, the facilitator should demonstrate the process by standing in front of one participant (or another facilitator); crossing their arms, closing eyes and leaning back while the second person should catch the facilitator and prevent him/her from falling. After the demonstration, each participant should do the same until you go in full circle.

WHO ARE YOU?

Aims: to get the participants know each other; to develop creativity and creative expression

Group size: 10-30 Duration: 45 minutes

Materials needed: flipchart, colorful papers, pens, markers, color pens

Description: Divide the group in smaller groups (4-6 people in one small group) using a group division energizer. Provide each group with a flipchart, several small colorful papers, markers and color pens. Tell them that they will get to know each other in the process and present following questions: Which country are you from; where did you grow up; what's your favorite meal; what your favorite drink; what is your profession / job or study; what is your biggest dream?

The key is that the participants should answer these questions by drawing on the flipchart. Give them approx. 20 minutes for this task; and then ask all the groups to present their flipcharts; finding similarities and differences. Round up with debriefing asking about the process, what they found out about each other, was it difficult to share all the information, did they have fun, etc.

Needs & team building

THE TREE

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

Group size: any

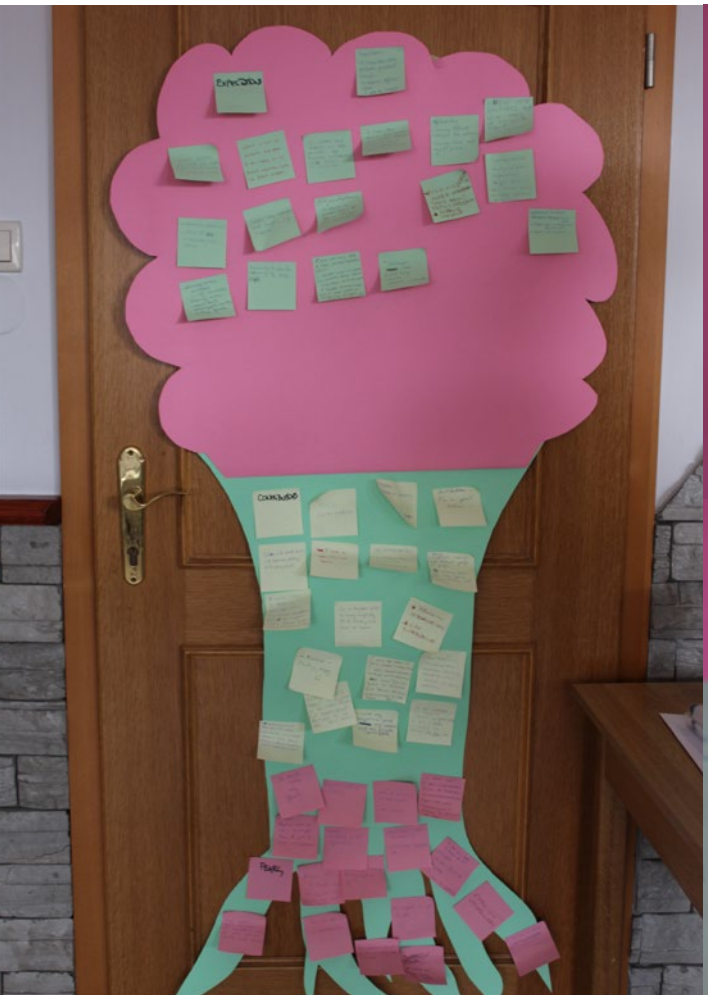
Duration: up to 45 minutes

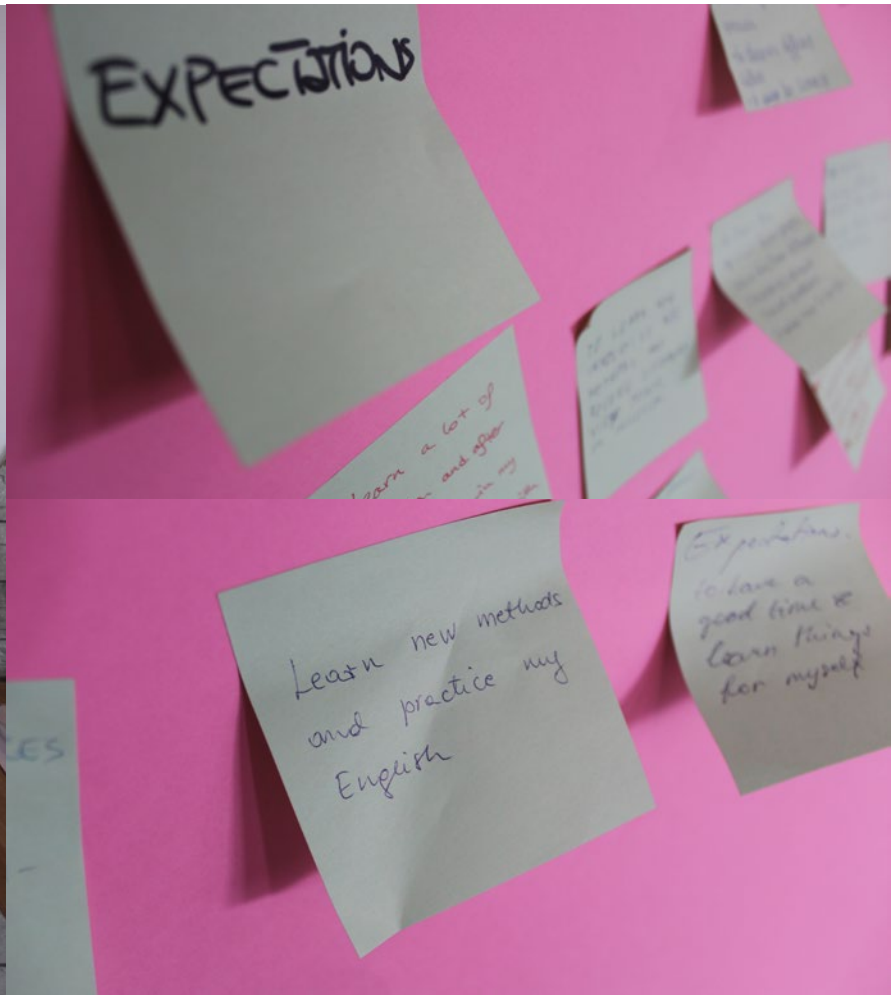
Materials needed: flipchart, post-its in 3 different colors and pencils

Description: Draw a tree 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 PLAN

Aims: to set up each individual's learning objectives; to learn about YouthPass

Group size: any

Duration: 30 minutes

Materials needed: learning plan grid

Description: Introduce in short YouthPass ("It is a tool to recognize the learning gained by participating in an E+ experience. It recognizes non-formal learning. Youthpass helps you track and describe what you have done in your E+ project. It helps you link this learning to a set of competences. Trainers follow and help facilitate the participant's learning process. It helps to establish clear and achievable learning objectives. With Youthpass, you can record learning in any way you choose. It can also be a method for reflecting on your learning at regular intervals during the activity."). Then present the 8 key competences, using 8 KC flower flipchart and with this basic introduction also explain them that Youthpass is a tool to recognize the learning outcomes of an activity within the E+ programme. You should explain that recognition can be understood in three different dimensions:

-the participant in the activity recognizing his/her own learning

-the learning outcomes of the participant are recognized by others (like employers, educational institutions, friends, family etc.)

-it's recognized more on a general, societal, political level: recognition of non-formal learning and of youth work in the E+ Programme. Introduce and explain the term 'non-formal learning' (NFL). "What is non-formal learning? Non-formal learning is voluntary, is assisted by others and is planned."

Then invite each participant to set out their learning objectives using the learning plan grid handout. After they finish round up and ask volunteers to share their learning plans. Debrief with questions such as: Was it difficult to identify your learning objectives; How do you plan to follow this plan; etc.

Note: If you are using this method outside of the Erasmus+ context you can skip the part about YouthPass and only focus on the competences and the learning objectives.

TRUST WALK

Aims: to energize the group; to develop trust among the participants; to develop a sense of belonging to the team

Group size: 10-20

Duration: 30 minutes

Materials needed: a blindfold or a scarf, large space, chairs or other obstacles, duct tape

Description: In the preparation place duct tape on the floor marking start line and finish line. Divide participants into pairs. Each pair should perform the task alone, while the other participants are observing. Tell one member of the pair to step on the start line; while the other one should stay on the finish line. Put blindfold on the participant standing in the start line. Once you did so, place some obstacles (chairs, tables, etc.) in the space between the two participants. Now tell the participant on the finish line to start guiding the blindfolded one towards him/her, making sure that his/her partner doesn't crush into something. Also tell them to wait their partner with their arms open and hug him/her once they reach each other. Then go on until every person has been both the guider and the guided one.

This activity gets the group feel very connected; although some participants might have trust issues and in that case you should not force them to participate.

TREASURE HUNT

Aims: to build the team; to develop communication, teamwork and cooperation

Group size: 10-40

Duration: 60 - 90 minutes

Materials needed: papers, pens, camera, envelops, photos

Description: Prepare the activity in advance by taking photos of something in the venue (we used photos of doors; but you can also take photos of some sight-seeing places in your venue; be creative)

Put 4-5 photos in envelops (the same photo can be in more than one envelope). Divide participants in several groups, having 5-7 people per group. Tell them to give their group a name; and then write the name of the group on envelops (one name on one envelope). Give each group one envelop and tell them they have 40 minutes to find the location from each photo they've got and take a group selfie there as a proof. You can give them hints on where the locations are; but don't tell them the exact spot. In the meanwhile, find a spot closer to the venue of your activity and hide the treasure there (a chocolate or something similar). Prepare a riddle that once resolved will take the group to the spot where the treasure is hidden (not too difficult).

When each group returns, check their selfies in order to make sure they have found the locations from the photos and then give them the riddle. Repeat the same with each group and give them another 15-20 minutes to resolve the riddle and find the treasure.

In the end, round up in plenary for debriefing; asking them about the process – how did they feel; was it difficult to find the locations from the photos; was there any leader in the team; how were decision made; what is important for good teamwork; etc.

Inclusion

IN OUR BLOCK

Aims: To analyze our attitudes towards people from different cultural or social groups; To explore problem solving strategies; To reflect upon the limits of tolerance; To reflect upon the relationship between discrimination and conflicts of interest.

Group size: 10 -25 Duration: 1.5 – 2 hours

Materials needed: Copies of the role cards; Copies of the Observers notes; Copies of the sheet: Clues for finding a solution; Pens and paper for the observers to make notes

Description: Tell the group that they are going to role play a situation that could happen in anyone's daily life, and then read the following:

There is an apartment block near where you live. One of the apartments is rented to a group of foreign students who often have visitors from home staying and who also frequently organise parties. Some neighbors, especially those living in the apartments closest to the students, are annoyed and complain that the students and their friends make lots of noise, don't let them sleep and don't take care of the building. The neighbors have called a meeting to try to solve this problem.

Then ask for volunteers to play the roles of the neighbors. You will need a minimum of 6 and a maximum of 9. The rest of the participants are observers. Share out the role cards between the volunteers and give the observers each a copy of the Observers notes. Allow 5 minutes for people to think about what they have to do.

Remind the players that their aim is to come up with a solution to the problem then start the role play. Allow the discussion to proceed for about 10 minutes and then, without interrupting, hand each of the players a copy of the Clues for finding a solution. Let the role play continue for a further 10 minutes. However, you may interrupt or prolong it as you consider necessary.

Debriefing and evaluation

Ask all the participants to get together in a large group for the discussion which should be divided into two parts:

1. The role play

Talk about what happened in the role play using the following questions as a guide:

What did the observers record and what were their impressions of what happened during the role play?

How did the actors feel about it? Was it difficult to get into the role they were given, what did they find hardest and what easiest etc.?

Did the participants perceive any difference between the first and second stage i.e. after the actors had been given the Clues for finding a solution.

What kinds of arguments were put forward and were they based on fact, reason or emotion?

Was it easier to find arguments for or against the students?

Where did people get their arguments from? Was the problem resolved and was everyone happy with the outcome?

Was it a fair solution or did one side have to give up more than the other?

What alternative solutions could there have been?

2. The situation in real life

Once everybody has had a chance to speak, you should help the group to analyze and reflect about the issues involved. You can launch the debate by addressing questions such as:

Did the role play reflect any reality in daily life? What were the similarities and what were the differences? Did anything seem to be exaggerated?

Which of the characters most faithfully reflected attitudes common in our society? When we face a conflict involving people from different cultural backgrounds do we look for a solution which may satisfy everybody, or do we rather try to impose our point of view and neglect those who think or feel differently from ourselves?

To what extent is the conflict actually related to differences in culture rather than to other things such as personal or economic interests?

Has anyone experience of this sort of conflict? What were the circumstances? If this hasn't happened to you, why is that?

Tips for the facilitator

Pay careful attention to how the roles play is going because what happens will affect the way you facilitate, for example you may not need to use the clues for finding a solution cards and afterwards when you lead the discussion you will have to decide how to balance the discussion between analyzing the group dynamics, group decision making processes and relating the issues to real life.

Note that there are two different clues for finding a solution cards; card 1 for the chair and card 2 for the other players. Who gets card 1 will depend on what has happened in the role play so far. If it has already been democratically decided that a particular person should chair the meeting then give card 1 to that person, otherwise give it to the Leader of the resident's committee. Finding solutions to problems and making decisions are difficult processes. People need to have good communication skills, to be sensitive to the needs of others and to show imagination and trust so that they can explore the issues honestly.

It is easier when people argue about their interests and try to find some common ground or consensus for mutual gain so that each person has some of their needs met and a stake in the outcome.

Unfortunately all too often people argue from a position which they then reluctantly have to abandon and compromise so that in the end everyone feels they have lost something rather than gained.

It is important that during the evaluation you try to make the group aware of and distinguish between the attitudes we often adopt to foreigners or people who are different and the ways in which we deal with the concrete, everyday problems involving interpersonal and communication skills.

Note: Role play cards, observers' notes and clues for finding solution cards can be found in the next chapter.

Note: This method can be found in the All different all equal Education Pack published by Council of Europe.

INCLUSION: WHY? INTRODUCING STRATEGIES

Aims: To explore the topic of inclusion; to learn about different strategies aimed to ensure and or promote inclusion

Group size: any

Duration: 90 minutes

Materials needed: flipchart, markers, laptop and projector

Description: In this activity trainer / facilitators presents Inclusion via PowerPoint. The presentation can be found in the next chapter. Other useful resources are SALTO Inclusion & Diversity resource center.

WORLD CAFÉ

Aims: to deepen participants' knowledge about certain topic; to provide time and space for sharing experiences and opinions; to develop problem solving skills; to develop communication skills

Group size: 10-30

Duration: 70 minutes

Materials needed: tables, flipchart, markers, coloring pens and stopwatch

Description: Divide participants into small groups of 5 - 7 people (the number of small groups depends on the size of the whole group). Invite them to enter a café, a specially decorated part of the training venue, where there are 3-4 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 as many times as there are questions, 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.

If your topic is inclusion; suggested questions to be used in this method are: "Why exclusion leads to radicalization? How to prevent it?; Which methods can we use to make sure exclusion is being prevented?; How to promote inclusion as a two-way street?"

Yet, you may use any questions you consider appropriate.

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

PERSONA

Aims: explore who will benefit from project/activity which will be implemented by you/your organization; learn about real participants needs; define and map your target group(s)

Group size: 10-25 Duration: 60 – 90 minutes

Materials needed: persona handout, pens

Description: Explain to participants that the reasons to use 'persona' as a tool are to highlight that 'youth' is to general description, young people are to diversified group to think about all of them as a one; that young people have very diversified needs and problems and while concentrating on one representative of youth you can learn much more about his/her needs and be much more specific than while thinking about youth in general.

Then ask participants to recall one young person they had worked with last time and answer questions on a form:

a) Few words about: how old exactly is young person you have in mind, what's her/his family situation, where he/she goes to school and if he/she does so, where she/he lives;

b) Important issues: what are his/her values, what's he/she wants to do in the future, what he/she is passionate about

c) Communication: how he/she communicates, which communication tools work for her/him

d) Does not like: what makes him/her angry, annoys him/her, make him/her sad

Treat above description just as an inspiration. You can ask very specific questions to any field, depending on peculiarity of project/problem you work on.

Continue by discussing with thee group if they had got any problems while completing the form, were they aware about young people needs and problems? Then look together at all forms and discuss are there any values and problems which are more common than others.

Think together if you could solve problem of various youth using the same method and discuss what the participants gained thanks to thinking about people they work with. They can fulfill more than one form if they are working with different target groups.

Alternatively, to make activity more dynamic, you can provide materials to make collages instead of writing answers for questions in the form.

Learning and Non formal education

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

Materials 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.

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:)

Materials 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 min

Materials 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 min

Materials needed: flip chart, A4 papers, pens, markers

Description: Explaining the fish-method with the support of a fish-method drawing flipchart. 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

Materials 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

Materials 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 min

Materials 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.

JOHARI WINDOW

Aims: to understand the theory of JoHari window; to start self-awareness process

Group size: any

Duration: 45 min

Materials 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).

1. Open Area (Quadrant 1)

This quadrant represents the things that you know about yourself, and the things that others know about you. This includes your behavior, knowledge, skills, attitudes, and "public" history.

2. Blind Area (Quadrant 2)

This quadrant represents things about you that you are not aware of, but that are known by others.

3. Hidden Area (Quadrant 3)

This quadrant represents things that you know about yourself, but that others do not know.

4. Unknown Area (Quadrant 4)

This last quadrant represents things that are unknown by you, and are unknown by others.

The End Goal

The ultimate goal of the JoHari Window is to enlarge the Open Area, without disclosing information that is too personal. The Open Area is the most important quadrant, as, generally, the more your people know about each other, the more productive, cooperative, and effective they'll be when working together. The process of enlarging the Open Area quadrant is called "self-disclosure", and it is a give-and-take process that takes place between yourself and the people that you are interacting with. As you share information, your Open Area expands vertically and your Hidden Area gets smaller. As people on your team provide feedback to you about what they know or see about you, your Open Area expands horizontally, and your Blind Area gets smaller. Done well, the process of give and take, sharing, and open communication builds trust within the group.

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. More information: https://www.mindtools.com/CommSkll/JohariWindow.htm

Project management tools

SWOT ANALYSES

Aims: to understand the SWOT model and how we can use it as a tool in decision-making

Group size: any Duration: 45 min

Materials needed: flip chart, A4 papers, pens, markers

Description: The SWOT theory is presented, explaining the model by detail: Strengths, Weaknesses, Opportunities and Threats. Give examples in each category. Individually participants work with SWOT analysis technique in a personal decision they need to make and then share it in couples or small groups.

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

Materials 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.

PROBLEM DEFINITION

Aims: to clarify priorities by focusing on key critical issues; to provide a project management tool to participants

Group size: up to 30 Duration: 30 – 45 minutes

Materials needed: problem definition handout; pens

Description: Defining a problem is a deceptively simple task – what at first seems to be the problem is often merely a symptom of a deeper problem. The Problem Definition tool works to both open a problem up – presenting it in a way that can be examined from a number of angles – as well as helping to define the wider context and associated issues involved.

This is particularly effective when trying to focus a team of people on the key problems at hand. This tool has been designed to structure the analysis of a particular problem in a way that makes good use of your time. It introduces a small set of key criteria by which an issue can be articulated and assessed, which makes the activity highly efficient. It also gives you a standardized way to compare several different problems which might seem to be very different on the surface.

Present the worksheet to participants on a flipchart (note: this can be found in the next chapter) and invite them to go through the Problem Definition worksheet individually or in small teams and reflect on a specific issue they have identified, exchanging thoughts while writing down notes. The key aim here is to capture, compare and discuss different viewpoints on the problem. Afterwards, they should review the notes and discuss within the team whether they are making the same assumptions, and whether they are framing things in the same way.

This exercise may lead participants to 'reframe' the problem they initially addressed – for example, what happens if you see older people as having capacities, rather than needs? Reframing problems in such a way can offer clues to how the solution can take shape.

Tell participants that working on a Problem Definition worksheet with not only their team members, but together with other stakeholders will usually bring up new contexts. For instance, working with service users, staff or volunteers may provide a slightly different angle to the tool than when working with managers or entrepreneurs. You should feel free to experiment and rephrase questions in the worksheet to keep them relevant in such situations.

BUTTERFLY

Aims: to define topics for project planning activities, to divide participants into small groups

Group size: any

Duration: 10 minutes

Materials 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.

INCLUSION ACTION PLAN

Aims: to plan and promote inclusion activities; to foster the co-operation among participants; to develop active participation

Group size: 5-30

Duration: 30 minutes

Materials needed: inclusion action plan handout, pens

Description: Divide the participants in their national team if you're having an international activity. In a local context divide them by their organizations. Alternatively, in both cases they can work individually. Present the "Inclusion action plan" on a flipchart and instruct the participants to follow five action steps. Each action step or change to be sought should include the following information: What actions or changes will occur?; Who will carry out these changes?; By when they will take place, and for how long?; What resources (i.e., money, staff) are needed to carry out these changes; Communication (who should know what?). After they finish invite the participants to share their plan in plenary, and you can provide comments. This can be used as a project planning tool as well. This method can ensure sustainability of your project's results and their dissemination.

Assessment & evaluation

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

Materials 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.

FACTORY OF LEARNING

Aims: To support daily and on-going reflection during the activity; to increase awareness of personal and group learning processes; to identify and document learning outcomes as they occur

Group size: any

Duration: 30 -45 minutes per day; 1.5 h last day

Materials needed: Empty wall; Markers; Post-it notes, masking tape; Posters; Optional: creative material and camera

Description: Introduce participants to the 'factory' metaphor. The main product of the factory is the learning within the activity (youth exchange, training course or EVS).

Put posters on the wall with the following titles and questions:

1) Ingredients – What did you personally put into the learning process?

2) Machines – What kind of settings did your learning take place in?

3) Personnel – Were there any other people involved?

4) Product – What did you learn and how do you know you learnt it?

5) Operator – How did you feel during the activity (emotions)?

6) Marketing and sales – What is the value of your learning? Where can you use your experience afterwards?

Introduce participants to the poster wall at the end of the first day of your activity and explain that it is the space for their daily reflection on learning. In a youth exchange or training course, give participants 30-45 minutes at the end of each day to reflect on the questions on the wall. At the same time, encourage them to use the 'factory' as an on-going reflection tool and invite them to write down or illustrate their learning whenever they feel like it. On the last day of the activity, give participants 1.5 hours to work on the self-assessment for Youthpass certificate (part three of the certificate). Ask participants to work in smaller groups and identify their learning outcomes by looking at the wall. They can take different elements from each poster to document their learning outcomes in the self-assessment part of the Youthpass.

During this two hour session, the facilitator can also introduce the background, history and concept of Youthpass, including some guiding questions for 'key competences'. After this, participants should have individual time to write down their own learning outcomes (in order to prepare the Youthpass certificates). Participants are invited to do so in a dialogue with other participants.

Debriefing

How was this 'factory' process for you?; What was it like to put your learning into words? What was easy or difficult?; How would you sell your 'product'?; How can you put your acquired experience and learning into practice in the future?

Alternatively; you can adapt this method to visually impaired people by using computers or recordings. You can use different metaphors according to the topic of your activity or according to the target group (e.g. cooking, sailing, sports, creative stories etc.)

Keep track of the learning needs and processes of the group. The facilitator can use the information from the factory to guide the participants in their learning.

Note: This method can be found in the "YouthPass unfolded manual" and we do not claim any copyright.

COLLAGE YOUR LEARNING

Aims: To facilitate reflection about individuals' learning outcomes

Group size: 10 - 20 Duration: 30-40 minutes

Materials needed: Old magazines; Glue; A4 colored sheets; Scissors

Description: Tell the participants that they will work individually on this task. Place the materials in the middle of the circle / big table. Ask the participants to make collages that represent their learning outcomes gained within an activity. Give them 20 minutes to make the collages. Invite all the participants in the circle and ask if there are volunteers that would like to share their collage.

Round up with debriefing, asking questions such as: "What does your collage represent?; How did you feel about making your collage?; Why did you include that image/word/color in the collage?; What did you want to express?"

LOSE THE CHAIR

Aims: to relax, to energize before evaluation, to finalize the project

Group size: up to 25 people Duration: 10 – 15 minutes

Materials needed: chairs, a room big enough

Description: Place the chair in a full circle and tell participant to sit down turned on their left size. 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.

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

Materials 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.

5 THINGS

Aims: to facilitate group sharing process

Group size: up to 30

Duration: 15 - 30 minutes

Materials needed: flipchart, makers; large space

Description: Prepare a flipchart with a hand drawn on it. Each finger should represent one question, starting from the thumb, as follows: "What I liked?", "What I want to point out?", "What I disliked?", "What I want to keep?", "Something small and irrelevant?"

Gather the participants in a circle and tell them that you will have a group sharing moment by answering on each of these questions in one word. Alternatively, if the group is smaller, they can respond in full sentences. The person standing on the left of the trainer/facilitator should start and the trainer/facilitator should be the last one answering the questions.

Optional: You can use a handout with the hand and participants can write on the handouts and later share in plenary.

Novel methods

HAVE AN IDEA!

Theme: Inclusion, Upcycling Target group: 13-35 years old Group size 6-25

Time 60 – 90 minutes

Objectives: • To promote inclusion and to increase awareness among people
• To promote upcycling as a tool for teambuilding
• To increase creativity

Materials Paper; Glue; Tape; Scissors; Pens; Candies; Anything that can be reused – plastic bottles, belts, clothes, CD-s, caps, papers...

Equipment: Laptop/phone/CD player

Description 10 minutes (PI + PII)

1. **Energizer - PI**

- Taking into consideration the number of participants, facilitators separate types of candies into groups of 3 - 5.
- Each participant receives one type of candy.
- Invite them to exchange the candies randomly until the music stops.
- The facilitator turns on the music for 1 minute.
- Tell the participants to find the other group member according to the type of candy.

2. **Energizer - PII**

- Each group is given paper and tape.
- Their task is to build the highest tower with the provided materials in 4 minutes.

30 minutes

3. **"Have an idea" - TB & Upcycling**

- Facilitators put the materials in front of the participants
- Each participant is allowed to take 2 objects for his group
- Each group chooses their work space
- Their task is to create an object in 25 minutes using only the materials they took
- They are allowed to exchange materials among the groups
- Participants can also use working tools (glue, tape...)
- After 25 minutes each group is invited to present their creation in 1 minute presentation

10 minutes

4. **Debriefing & debate**

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel during the activity?
- What did they considered while choosing the objects?
- Do you find this activity useful?
- What would you change?
- What did you learn from the activity?

5. **Outcome of the session**

- Increased mutual recognition and group cohesion
- Boosted experiential learning
- Developed social competence
- Increased creativity

Ideas for action

- In the third phase of the activity - the participants who receive an object from the facilitator will have to change the group (rotating world café principle)
- In the third phase of the activity - participants have to find the materials outdoors (or just finding one extra material)

WALK A MILE IN THEIR SHOES

Themes: Social inclusion, Xenophobia, Discrimination Group size: 15-18

Overview: We all are behaving differently in society, the aim of role play to promote understanding of excluded social groups. The role play allows voluntary participation of different roles, which can be changed on the time of acting. Issues of stereotypes are addressed and they influence on empathy.

Time: 60 minutes

10 min energizer
5 – 10 min for explanation
10 min preparation of the scene
in for each role play (30-45 min total)
15 min for debriefing

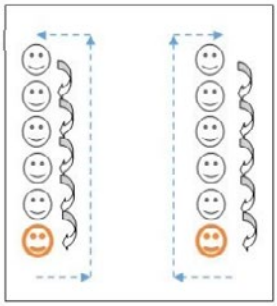
Aims:
- to raise awareness of marginalized groups
- to describe and present real-life examples of discrimination
- to promote empathy with others who are different
- to encourage non-violent resolutions

Materials: A4 papers; Scissors; Markers; Pens; Duct tape Preparation: Make the role cards!

INSTRUCTIONS

- Start with an energizer. We suggest this one:

THE HUG



Leading person (facilitator) gives a signal/impulse, which starts a chain of hugging in the row, when action has reached the end of row the last person takes the first place in row. The energizer ends when one of rows has reached starting position.

- Explain to the group the basic idea of the workshop. Present the idea of the 3 situations along with the function of the roles.
- Place the people into 3 groups (5-6 people). Give them the examples and assign a trainer or facilitator for each group for support.
- Trainer/ facilitator should offer guidelines to the group in order to create the proper atmosphere, while offering suggestions if asked.
- During the role plays encourage the audience to actively participate. Switch roles and participate.
- After each role play use up to 5 minutes as an intermediate debrief questions: How hard was it for you to arrange the scene? Was it difficult to play the "bad" guy? Could this happen / does it happen in real life?
- At the end offer the change for a full evaluation. Ask participants to discuss other forms of exclusion and how to combat it.

Description of situations:

1. Bus: There is a group of people riding a bus. The Roma person is standing beside the aggressive passenger. The aggressive passenger notices that his wallet is missing. He then immediately turns to the Roma person and asks in an aggressive way if he stole the wallet. Then he proceeds to try to search the Roma person. Passenger Nr.2 at this point tries to step in as a neutral logical person in an attempt to calm the situation.

Roles: Passenger 1; Passenger 2; Bus driver; Roma person

2. School/university: A mother and her child are called in to the principal's office for a meeting. The "child" is in a wheelchair. The principal informs them that the "child" cannot attend the school. The mother asks why and is not given a satisfactory answer. An argument begins about the real reason for the denial. The secretary at first takes the principals' side, but later appears more "neutral".

Roles: principal; student; parent; secretary

3. Bank: A fully covered Muslim woman enters the bank and approaches the bank teller. The woman asks to open an account. The bank teller responds that the woman must uncover her face (in a rude way), as it is the bank's policy. The Muslim woman refuses, saying it is against her religion. The teller calls security, asking the guard to remove her. The guard attempts to convince her quietly and calmly. A bystander sees the developing scene, joining in to attempt to help in resolving the situation.

Bank policy: No person entering the bank should have their identity hidden.
Roles: Bank teller, bystander, Muslim woman, security guard

Outcome of the session

- Increased awareness of excluded groups of minorities
- Highlight difficulties faced by marginalized groups
- Increased understanding of volatile situations concerning marginalized groups and minorities
- Increased problem solving skills within the context of marginalized groups and minorities.

TIPS FOR FACILITATORS

To properly address the method facilitators/trainers must pay attention to the flow of the sketch/play. If the play seems to stagnate the team can take two options; both to reset the play and allow others to join in from the beginning, or make a pause in the play and give the instruction to find a specific solution. Also, if needed, the training team should motivate the audience to participate and encourage them to express themselves openly within the theme of the play.

DEBRIEFING

The debriefing should be done within a frame of 15 minutes. It should entail the following questions:

- How did you feel?
- Was it difficult to live in to the role?
- Was it difficult to play the role of victim?
- Was it difficult to play the role of the abuser?
- Do you think these situations can and/or do happen in real life?
- Do you think you learned something new about fighting for inclusion?
- Was it difficult to take the initiative to help resolve the issue?
- Do you feel more confident now to combat exclusion if you would see it in your life?

BRIDGING GAPS - "EVERYTHING STARTS WITH A DOT"

Theme: Youth Inclusion Preventing Radicalization Complexity: Level 2 Group size: 10-20

Time: 60 - 90 minutes

Overview: We have more commonalities than differences once we stop putting people in boxes. In this activity the participants will be able to see and experience what is like to have similarities irrelevant of ethnicity, religion, race, sex, disability, sexual orientation.

Objectives:
- To show respect and understand that people have different values, emphasizing the distance between us
- To understand personal belonging and identity of each person upbringing and personal experience
- To show that despite the differences in personal identity and experiences we can find common ground, and empathize ones makeup
- Observe and recognize that we all belong to a subgroup within a wider group in society

Materials: Role cards; Open space; Line ; Circle; Tape; Box; Chairs

Preparation:
- Energizer
- Prepare the role cards and questions, write up-cut them
- Review the roles and tailor them to the participants
- Participants choose a role from a box at random

INSTRUCTIONS

Task 1 - Promoting inclusion energizer

Energizer: Musical chairs

- Music should be played. A circle should be made with chairs facing outward. When the music stops you should find a seat to sit. Then one chair will be taken away. The music begins again and you must find a seat when the music stops. If you don´t find a seat you must sit on someone who is already on a chair. The activity is repeated many times. One chair will always be eliminated and all people will always need to be seated on others or standing on a chair somehow. This process is repeated until there are 2 chairs left and everybody is sitting/standing/leaning on other people and their chair.

Simulation activity 1 (line)

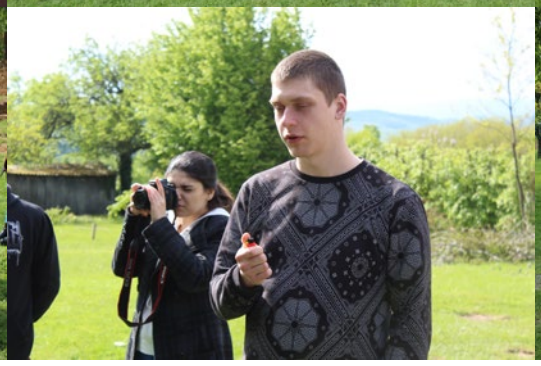
- First the participants should choose a role from the box at random
- Instruct them to look at their role by themself (whilst listening to background music)
- When they are ready they should open their eyes and take a position on the line
- Then the trainer/facilitator should ask behavioral questions. If one agrees with these questions he/she should make a step forward. If one doesn't agree with these questions he/she should stay on the same position, without moving.
- The trainer/facilitator should tell participants to take a look around once all questions have been asked and stay in position.
- A picture to capture the difference in distance should be taken.
- The trainer/facilitator now moves onto simulation no 2.

Simulation activity 2 (circle)

- Participants need to arrange themself around the circle with their existing roles.
- The trainer/facilitator then starts asking identity questions and participants need to move into the inner circle if they fit the role/profile – again by making a step forward
- Tell the participants to look around and notice others in and out of the circle
- The participants should exit the inner circle before the next question
- This should continue until all questions have been asked
- Tell the participants to please notice their position each time
- At the end the participants should reveal their roles to the group
- Debrief

DEBRIEFING

- Begin by asking the participants about what happened? How did they feel about the activity?
- How it felt when the participants moved forward? Were you interested in those who didn't? Did you silently judge them?
- How it felt when the participants' didn´t move forward? Did you second guess yourself/ your beliefs?
- Did anyone at any point feel they could not identify or relate to the task/role?
- Why do so many people who believe their opinion is always "right" don´t act like it according to social norms and the law?
- If identity and belonging is personal why do we spend so much time picking at others beliefs – for which purpose?
- If we are all the same, granted that we are born and that we will die, why do we threaten others and feel threatened by the way others live their lives?
- Did this activity affect your understanding of different groups in society?
- What might be some consequences of treating individuals or entire groups negatively based on their social membership?
- Did you feel disrespected / unequally treated / offended in this exercise?
- How could we begin to address such conflicting beliefs in order to co-exist in peace?
- Did you learn anything from this?
- How can you better yourself through the experience?
- If it happens to you – what will you do?

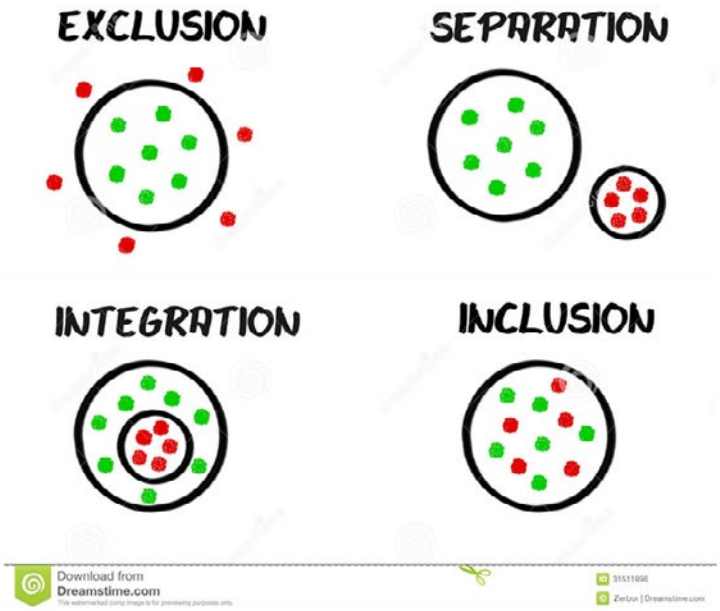


Theoretical input

8 KC flower

WHAT?

- Inclusion - The term inclusion captures, in one word, an all-embracing societal ideology. It is described by some as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute which can be perceived as different.
- Miller and Katz (2002) - defined inclusion as: ".. a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best."



What is EU doing?

When it comes to the European Youth Programmes, Inclusion has been the focus of research for a while now.

- Within the Youth in Action programme (2007-13), 47.3% of projects indicated that they addressed the priority of inclusion and
- one in four participants had 'fewer opportunities' according to the applicants.

Every three years, this "youth dashboard" presents a picture of young people across Europe with a focus on: demography; education & training; employment & entrepreneurship; social inclusion; health & wellbeing; participation; voluntary activities; creativity & culture; youth & the world.

Based on these reports, the EU sets its Youth priorities for the following years.

- More info: https://ec.europa.eu/youth/policy/implementation/report_en

EU Charter of Fundamental Rights

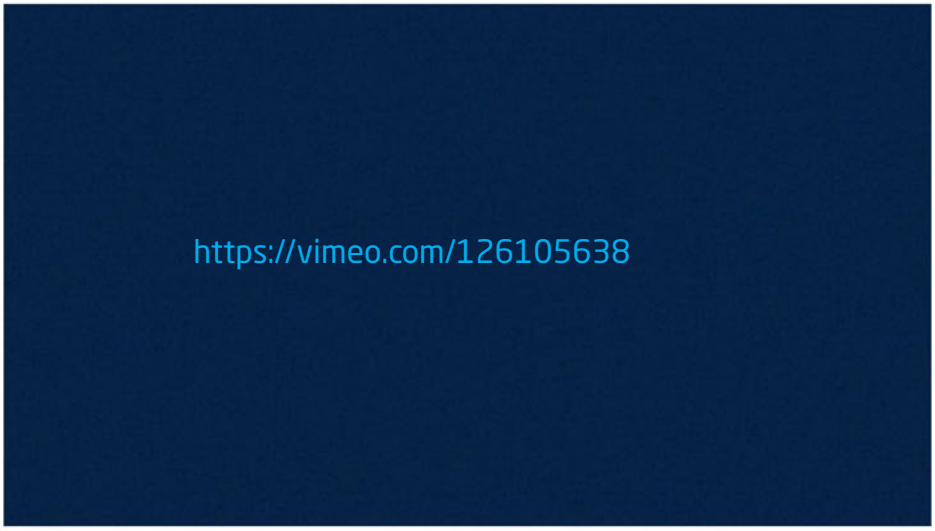
- The Charter of Fundamental Rights of the EU brings together in a single document the fundamental rights protected in the EU. The Charter contains rights and freedoms under six titles: Dignity, Freedoms, Equality, Solidarity, Citizens' Rights, and Justice. Proclaimed in 2000, the Charter has become legally binding on the EU with the entry into force of the Treaty of Lisbon, in December 2009. This Charter embraces the inclusive approach towards society.

- More info: http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm

Strategic engagement in the Inclusion and Diversity Strategy for Youth

- The Strategic engagement was last updated in November 2015.
- Inclusion and diversity are two sides of the same coin: We want to include young people with fewer opportunities while positively addressing the diversity that different groups add to our lives.
- It helps to target young people with fewer opportunities in the best way possible.
- It creates a transparent frame to make Inclusion & Diversity projects easier.

Inclusion and Diversity Strategy for Youth



Resource center

- There is a SALTO Resource center addressing Inclusion and Diversity where numerous publications, researches and the Strategy itself can be found.
- https://www.salto-youth.net/rc/inclusion/
- https://www.salto-youth.net/rc/inclusion/inclusionresearch/whatworks/
- https://www.salto-youth.net/rc/inclusion/inclusionstrategy/
- https://www.salto-youth.net/downloads/4-17-3256/InclusionDiversityUpdate_Erasmus%2BYouth_November2015.pdf?

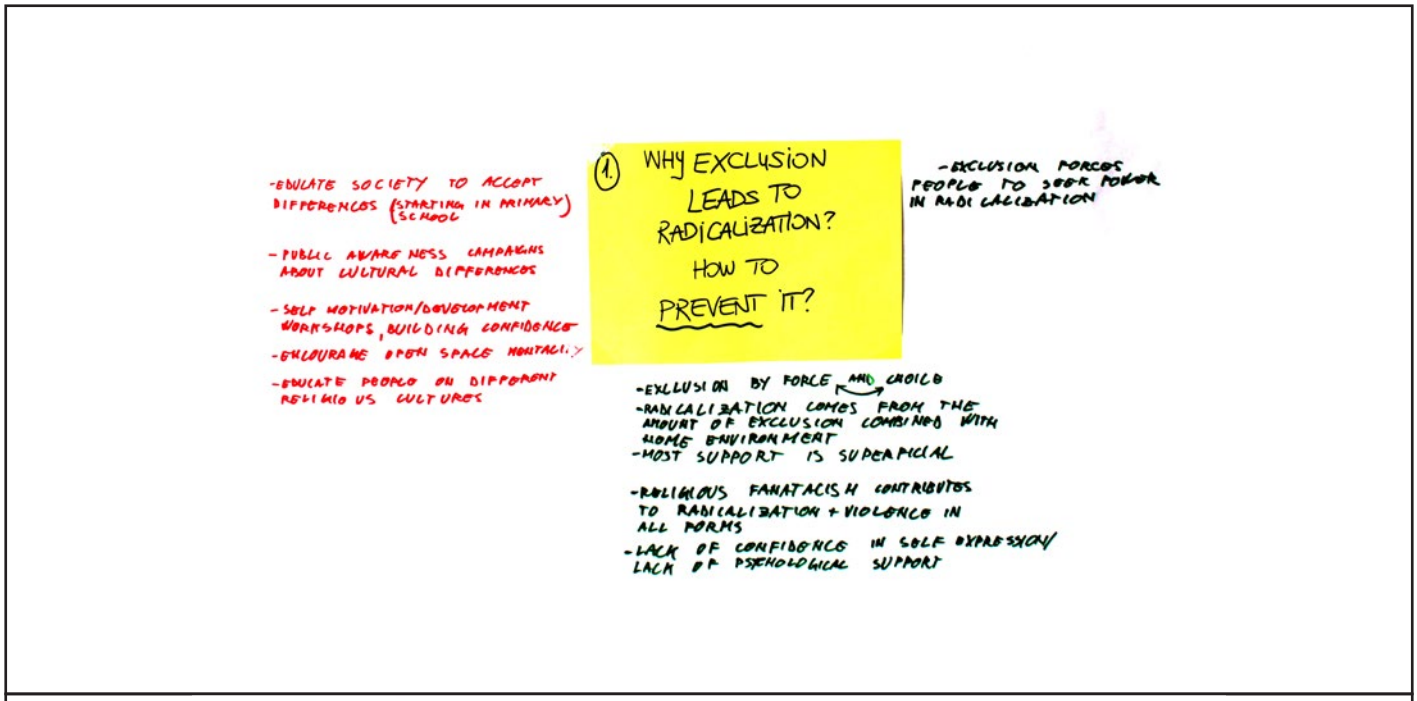
UN Sustainable development goals

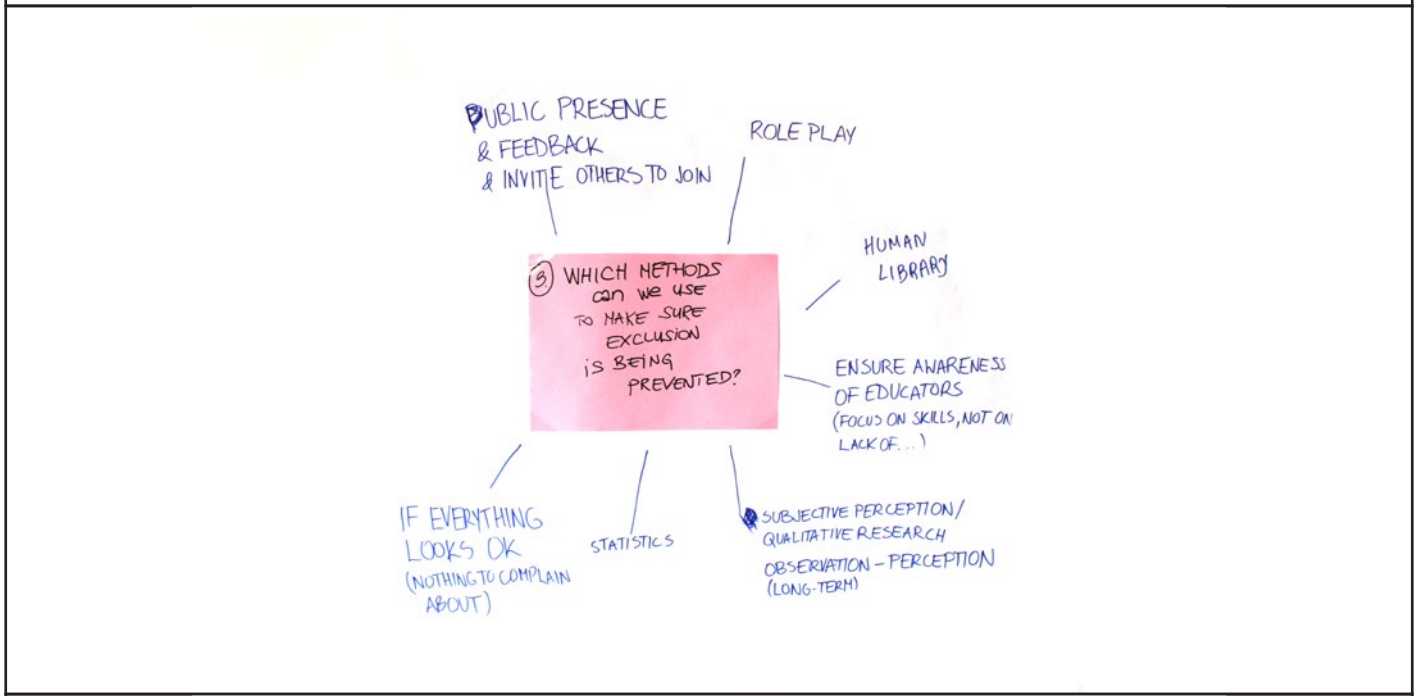
- Goal 10: Reduce inequality within and among countries

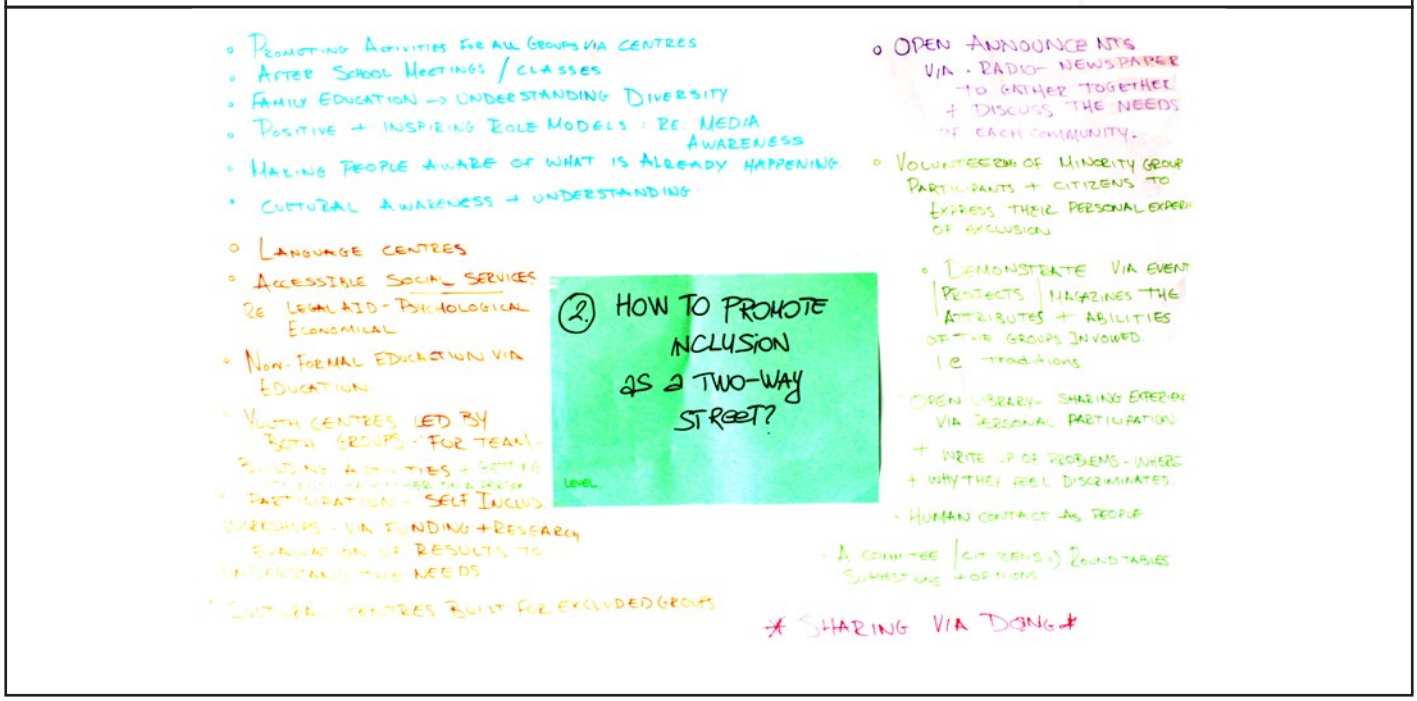
Specific targets:

- By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
- By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

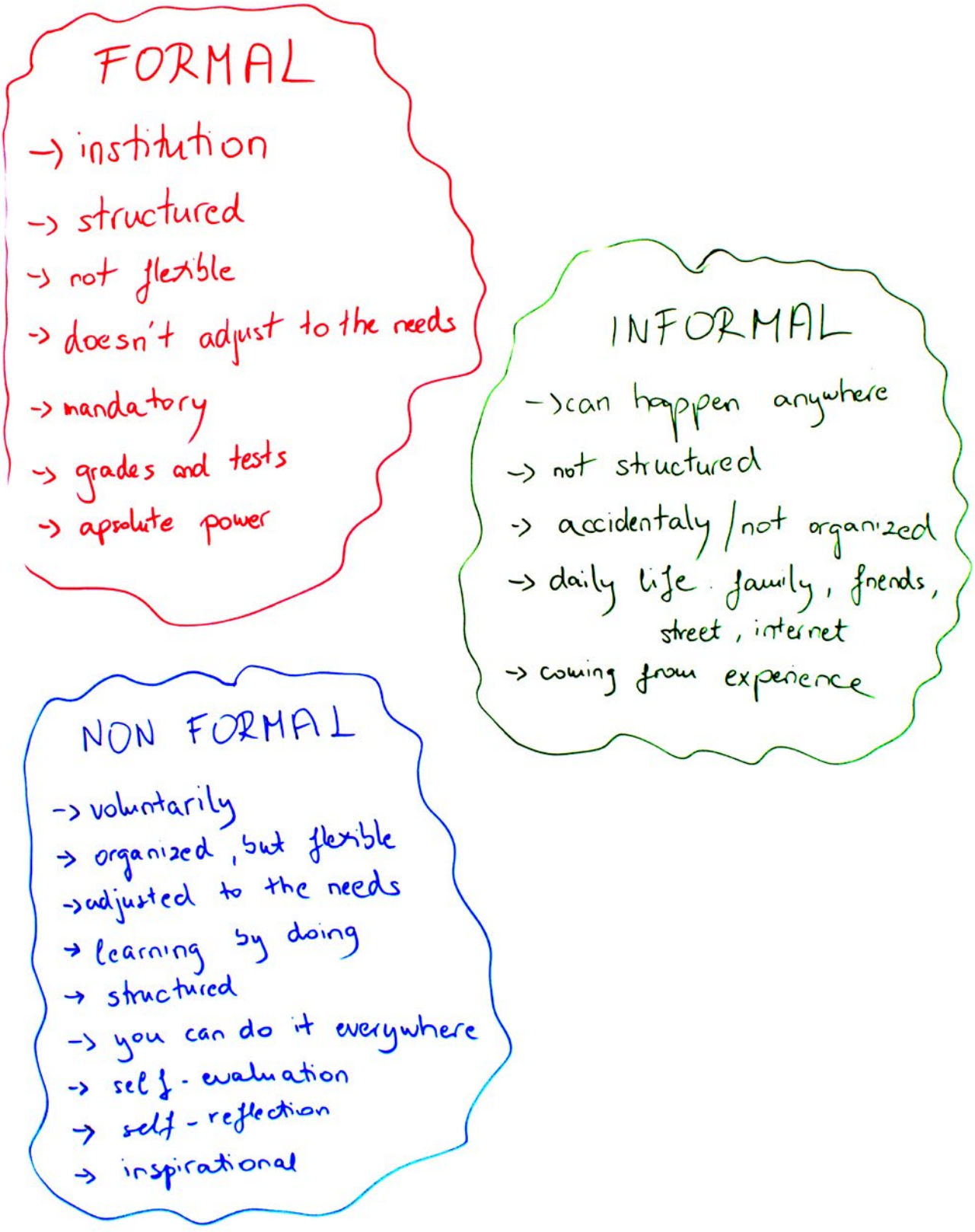
- Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies


-EDUCATE SOCIETY TO ACCEPT DIFFERENCES (STARTING IN PRIMARY SCHOOL)
- PUBLIC AWARENESS CAMPAIGNS ABOUT CULTURAL DIFFERENCES
- SELF MOTIVATION/DEVELOPMENT WORKSHOPS, BUILDING CONFIDENCE
-ENCOURAGE OPEN SPACE MENTALITY
-EDUCATE PEOPLE ON DIFFERENT RELIGIOUS CULTURES
1. WHY EXCLUSION LEADS TO RADICALIZATION? HOW TO PREVENT IT?
-EXCLUSION FORCES PEOPLE TO SEEK POWER IN RADICALIZATION
-EXCLUSION BY FORCE AND CHOICE
-RADICALIZATION COMES FROM THE AMOUNT OF EXCLUSION COMBINED WITH HOME ENVIRONMENT
-MOST SUPPORT IS SUPERFICIAL
-RELIGIOUS FANATACISM CONTRIBUTES TO RADICALIZATION + VIOLENCE IN ALL FORMS
-LACK OF CONFIDENCE IN SELF EXPRESSION/ LACK OF PSYCHOLOGICAL SUPPORT

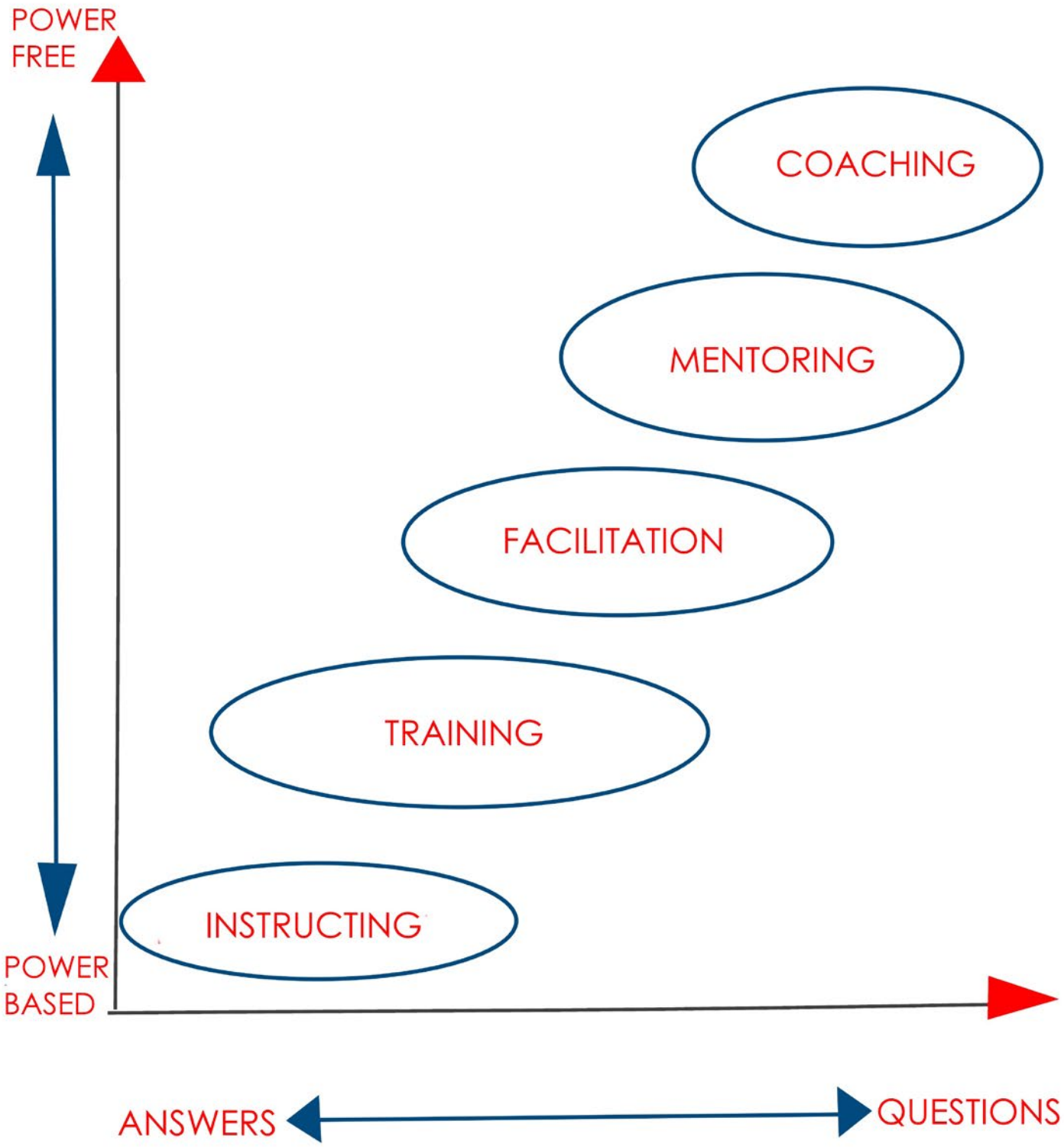

PUBLIC PRESENCE & FEEDBACK & INVITE OTHERS TO JOIN
ROLE PLAY
HUMAN LIBRARY
3. WHICH METHODS can we use TO MAKE SURE EXCLUSION IS BEING PREVENTED?
ENSURE AWARENESS OF EDUCATORS (FOCUS ON SKILLS, NOT ON LACK OF...)
IF EVERYTHING LOOKS OK (NOTHING TO COMPLAIN ABOUT)
STATISTICS
SUBJECTIVE PERCEPTION/ QUALITATIVE RESEARCH
OBSERVATION – PERCEPTION (LONG-TERM)


2. HOW TO PROMOTE INCLUSION AS A TWO-WAY STREET?
- PROMOTING ACTIVITIES FOR ALL GROUPS VIA CENTRES
- AFTER SCHOOL MEETINGS / CLASSES
- FAMILY EDUCATION -> UNDERSTANDING DIVERSITY
- POSITIVE + INSPIRING ROLE MODELS : RE MEDIA AWARENESS
- MAKING PEOPLE AWARE OF WHAT IS ALREADY HAPPENING
- CULTURAL AWARENESS + UNDERSTANDING
- LANGUAGE CENTRES
- ACCESSIBLE SOCIAL SERVICES RE LEGAL AID - PSYCHOLOGICAL ECONOMICAL
- NON-FORMAL EDUCATION VIA EDUCATION
- YOUTH CENTRES LED BY BOTH GROUPS - FOR TEAM-
- PARTICIPATION - SELF INCLUS
WORKSHOPS - VIA FUNDING + RESEARCH
- OPEN ANNOUNCEMENTS VIA - RADIO NEWSPAPER TO GATHER TOGETHER + DISCUSS THE NEEDS OF EACH COMMUNITY.
- VOLUNTEERING OF MINORITY GROUP PARTICIPANTS + CITIZENS TO EXPRESS THEIR PERSONAL EXPERI OF EXCLUSION
- DEMONSTRATE VIA EVENT PROJECTS MAGAZINES THE ATTRIBUTES + ABILITIES OF THE GROUPS INVOLVED I.E. TRADITIONS
- OPEN LIBRARY - SHARING EXPERIEN VIA PERSONAL PARTICIPATION
+ WRITE UP OF PROBLEMS - WHERE + WHY THEY FEEL DISCRIMINATES
- HUMAN CONTACT AS PEOPLE
- A COMMITTEE (CITIZENS) ROUNDTABLES SUGGESTIONS + OPINIONS
* SHARING VIA DOING *

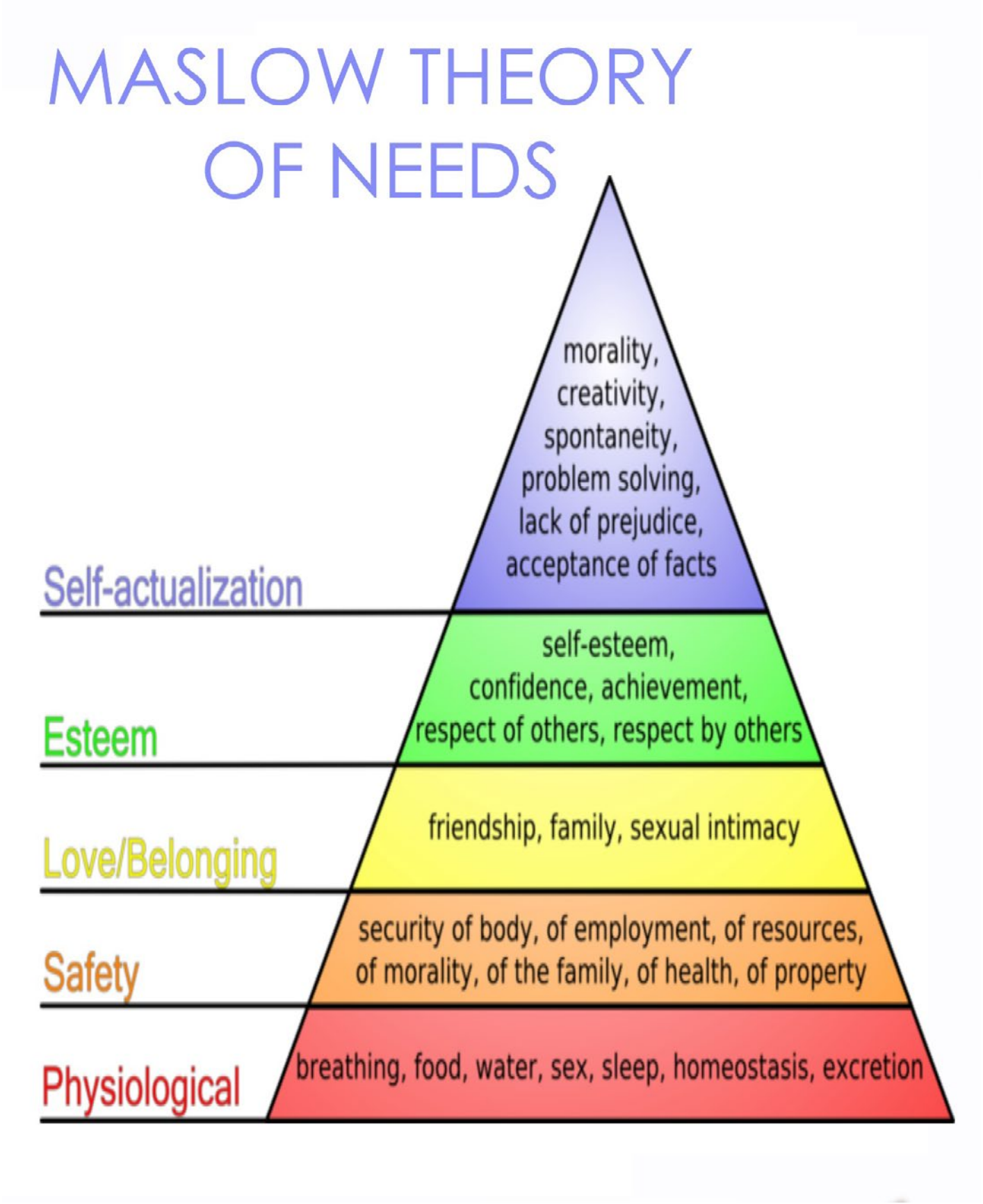
Learning types



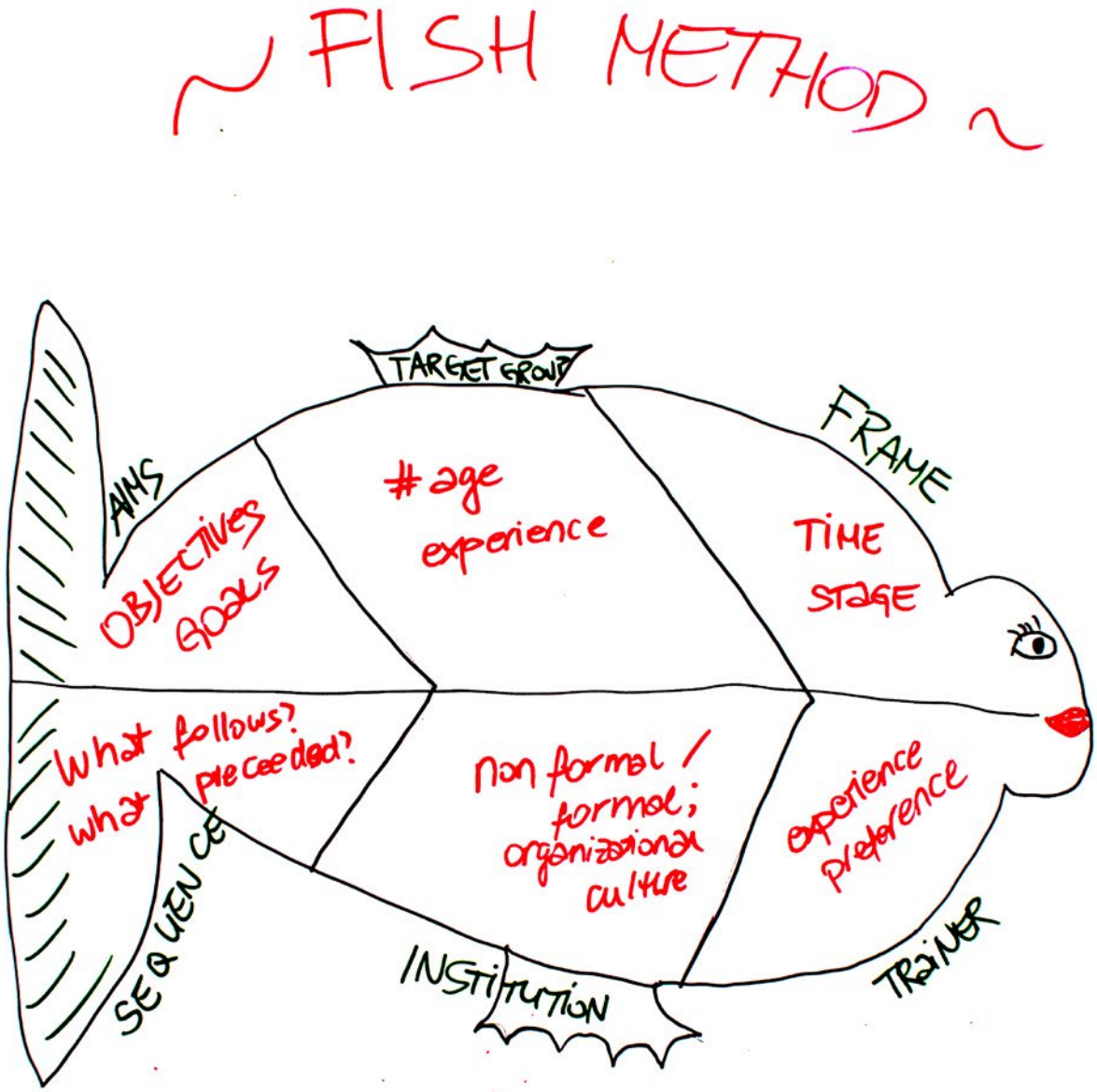
Learning puzzle



Maslow pyramid of needs



Fish


~ FISH METHOD ~
TARGET GROUP
AIMS
OBJECTIVES
GOALS
#age
experience
FRAME
TIME
STAGE
What follows?
what preceeded?
SEQUENCE
non formal / formal; organizational culture
INSTITUTION
experience
preference
TRAINER

VISUAL

- main info on flipchart
- different colors
- PowerPoint or Prezi
- handouts with schemes
- films, videos, posters, pictures
- observation & symbols

AUDIO

- music; dance
- voice as a tool to attract attention
-sing; read
- work in pair
-presenatation; definition making

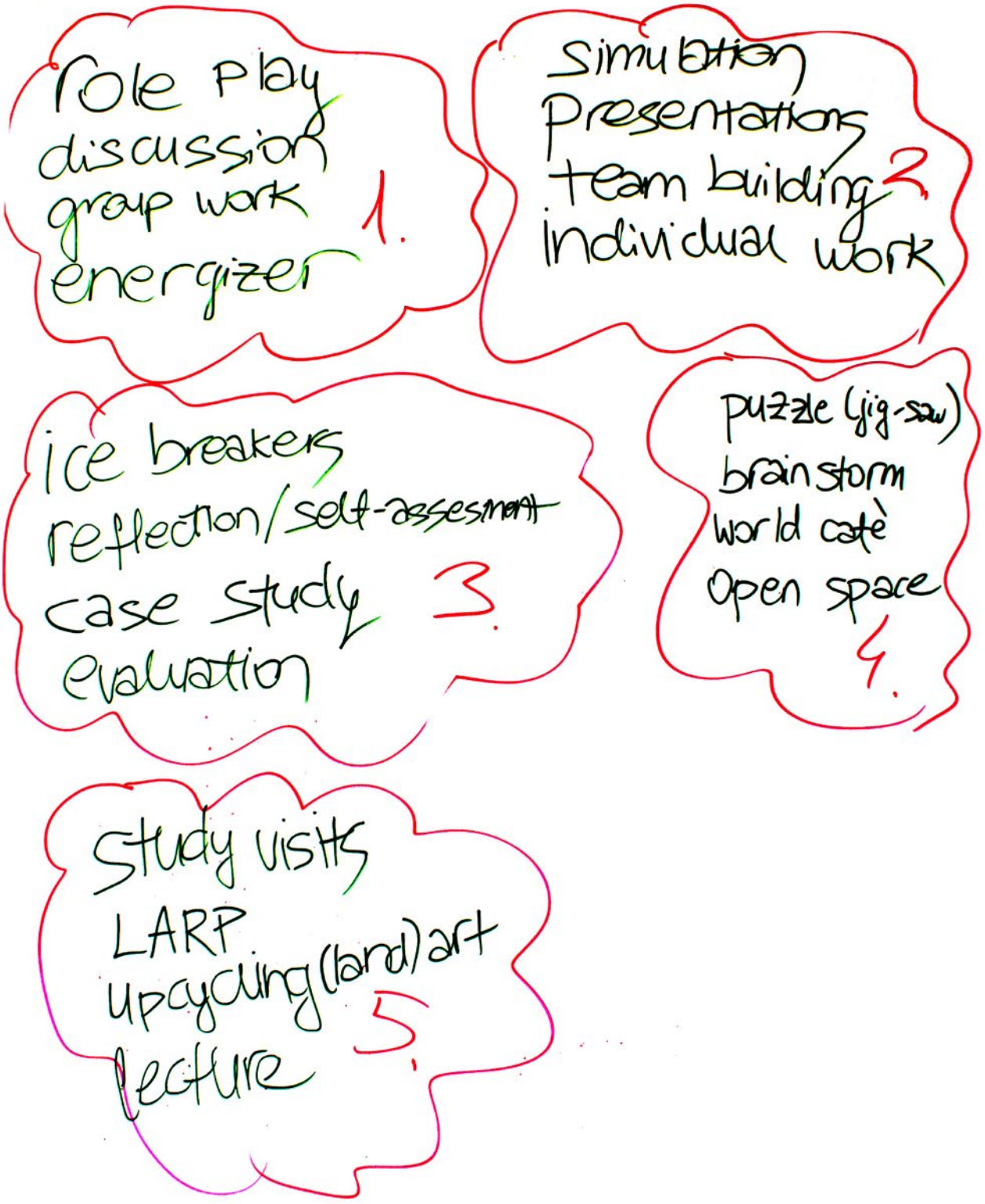
KINESTHETIC

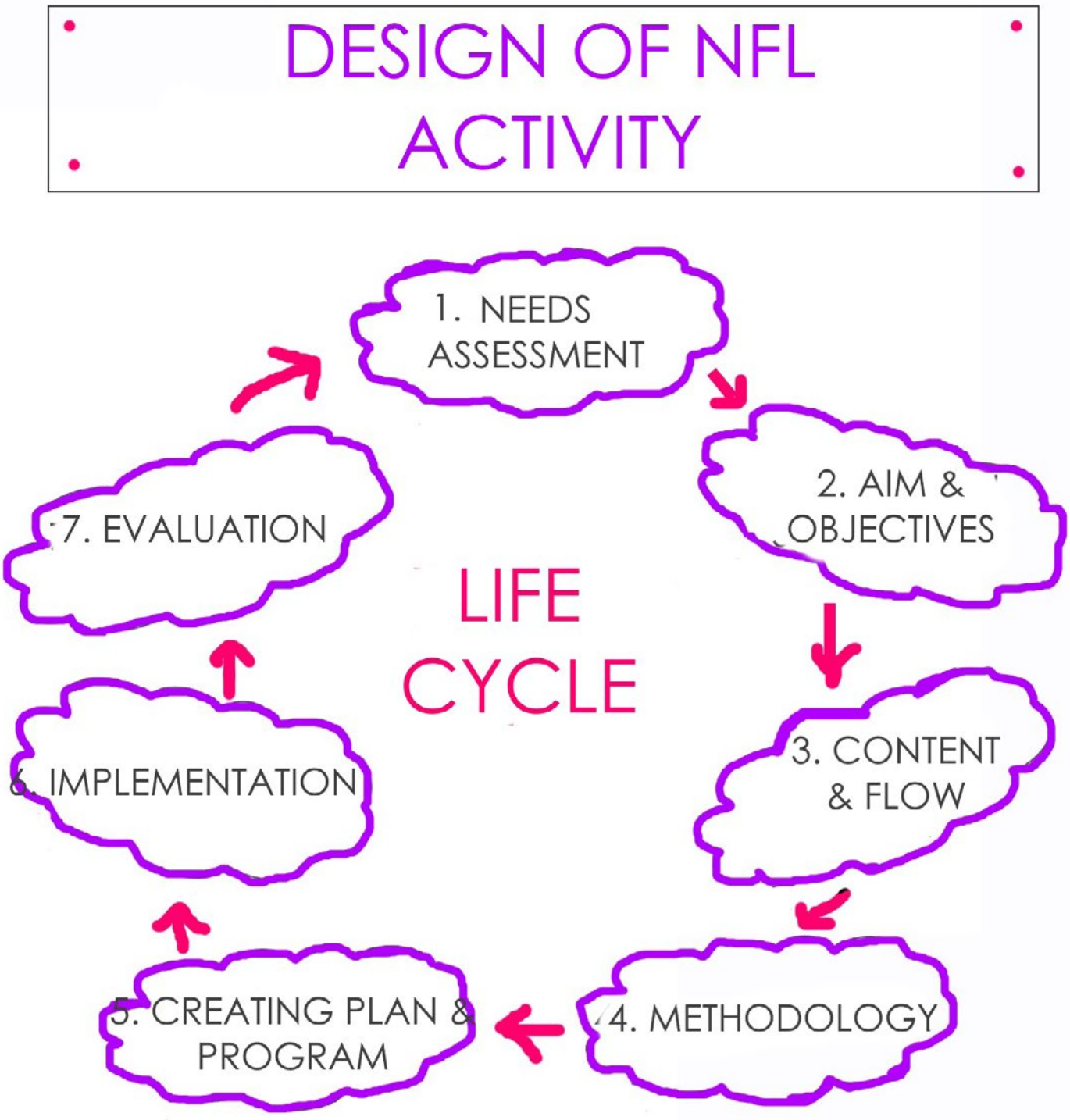
- energizers
- cooperation games
- trust building games
- group building games
- mime / theatre
- art methods

ACTIVE LEARNING

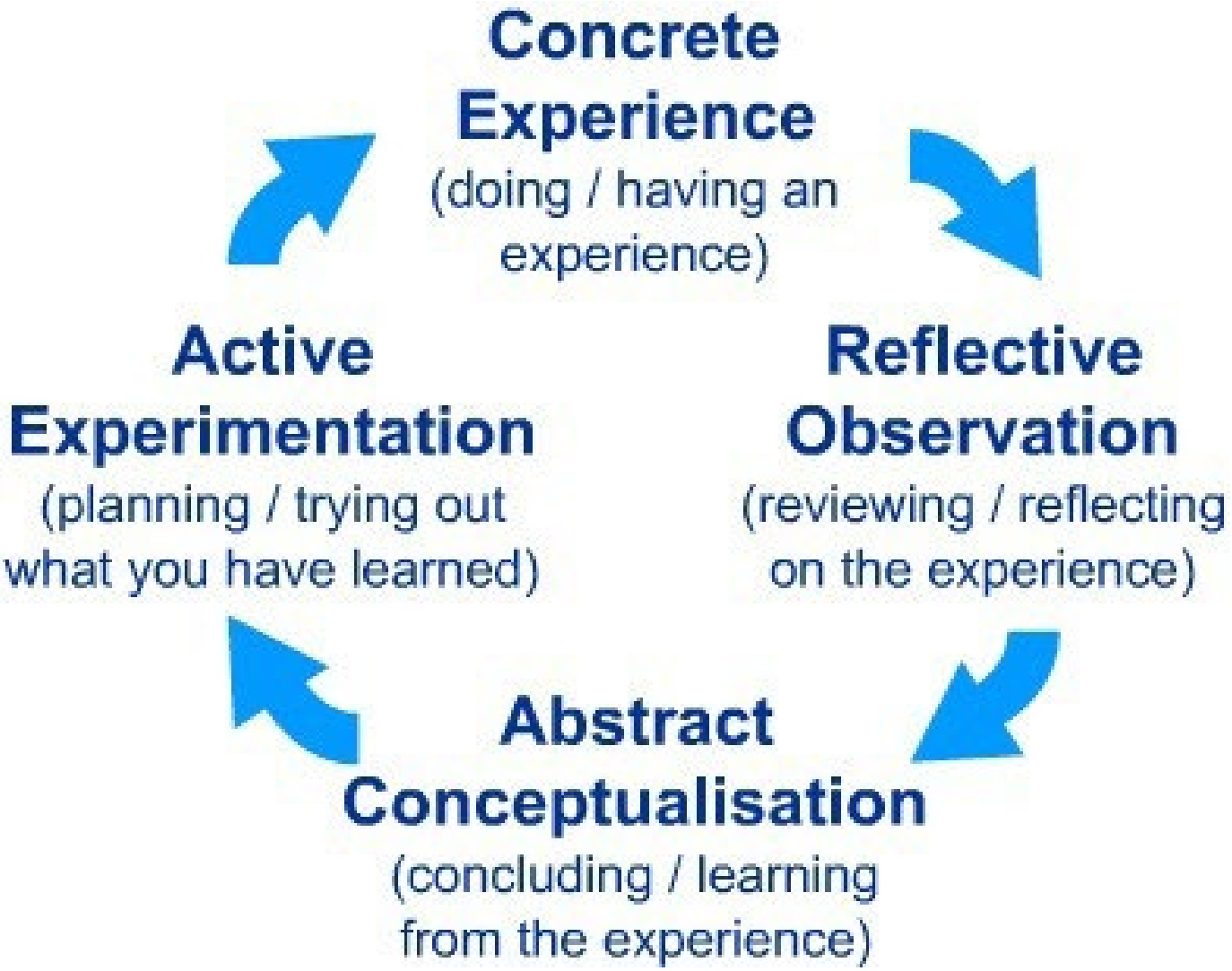
20 % read
30 % hear
40 % see
50 % say
60 % do
90 % see, hear, say, do

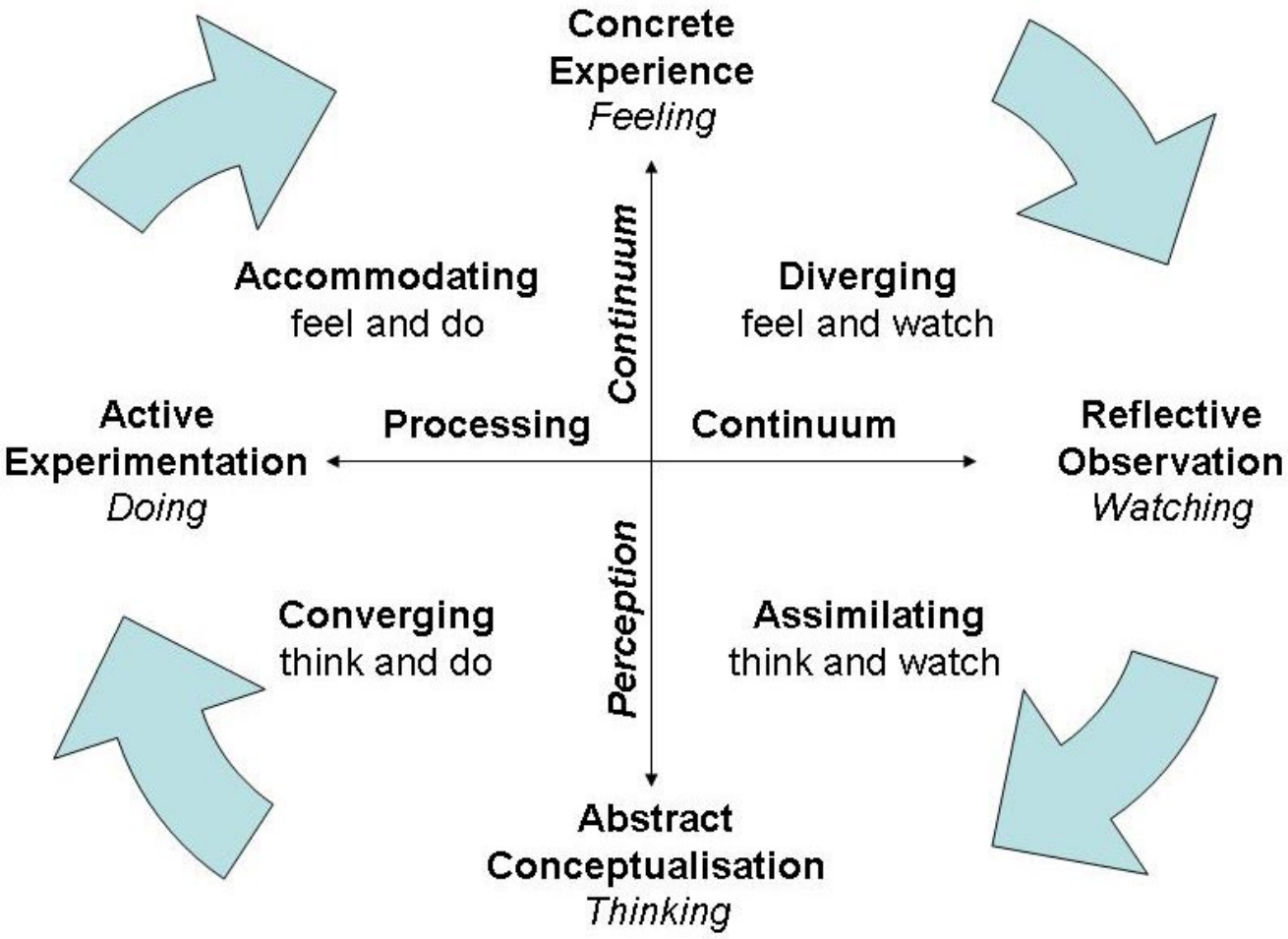
List of methods



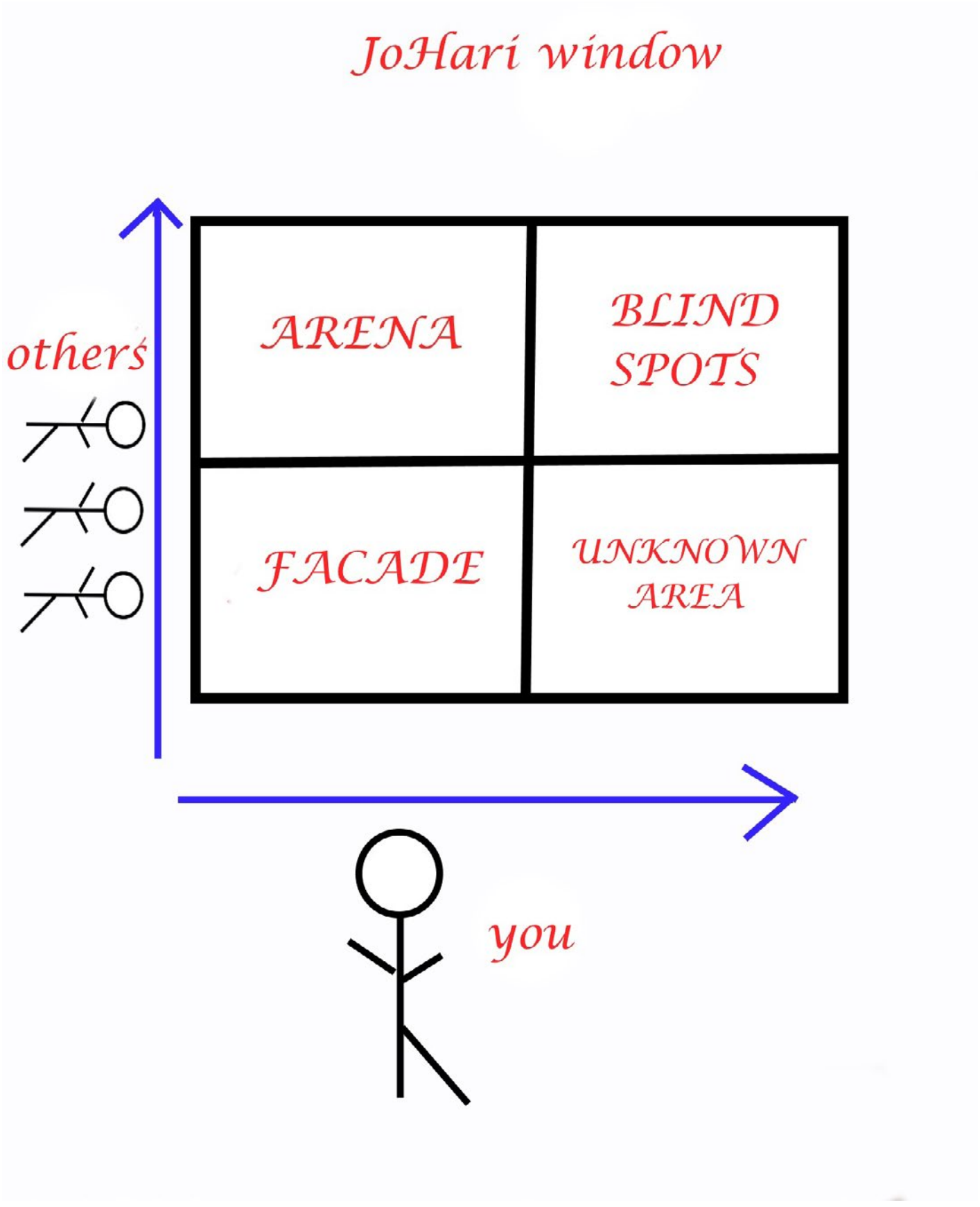

DESIGN OF NFL ACTIVITY
1. NEEDS ASSESSMENT
2. AIM & OBJECTIVES
3. CONTENT & FLOW
4. METHODOLOGY
5. CREATING PLAN & PROGRAM
6. IMPLEMENTATION
7. EVALUATION
LIFE CYCLE

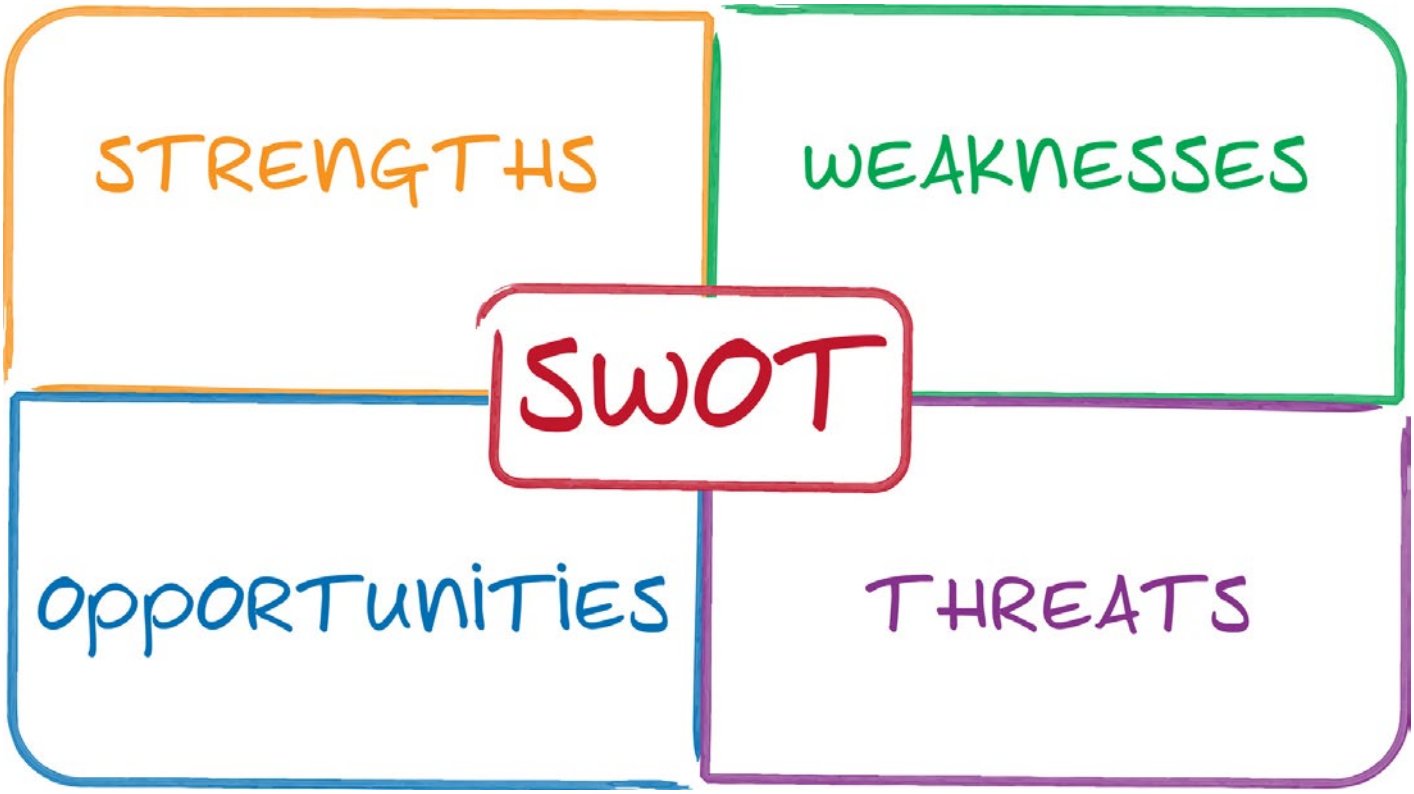
A.D. Kolb


Concrete Experience
(doing / having an experience)
Reflective Observation
(reviewing / reflecting on the experience)
Abstract Conceptualisation
(concluding / learning from the experience)
Active Experimentation
(planning / trying out what you have learned)

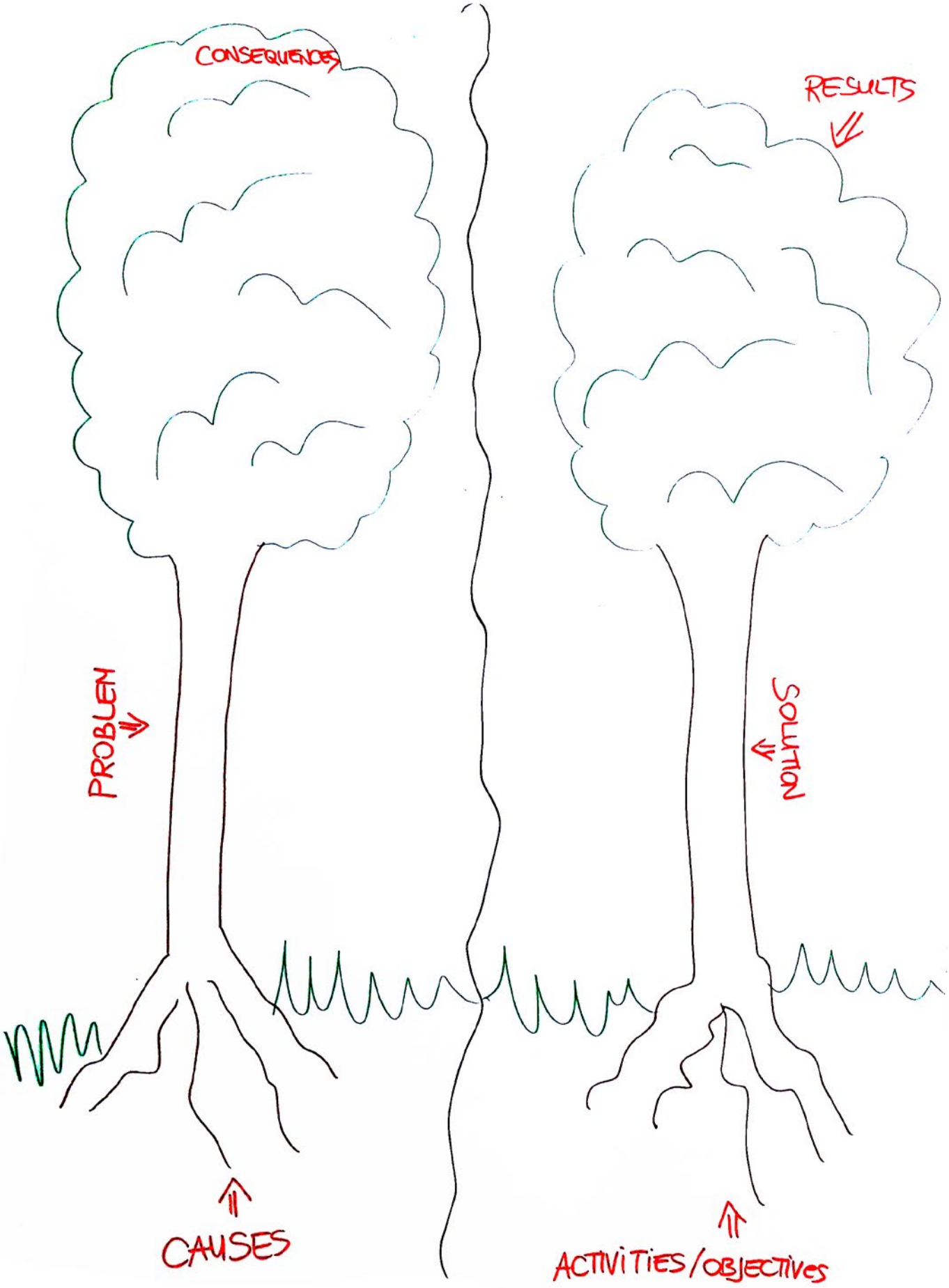

Concrete
Experience
Feeling
Accommodating
feel and do
Diverging
feel and watch
Continuum
Active
Experimentation
Doing
Processing
Continuum
Reflective
Observation
Watching
Converging
think and do
Assimilating
think and watch
Perception
Abstract
Conceptualisation
Thinking

JoHari window




STRENGTHS
WEAKNESSES
SWOT
OPPORTUNITIES
THREATS

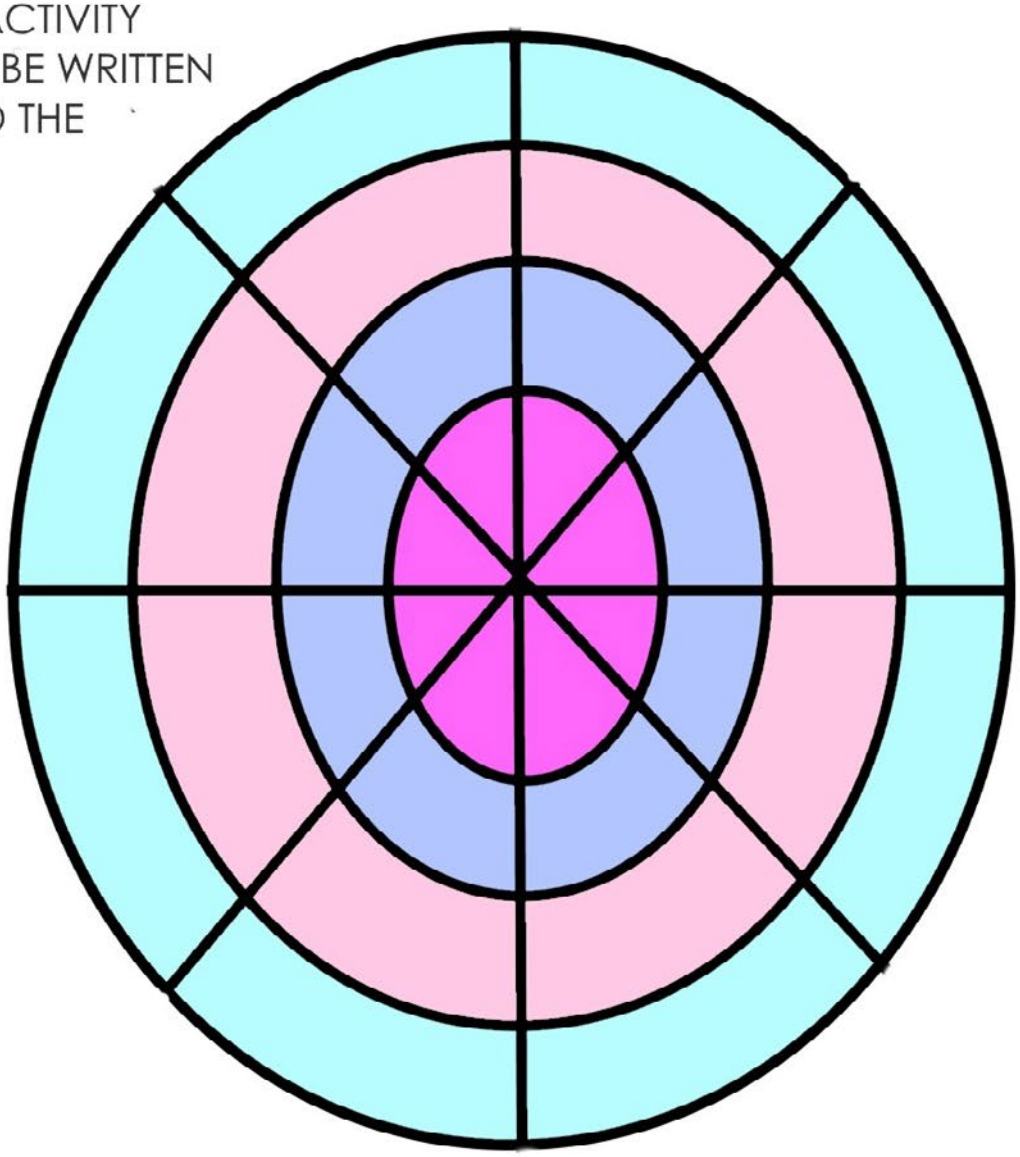
Problem & solution tree



Evaluation dartboard

EVALUATION DARTBOARD

*DIFFERENT ELEMENTS OF THE ACTIVITY SHOULD BE WRITTEN AROUND THE CIRCLE.



12 points

4 points

8 points

1 point

Handouts and printouts

Learning plan

LEARNING PLAN GRID

What do I want to learn?	
How will I learn it?	
Who will I learn it with?	
When will I learn it? **(put learning in a timeframe)**	
Key competences I want to develop / improve	

In our block

Role cards

Young foreigner

You speak and understand the language of the host country very well but do not understand why your neighbours are upset. In your opinion, both you and your student friends behave perfectly normally. You will not leave the apartment under any circumstance.

Leader of the residents committee

Your apartment is far away from the one the foreign students live in. Personally they cause you no bother. But you do not like foreigners and you don't want them living in your building.

Young woman (25-30 years old)

You live alone and are afraid of the young students because they seem very strange and different from you.

Young person

You are also a student. You do not have any clear opinion about the problem but you would like to move into the apartment where the foreign students live.

Refugee

You are also a foreigner, although from a different country than the students. You and your family do not have much to do with other people in the block. You have never had any problems with anyone despite the fact that you feel rather isolated.

Elderly couple (this role should be played by two people)

You are both aware of the problems that force many people to leave their home country and try another life elsewhere. You support an organisation which provides aid to developing countries.

Unemployed neighbour

You strongly disagree with policies that allow foreigners to come to live and work in your country. You think that foreigners should only be allowed in as tourists.

The owner of the building

The young foreigners always paid their rent punctually and you don't want to loose the income from that apartment. But you don't very much like foreign people and you see this conflict as a possible -opportunity to raise the rent for the foreign students. On the other hand, you also have the possibility of renting them another apartment on the outskirts of town.

Observers' notes

Your job as an observer is to watch what happens very carefully and to make notes to feedback in the discussion at the end of the roleplay.

Things to note are:

• Do the players respect each others turn to speak or do some people but in or does everyone try to speak at once or do one or two people try to impose their point of view?

• Does anyone try to take a lead and to facilitate the meeting?

• What kinds of arguments did players use?

• Was there any change in the attitude and behaviour of the players after they received the "clues for finding a solution"?

CARD 1 - CLUES FOR FINDING A SOLUTION

This card is for the person who is chairing the meeting.

Note: If, so far in the roleplay, no one has been democratically elected to chair, then this card is for the Leader of the Residents Committee.

1) **Chair**: You have already been democratically elected to chair the meeting continue to do so. Follow the tips below.

2) **Leader of the Residents committee**: So far in the role play no one has been elected to chair the meeting so suggest that the meeting needs a chair and that it should be democratically decided who it is. Propose that you be chair because of your position as leader on the residents committee. If the others agree keep this card and follow the tips for the chair below. If someone else is elected pass this card to them and take their card in exchange.

Tips for the chair of the meeting

It is your job to keep order and facilitate the meeting. You should try to make sure that:

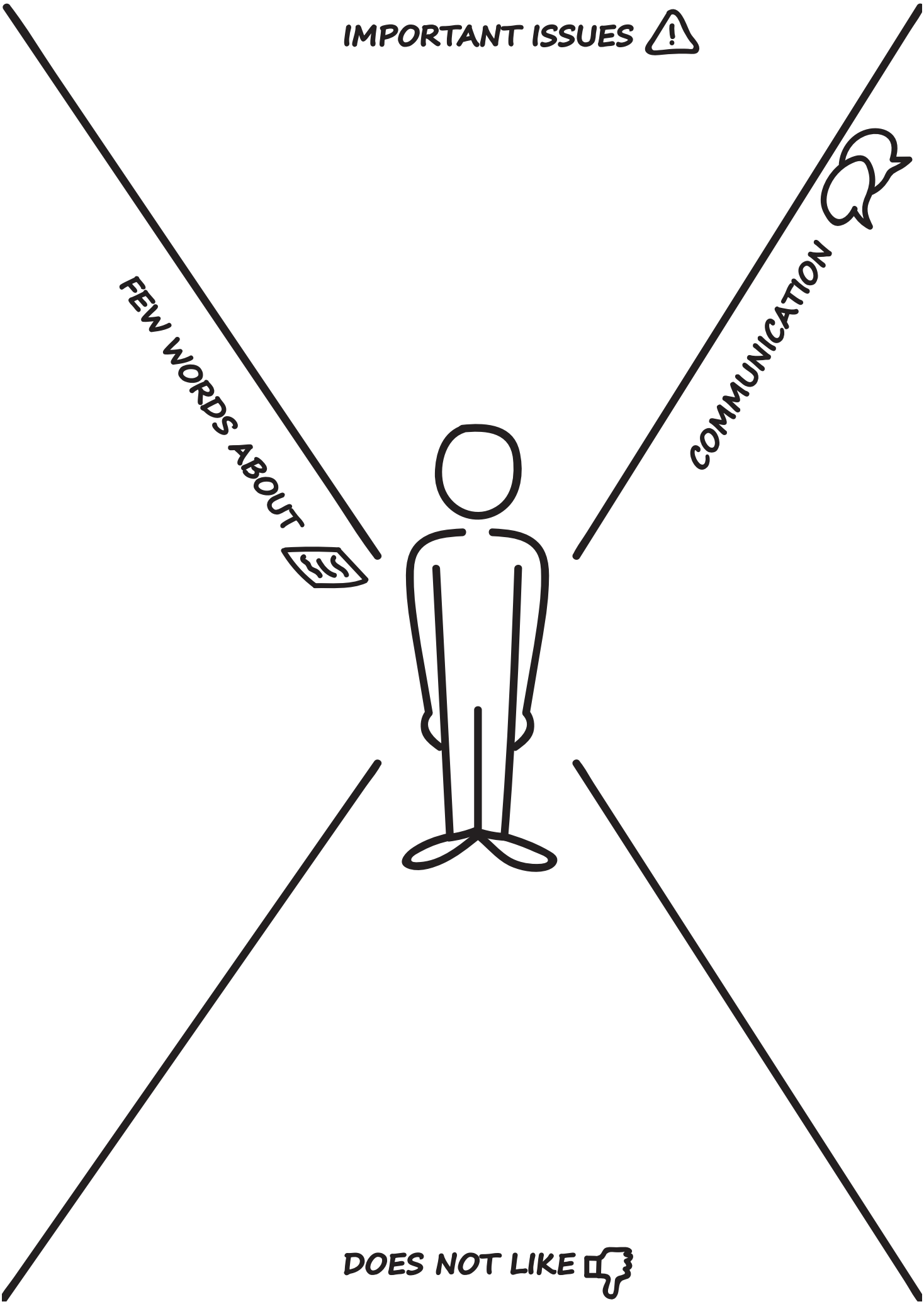
- Everybody has a chance to speak
- People respect each others turn to speak
- If necessary, set a limit of time for each contribution and do not let the players go beyond that limit
- Do not allow abusive language and make sure people keep to the issue and don't deviate
- Try to move the discussion on and keep it positive
- Keep people on track; the aim is to find a solution to the problem.

CARD 2 - CLUES FOR FINDING A SOLUTION

To be given to each player except the Chair.

Think about what you can do, within your role, to try to find a solution:

- Listen actively and respect the right of everyone to have their say
- Try to relate what you have to say to what has been said previously.
- When it's your turn to speak start with a summary of what the person who spoke before you has said.
- Try to distinguish between the facts and your opinions
- Try not to divert the discussion but keep to the point, focus on the problem of the students and the need to find a solution, do not bring in other facts, opinions or ideas that you might have.


IMPORTANT ISSUES
FEW WORDS ABOUT
COMMUNICATION
DOES NOT LIKE

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			

Matrix of methods

Training Methodology Matrix			
Method	**What it is**	**How it Works**	**When to Use**
Lecture	Talking to a group from previously prepared notes.	Trainer or specialist presents information on a given subject.	When few if any members of the group are familiar with the subject and when a large amount of information must be presented.
Discussion	Minimum lectures, maximum group participation. Discussion of a problem common to all. Conclusion reached by learned responding to guided questions.	Trainer uses provocative questions or statements, usually prepared in advance, to stimulate group thinking and contributions to guide discussion.	Group has some knowledge or experience in the subject.
Panel Discussion	One or more specialist present short talks on a given subject, followed by questions and discussion.	Trainer/moderator introduces specialist, later facilitates questions and answer period.	If the viewpoint of specialists serves a direct training need.
Buzz Groups	A large group is split into several discussion groups followed by reports from appointed chairperson of each smaller group and summary by representative.	Individual expression, pooling of many ideas. Develops leadership skills. Mixes inexperience with experience. Permits joining of ideas. Allows opinions to be aired.	Can get side tracked. Domination by one or few. Questions must be provocative.
Simulations	Extended role-plays with extensive design.	Groups of learners are given critical data about a situation, make their decisions, receive feedback, and take further action.	For team-building activities or for several teams at once.
Role plays	Learners try out behaviors in a simulated situation in a limited amount of time.	Teaching conclusions is not important, trying out behaviors is. Roles from life can be switched, all given a change to both play and observe.	To stimulate involvement, variety, reality, and specificity; to try out fearful behaviors, to check alternatives, with minimal risk.
Jig saws	Participants put together pieces to make a completed "picture."	Individuals are each given parts of a design or organization and create a "whole," examining all possible alternatives.	Useful in teaching problem-solving, organization, or synthesizing skills.
Case-studies	Learners receive printed description of problem situation.	Selected detail adequate for a specified outcome (e.g., decision, recommendation) is proved with an identified outcome in mind.	To avert the tendency to avoid real issues by talking about theory rather than application.
Brainstorming	Generating a maximum number of ideas, suspending judgment for the moment.	Generate, don't evaluate; create new ideas; post all suggestions. Analyze according to agreed-upon criteria and plan action.	To generate many creative ideas in a group of at least 5-6.

arus.work@gmail.com

Matrix of methods

Icebreakers, Warm-ups, and Inclusion Activities	Short activity with participants with aim to make the atmosphere in the group comfortable and nonformal.	Make them fun. Relate them to the topic, purpose, and/or expectations of the training or meeting. Use an activity that works for the agenda and available time	At the beginning of the training, for purposes that may include one or more of the following: Encouraging involvement and active participation, Getting the group acquainted, Facilitating networking, Stimulating thought about concerns and expectations, Setting the tone for interaction, Building team work and cooperation.
Group work	Group of participants is divided into the smaller groups and they are working on the same or different topic/task.	Establish the norm of equity by doing a warm-up in which each person speaks. Best group size is 5-9. Discussion should be facilitated. Record on large sheets of paper and put on wall. Brainstorming is a great way to get a lot of ideas out quickly.	When discussion is important and each person needs to be heard. When there is a task to accomplish or a problem to solve.
Open space	Participants offers discussion topics and workshops and they are operated according the interest of the other participants. This method needs high level of responsibility of participants.	Participants offers to the other participants which discussions or topics they would like to have in the program. According the interest is made a harmonogram of all the sessions. Sessions are leaded by the participants, there is a free discussion, participants can change the groups or create new groups. At the end, the results are presented to all the participants.	Method is good to use with the group of participants, which are used to work independently, it support responsibility of the participants to the results of the training.
Fish Bowls	Some members sit in the center, while others observe, later to switch places. A vital topic is picked for group action.	After the fish bowl and its content, all discuss the experience to reach further conclusions about group process.	When there is greater concern with group process over course content.
Jig saws	Participants put together pieces to make a completed "picture."	Individuals are each given parts of a design or organization and create a "whole," examining all possible alternatives.	Useful in teaching problem-solving, organization, or synthesizing skills.
Excursion	Planned visit during the training, the aim is to present the topis in the practical field.	Places of the excursions are selected by the trainers according the topic of the training. Usualy trainer gives practical instructions before the excursion and after it there is a discussion about it and underlining the connections to the topics of the training.	Participants can see in practice the theory, which they are talking about. It gives better view about the topic for the participants and also the inspiration for the future.

JOHARI WINDOW WORKSHEET

	"WHAT I KNOW ABOUT ME"	"WHAT I DON'T KNOW ABOUT ME"
"WHAT OTHERS KNOW ABOUT ME"	PUBLIC SELF	OTHER SELF
"WHAT OTHERS DON'T KNOW ABOUT ME"	HIDDEN SELF	UNKNOWN SELF

I want to clarify my priorities
by focusing on key critical issues

PROBLEM DEFINITION

What is the key issue you are trying to address and why is it important?

Who is it a problem for?

What social/cultural factors shape this problem?

What evidence do you have that this is worth the investment?

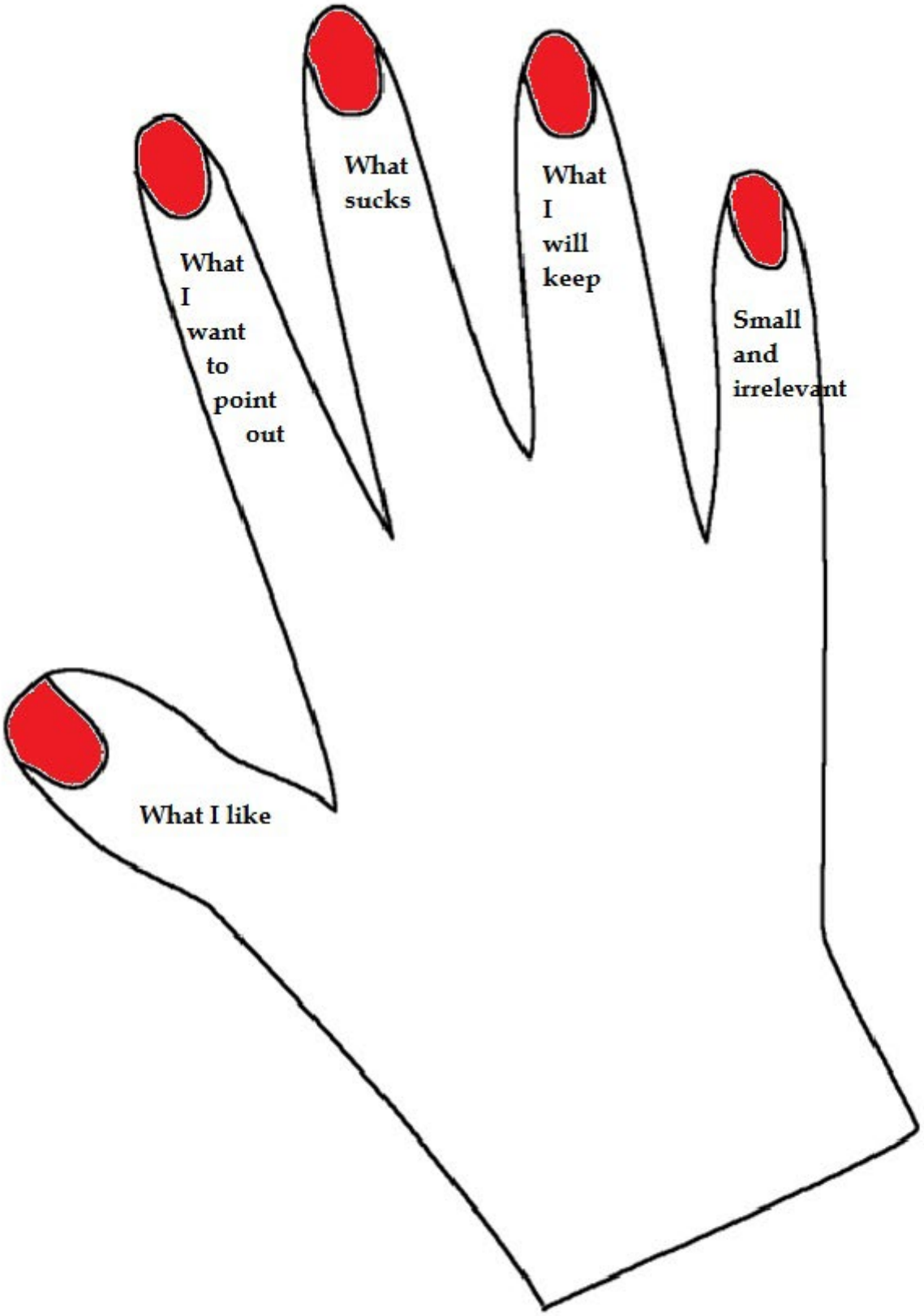
Can you think of this problem in a different way? Can you reframe it?

Inclusion action plan

What actions or changes will occur?	Who will carry out these changes?	By when they will take place, and for how long?	What resources (i.e., money, staff) are needed to carry out these changes?	Communication (who should know what?)

PERSONAL ACTION PLAN

5 things - Hand



©EnchantedLearning.com

Walk a mile in their shoes

Description of situations:

1. Bus: There is a group of people riding a bus. The Roma person is standing beside the aggressive passenger. The aggressive passenger notices that his wallet is missing. He then immediately turns to the Roma person and asks in an aggressive way if he stole the wallet. Then he proceeds to try to search the Roma person. Passenger Nr.2 at this point tries to step in as a neutral logical person in an attempt to calm the situation.

Roles: Passenger 1; Passenger 2; Bus driver; Roma person

---

2. School/university: A mother and her child are called in to the principal's office for a meeting. The "child" is in a wheelchair. The principal informs them that the "child" cannot attend the school. The mother asks why and is not given a satisfactory answer. An argument begins about the real reason for the denial. The secretary at first takes the principals' side, but later appears more "neutral".

Roles: principal; student; parent; secretary

---

3. Bank: A fully covered Muslim woman enters the bank and approaches the bank teller. The woman asks to open an account. The bank teller responds that the woman must uncover her face (in a rude way), as it is the bank's policy. The Muslim woman refuses, saying it is against her religion. The teller calls security, asking the guard to remove her. The guard attempts to convince her quietly and calmly. A bystander sees the developing scene, joining in to attempt to help in resolving the situation.

Bank policy: No person entering the bank should have their identity hidden.

Roles: Bank teller, bystander, Muslim woman, security guard

Bridging gaps – Everything starts with a dot

Simulation activity 1

The one who…

Dislikes Muslim

Is very religious

Is against homosexuality

Feels happy

Wouldn´t live next to Roma person

Hurt others verbally/physical

Was hurt by others

Has thought about committing suicide

Has thought to kill another

Believes love can solve problems

Believes ignorance is good

Believes their opinion matters

Doesn´t have a car

Doesn´t drink alcohol

Doesn´t eat pork

Is a vegan

Went for a run this week

…makes a step forward

Simulation activity 2

Who has a friend who died?

Who has brothers + sisters?

Who has divorced parents?

Who finished university?

Who was troublemaker at school?

Who knows someone with disability?

Who has lived abroad?

Who has a job?

Who has a disability?

Who has been hurt?

Who has felt lonely/ excluded?

Who has fallen in love?

Who is a parent?

Who has felt downgraded?

Who has been a drug user?

Role cards

You are an Arab Muslim girl living with your parents who are faithful followers of your religion. You want to study medicine. You hate the situation you live in.

You are a 22 years old Roma (gypsy) girl who never finished primary school. You are a girlfriend of a young artist and you love him very much. You like to do exercise every day.

You are a homosexual and you were bullied at school. You are an HIV positive. You are a prostitute and a single parent.

You studied economics at university and you can´t find a job. You live in poor conditions. You are homeless.

* Add more roles according to your group and the topic of the activity.

Team & list of participants

Nikolina Jureković (*Croatia*)

Paolo Pelesk (*Croatia*)

Manuela Strinavić (*Croatia*)

Josip Bošnjak (*Croatia*)

Stephanie Koutrouza, *Cyprus*

Irini Elia, *Cyprus*

Andreas Stylianou, *Cyprus*

Neža Vodopivec, *Slovenia*

Jure Šterman, *Slovenia*

Lucijan Vihar, *Slovenia*

Iacopo Muscara, *Italy*

Desiree Pelliccia, *Italy*

Davide de Angelis, *Italy*

Ivan Došlić, *Croatia*

Lovorka Kovačević-Poletto, *Croatia*

Martina Falica, *Croatia*

Luka Grgić, *Croatia*

Kristine Suveizda, *Latvia*

Agnija Kazuša, *Latvia*

Raivo Vilcans, *Latvia*

Diego Valero Martinez, *Spain*

Veronica Moreno Martí, *Spain*

Noara Vivanco Parada, *Spain*

Florina Carmen Enache , *Romania*

Dalmonia Rognean, *Romania*

Elena Gabriela Ilie, *Romania*

Working frame

ERASMUS PLUS

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

Useful resources

YouthPass
https://www.youthpass.eu/en/

EU framework of 8 key competences for lifelong learning
http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

SALTO Toolbox
https://www.salto-youth.net/tools/toolbox/

Council of Europe education pack
http://www.eycb.coe.int/edupack/

Council of Europe Youth Work Portfolio
http://www.coe.int/en/web/youth-portfolio

European Portfolio for Youth Leaders and Youth Workers
http://pjp-eu.coe.int/ocuments/1017981/8494916/Portfolio_en.pdf/b79d4522-1979-493e-b441-16e7153c5428

Erasmus+ Programme Guide
http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

This project has been funded with the support from the European Commission.

Disclaimer European Commission:

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Issued by: Association of deaf and hard of hearing
Editor: Nikolina Jureković
Proof editor: Manuela Strinavić
Layout and design: Paolo Pelesk
May 2017, Nova Gradiška, Croatia
Creative Commons (CC) license: everyone is welcome to share, use and build upon our work.