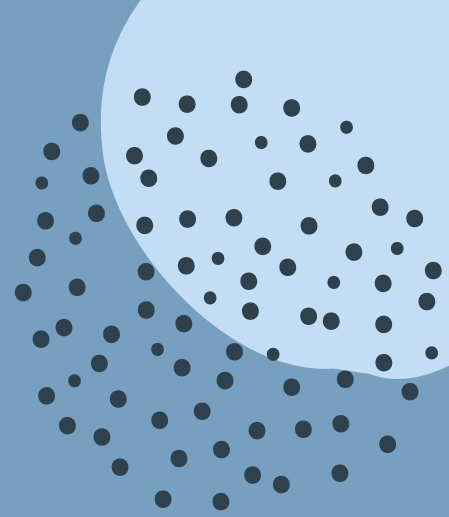


# DIRECTION INTERCULTURAL FACILITATION





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**THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM  
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# ABOUT

Change is the end result of all true learning. – Leo Buscaglia



**DIRECTION INTERCULTURAL FACILITATION WAS A LONG-TERM PROJECT FOCUSED ON DEVELOPMENT THE QUALITY OF YOUTH WORK FOCUSING ON INCLUSION YOUTH WITH FEWER OPPORTUNITIES AND MIGRANTS THROUGH INCREASING SYNERGY OF NON-FORMAL AND FORMAL EDUCATION SYSTEM.**

**THE TRAINING PROVIDED A DUAL EDUCATIONAL DIMENSION. FIRST OF ALL, IT ALLOWED YOUTH WORKERS TO THOROUGHLY UNDERSTAND THE SPECIFICS AND SIGNIFICANCE OF FACILITATION, ITS DIRECTIONS, APPROACH AND THE COMPLEXITY OF THE INTERCULTURAL ENVIRONMENT, WITH PARTICULAR EMPHASIS ON HUMAN RIGHTS (AS WELL AS ITS CHALLENGES: MISUNDERSTANDINGS, CONFLICTS, "FALSE DEBATES", TENSIONS). SECONDLY, PROVIDING PARTICIPANTS WITH THE TOOLS WITH WHICH**

**THEY WERE ABLE TO WORK WITH THE ABOVE ISSUE, THROUGH A THOROUGH UNDERSTANDING OF THE LOGIC OF NON-FORMAL EDUCATION, THE IMPORTANCE OF GROUP DYNAMICS, VARIOUS LEADERSHIP APPROACHES, DEEPENING MEDIATION ATTITUDES AT WORK IN AN INTERCULTURAL ENVIRONMENT, THE POSSIBILITY OF TRANSFORMING THE THEORETICAL STRUCTURE PASSED ON IN EDUCATION NON-FORMAL AS PART OF THE USE OF NON-FORMAL METHODS.**

# OBJECTIVES

Education is a better safeguard of liberty than a standing army.  
– Edward Everett



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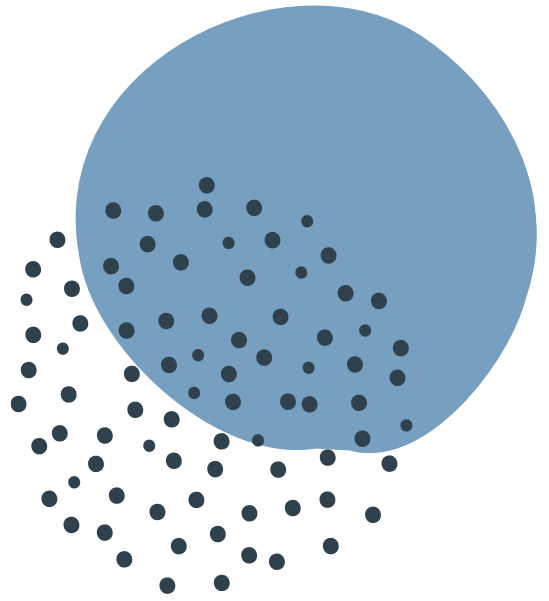
**DEVELOPMENT THE QUALITY OF YOUTH WORK FOCUSING ON INCLUSION YOUTH WITH FEWER OPPORTUNITIES AND MIGRANTS THROUGH INCREASING SYNERGY OF NON-FORMAL AND FORMAL EDUCATION SYSTEM.**

INCREASING THE SYNERGY BETWEEN NON-FORMAL AND FORMAL EDUCATION SYSTEMS THROUGH CREATION, IMPLEMENTATION AND EVALUATION OF THE INNOVATIVE ACTIVITIES FOR EMPOWERING YOUTH WITH FEWER OPPORTUNITIES AND MIGRANTS

DEVELOPING COMPETENCES OF YOUTH EDUCATORS IN CREATING AND REFRAMING ACTIVITIES BASED ON FORMAL EDUCATION CURRICULUM USING NON-FORMAL METHODOLOGY

PROMOTING THE SOCIAL INCLUSION, TOLERANCES, SOLIDARITY AMONG YOUTH THROUGH HUMAN RIGHTS EDUCATION



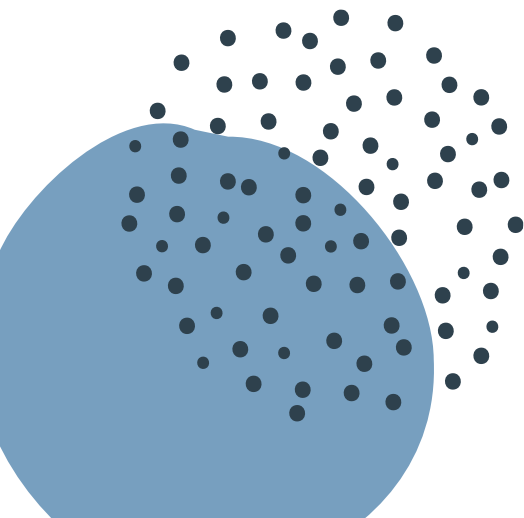


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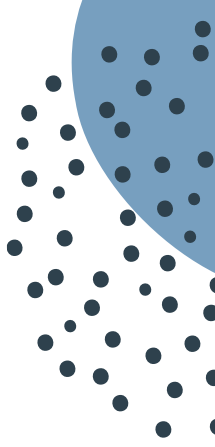
**THE ROOTS OF  
EDUCATION ARE BITTER,  
BUT THE FRUIT IS SWEET.**

Aristotle

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# INTERCULTURAL LEARNING AS AN AIM



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Intercultural learning as a social and political aim promotes a world view in which people are actively engaged in processes that facilitate intercultural encounters, understand the potential of diversity, interact with each other as equals, question power relations and take action for a more just society. The value framework of intercultural learning refers to combating stereotypes and prejudices, discrimination and racism, homophobia, domination and colonial practices, social injustice and exclusion, human rights abuses and disablism. It requires long-term efforts to address basic attitudes, redress structural injustices, heal long-standing grievances, empower the socially excluded and enable democratic mechanisms (Council of Europe 2007a). The individual cultural dimension is no longer sufficient if we want to have a real impact. In the past, the focus of intercultural learning was predominantly on individual and cultural aspects, with little regard for the social and political ones. However, practice and research have shown that such a limited approach does not produce long-term changes, that it is time to “move away from a focus on individual (identity) difference/s towards a focus on finding, through principled intercultural discourse, consensus for social action to redress injustice and inequality in the multicultural society” (Ohana and Otten 2012: 219).





POWERFUL QUEST

QUESTIONS  
1. How do you  
know if you are  
learning?  
2. How do you  
know if you are  
not learning?  
3. How do you  
know if you are  
learning well?  
4. How do you  
know if you are  
learning better?  
5. How do you  
know if you are  
learning best?



Erasmus+



# INTERCULTURAL LEARNING AS AN EDUCATIONAL APPROACH



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Intercultural learning as an educational approach guides learners, through its specific principles and methodologies, to develop a set of competences to live together in diverse societies and become agents of social change. As a latent, guiding pedagogical approach, high-quality intercultural education invites us to develop as reflexive agents in our interaction with people of different experiences, backgrounds, beliefs, languages and values. It facilitates working and living in interaction that often takes place in differential power relations – of gender, sexuality, social status, linguistic and socio-educational capital – and aids us in capturing what has been learnt in an organised educational context for our interaction in everyday contexts, as well as subsequent activities as a multiplier and young activist (Titley 2009: 63).

Intercultural learning is transversal; it spans all types of learning and all social relations. It does not solely address specific groups in society, but instead involves everyone. Intercultural learning is also a very practical type of learning, strongly embedded in everyday realities. It implies an intentional process of reflection with the aim of stimulating action for social transformation (CoE

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# FACILITATOR

IS...

confident  
be cool:)

ORGANIZING

high  
emotional  
intelligence

WELL  
SPOKEN

CRITICAL  
THINKING

EMPATHY

conflict  
management

POSITIVE  
THINKING  
😊

well  
informed  
about  
the topic

FLEXIBLE

TIME  
MANAGEMENT

THOUGHTFUL

strong  
analytical  
skills

patient

open-minded

OBJECTIVE

LEADERSHIP  
SKILLS

INCLUSIVE

RESPONSIBLE

FRIENDLY

APPROACHABLE

POSITIVE  
ENERGY

BASIC  
KNOWLEDGE  
OF  
PSYCHOLOGY

tolerance

transparency

STRUCTURE  
OF  
PROCESS

FLEXIBLE

CHARISMATIC

CALM

PROBLEM  
SOLVING  
SKILLS

Have know-  
ledge of the  
facilitator  
project



"An individual who enables groups and organizations to work more effectively, to collaborate and achieve synergy. He or she is a 'content neutral' party who by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open, and inclusive procedures to accomplish the group's work" — Michael Doyle

"The facilitator's job is to support everyone to do their best thinking and practice. To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements" — Kaner

"One who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they pursue their objectives." — I. Bens

A facilitator is someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. Some facilitator tools will try to assist the group in achieving a consensus on any disagreements that preexist or emerge in the meeting so that it has a strong basis for future action.

The definition of facilitate is "to make easy" or "ease a process." What a facilitator does is plan, guide and manage a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.



Erasmus+



# INTERCULTURAL LEARNING AS A TOPIC

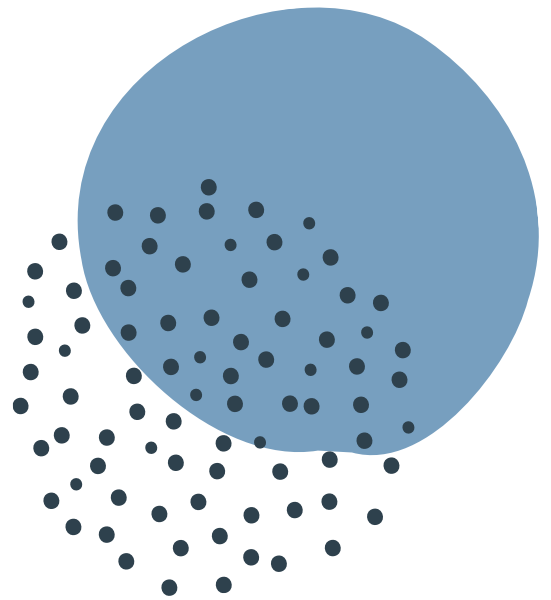


Intercultural learning can also be introduced as a specific topic in a training or education programme. While this approach can be a good starting point, its effects are very limited and, if not prepared carefully, potentially negative. When intercultural learning is framed as a topic it refers mainly to culture and general (often stereotypical) specificities of cultures. It can be a good starting point to arouse interest in the topic, but intercultural learning as topic can rarely, if ever, create opportunities for authentic dialogue and multiperspectivity or critical thinking. Oversimplified theories, methods and activities run the risk of creating more stereotypes, enhancing the socio-cultural hierarchy, developing an understanding that is not embedded in social reality and losing any potential for social transformation.

Addressed in a superficial way, intercultural learning might offer young people the impression that they are competent in intercultural settings. They might be very excited about “living together” among certain groups, but maintain a negative attitude towards other groups. If people remain at the surface, then they will continue to employ double standards and only interact with members of the cultures they like or value. They might be in favour of different ethnic groups, but not all; and in favour of equal opportunities and social justice, but only for the “good ones”.

(CoE <https://pjp->

[eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32](https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32))

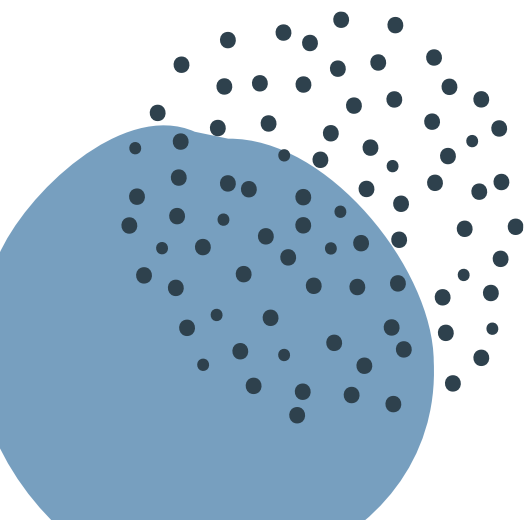


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# DEVELOP A PASSION FOR LEARNING. IF YOU DO, YOU WILL NEVER CEASE TO GROW

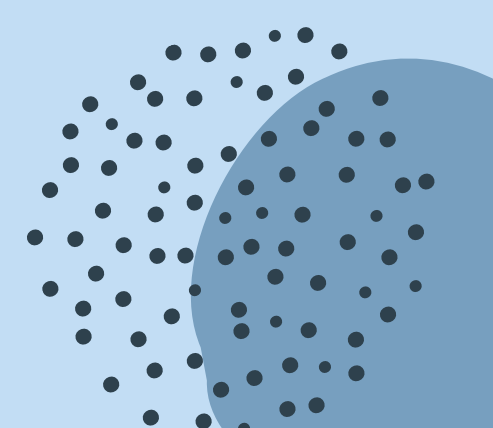
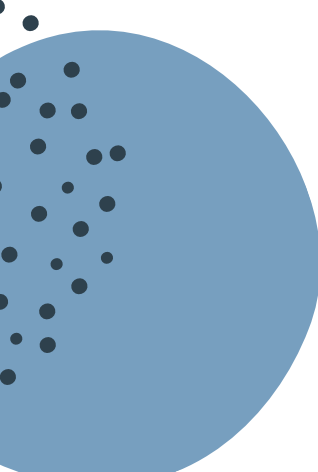
Anthony J. D'Angelo

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# KEY ASPECTS FOR MEANINGFUL INTERCULTURAL LEARNING PROCESSES



# KEY ASPECTS

**"A GOAL PROPERLY SET IS HALFWAY  
REACHED."  
ZIG ZIGLAR**



**EXPERIENTIAL LEARNING**

**WALK THE TALK**

**ONGOING PROCESS**

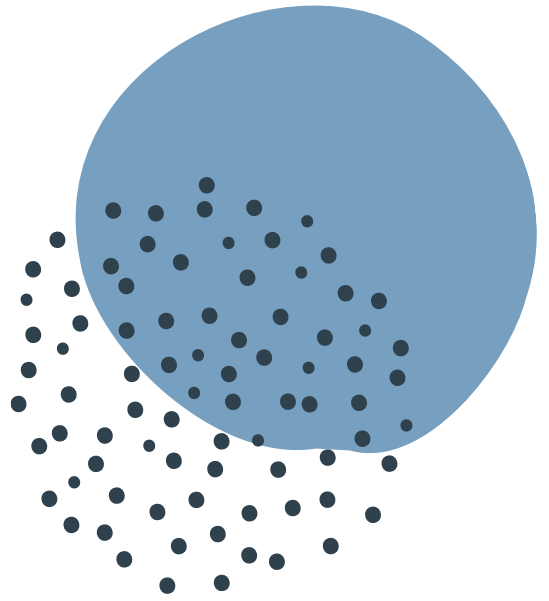
**CONSIDER THE MICRO AND MACRO CONTEXTS**

**GOOD INTENTIONS ARE NOT ENOUGH**

**THE SELF–OTHERS–SOCIETY TRIANGLE**

**THE COMMITMENT TO FOSTER SOCIAL CHANGE**

**HEURISTIC PROCESS**

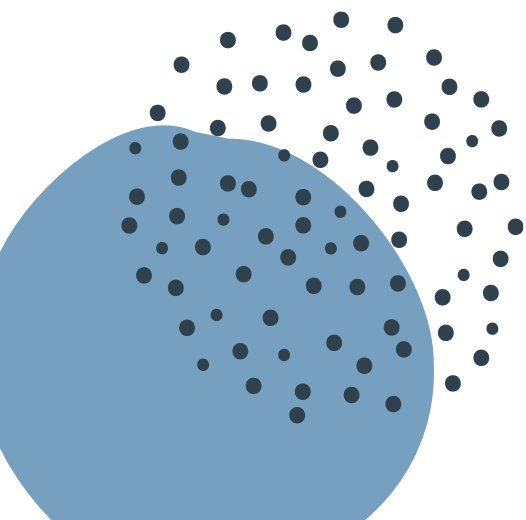


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**EDUCATION IS WHAT  
REMAINS AFTER ONE HAS  
FORGOTTEN WHAT ONE  
HAS LEARNED IN SCHOOL.**

Albert Einstein

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# INTO THE TOPIC



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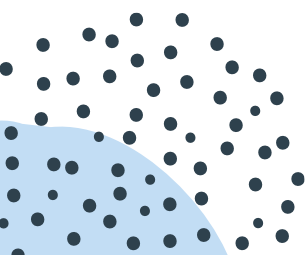
SOME THEORIES

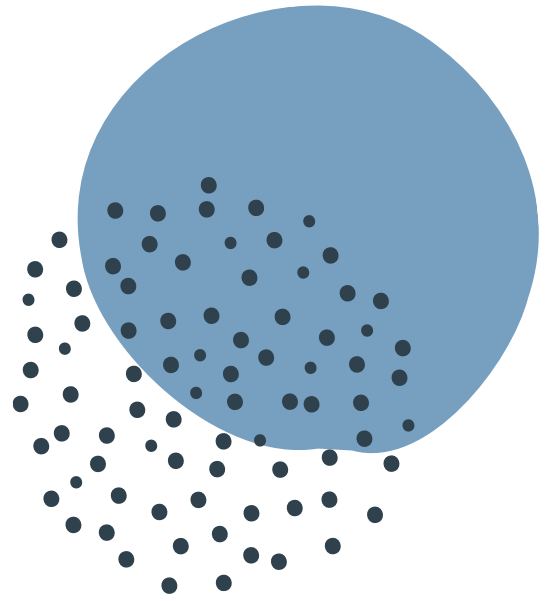
# NON-FORMAL EDUCATION

NON-FORMAL EDUCATION REFERS TO PLANNED, STRUCTURED PROGRAMMES AND PROCESSES OF PERSONAL AND SOCIAL EDUCATION FOR YOUNG PEOPLE DESIGNED TO IMPROVE A RANGE OF SKILLS AND COMPETENCES, OUTSIDE THE FORMAL EDUCATIONAL CURRICULUM.

NON-FORMAL EDUCATION IS WHAT HAPPENS IN PLACES SUCH AS YOUTH ORGANISATIONS, SPORTS CLUBS AND DRAMA AND COMMUNITY GROUPS WHERE YOUNG PEOPLE MEET, FOR EXAMPLE, TO UNDERTAKE PROJECTS TOGETHER, PLAY GAMES, DISCUSS, GO CAMPING, OR MAKE MUSIC AND DRAMA. NON-FORMAL EDUCATION ACHIEVEMENTS ARE USUALLY DIFFICULT TO CERTIFY, EVEN IF THEIR SOCIAL RECOGNITION IS INCREASING. NON-FORMAL EDUCATION SHOULD ALSO BE:

- VOLUNTARY
- ACCESSIBLE TO EVERYONE (IDEALLY)
- AN ORGANISED PROCESS WITH EDUCATIONAL OBJECTIVES
- PARTICIPATORY
- LEARNER-CENTRED
- ABOUT LEARNING LIFE SKILLS AND PREPARING FOR ACTIVE CITIZENSHIP
- BASED ON INVOLVING BOTH INDIVIDUAL AND GROUP LEARNING WITH A COLLECTIVE APPROACH
- HOLISTIC AND PROCESS-ORIENTED
- BASED ON EXPERIENCE AND ACTION
- ORGANISED ON THE BASIS OF THE NEEDS OF THE PARTICIPANTS.



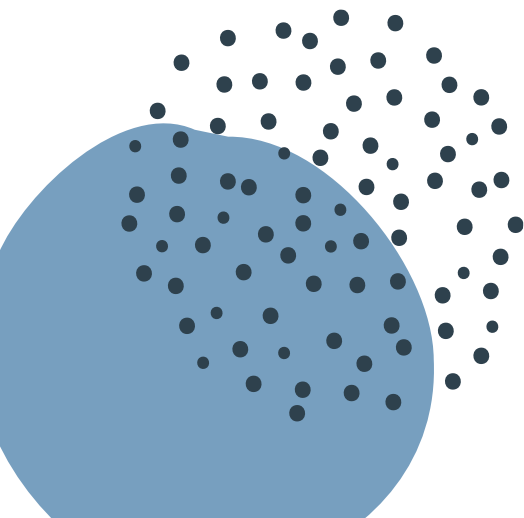


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**EDUCATION WITHOUT  
VALUES, AS USEFUL AS IT IS,  
SEEMS RATHER TO MAKE  
MAN A MORE CLEVER  
DEVIL.**

C.S. Lewis

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# MODEL OF KOLB'S EXPERIENTIAL LEARNING CYCLE

- **Concrete Experience** (experiencing) – a new experience of situation is encountered, or a reinterpretation of existing experience.
- **Reflective observation** (reviewing) of the new experience – especially important is a difference between the experience itself and the way it is perceived.
- **Abstract conceptualization** (concluding) – reflection gives rise to a new idea, or a modification of an existing abstract concept.
- **Active experimentation** (planning) – the learner applies conclusions to the world around them to see what results

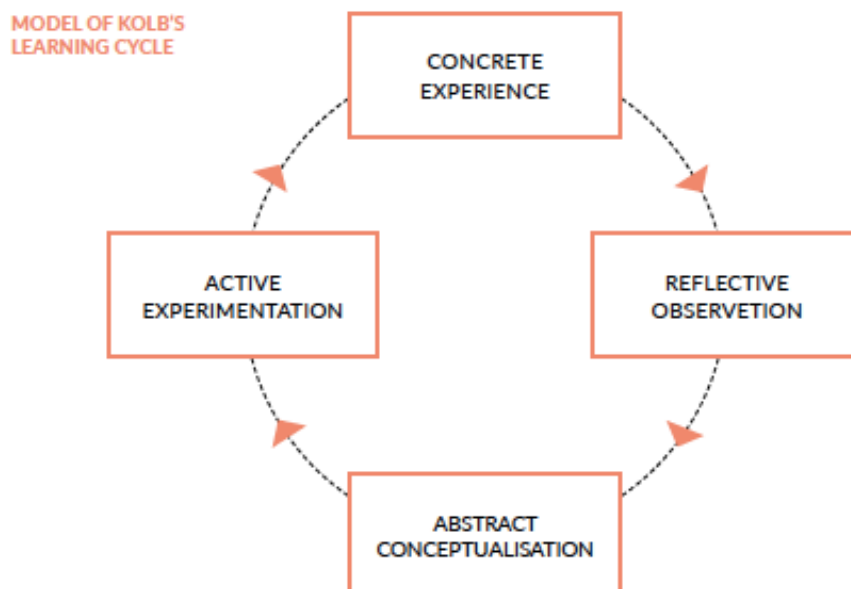


FIG. 1. MODEL OF KOLB'S LEARNING CYCLE, BASED ON: KOLB, A.D. 1984, EXPERIENTIAL LEARNING, PRENTICE-HALL INC, NEW JERSEY.

# DEBRIEFING

Debriefing is the process of strategically examining and analyzing what happened after the completion of an event or activity, within the context of learning. (Stephanie Lancaster).

The aim of the debriefing is not just to provide information, but to help the participant leave the experimental situation in a similar frame of mind as when he/she entered it (Aronson, 1988).

Below is a list of questions to use when doing a debrief and review at the end of your team building session or challenge. These questions are great for making sense of the experience and building connections or transfer of learning.

After your group have completed a challenge, pick a couple of questions that will lead them to the learning outcome you are targeting or anything that you noticed during the activity.

- Open questions in the debriefing
- Grab the message from the group
- Listen to the inputs from the participants
- Where do You want to go in the debriefing, focusing?
- Conclude the debriefing (summarize the outcomes)
- Visualize the outcomes
- Plan the debriefing, structure it and stick to the structure
- Talk about the facts (what happened)
- Try to step over Your barriers (ex. language barriers)
- If You had an observer, then use him/her/they properly in the debriefing
- Proper equipment from the participants are needed to be announced before hand
- Try out the exercise before
- Don't leave the group alone without further instructions
- Closing the exercise
- Visualize the task for easier understanding of it
- Be clear about the rules, put them to repeat
- Start the instructions when everybody is listening
- Respect the equipment what You are using



# 4 F MODEL OF DEBRIEFING

## 4F MODEL

### Facts:

- What happened during experience?
- What did you notice within the group/area?
- How the strategy was planned?
- Why did you choose this strategy?

### Feelings:

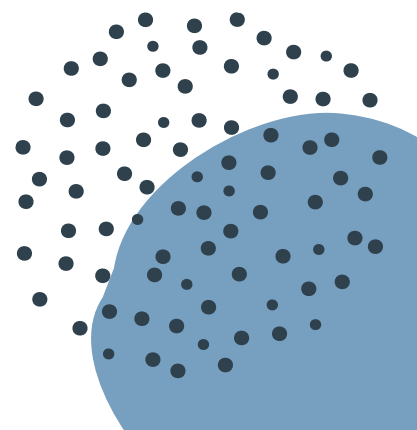
- How did you feel?
- How that feeling influenced your actions and reactions during experience?
- Can you connect your feelings with facts?

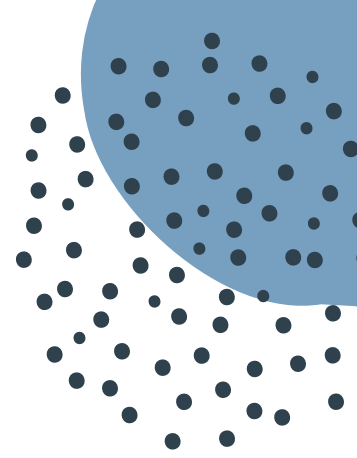
### Findings:

- What did you find about yourself/ topic during experience?
- Did you discover any improvement or better solutions for similar situation during following stages of experience?
- What can you learn from your role in team?

### Future:

- What can be improved next time?
- How would you solve this situation during next similar experience?
- How can you use the findings from this experience in your personal/professional life?



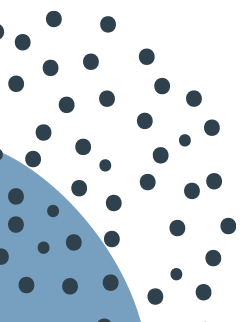


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**EVERY ACT OF CONSCIOUS  
LEARNING REQUIRES THE  
WILLINGNESS TO SUFFER  
AN INJURY TO ONE'S SELF-  
ESTEEM. THAT IS WHY  
YOUNG CHILDREN, BEFORE  
THEY ARE AWARE OF THEIR  
OWN SELF-IMPORTANCE,  
LEARN SO EASILY.**

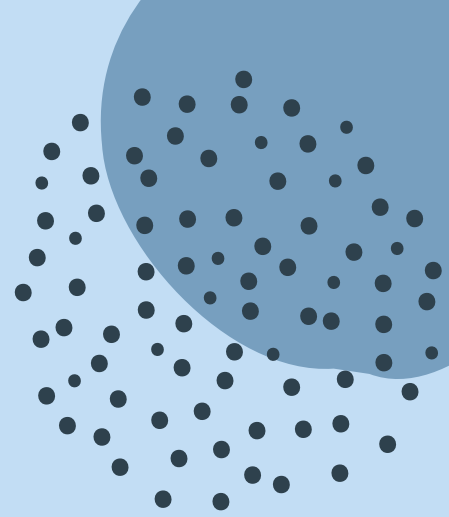
Thomas Szasz

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# FEEDBACK

Clear and specific information that is sought or communicated solely to support individuals or groups of people in the process of improvement, development or progress.



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**AID MODEL** 

**ACTION**



**IMPACT**



**DESIRED BEHAVIOUR**

# ACTION

The key is to make sure that you focus on the other person's specific actions or behaviour; not on your interpretation of it. So you are feeding back to them what you actually observed them do or heard them say; not on their intentions, their personality or their character.

For example: "I noticed that you were late for work four days out of five last week."

The secret in this step is to ensure that your assertion cannot be denied by the other person, even if it was for a reason like having a car service. Please also note that you are not blaming them. You are just stating your observations.

# IMPACT

As a bit of an aside, when you are giving praise it is so easy to say to someone 'that was really good, well done' without saying why it was good or what made the difference this time compared with previous occasions.

So, this step can include both the positive or negative impact of their actions, but given the topic of this week's tip, I will focus on the negative if that's OK.

Here are some impact questions you might want to consider before you speak to the person concerned:

What impact did/is their performance having on them?

What impact did/is it having on the team?

What impact did/is it having on you as their manager?

How does this performance affect other departments?

How is the customer (internal or external) impacted?

Finally, what evidence do you have for this?

# DESIRED BEHAVIOUR

So far, so good. Please keep in mind that the purpose of your feedback is to enhance your team member's performance and, hopefully, motivate them. So this last stage is important to determine what happens next e.g. develop to make it even better next time around, to correct a mistake or to perfect a process. Put the emphasis on what is missing rather than what is wrong - building on strengths or positives is far more likely to engender enthusiasm. Using open questions, ask the individual how they think things can be developed or built upon. This will help to gain buy-in and you may be surprised by the options they suggest.

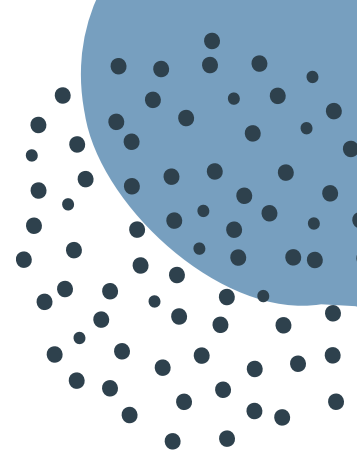
Here are some desired alternative questions you might want to consider:

What needs to change going forward?

What does the goal look like?

Are the actions you set SMARTER?

When will you meet again to confirm improvement or review results?

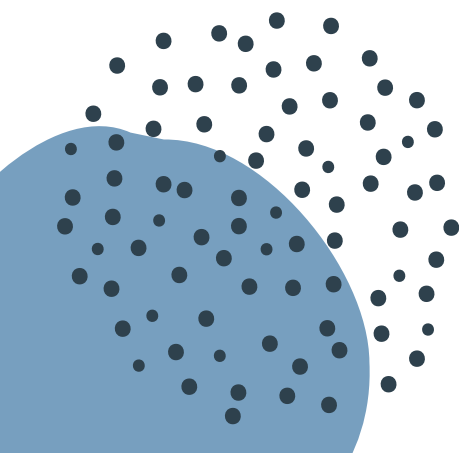


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**EDUCATION IS THE BEST  
FRIEND. AN EDUCATED  
PERSON IS RESPECTED  
EVERYWHERE. EDUCATION  
BEATS THE BEAUTY AND  
THE YOUTH.**

Chanakya

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# S.M.A.R.T. MODEL

S.M.A.R.T. is a mnemonic acronym, giving criteria to guide in the setting of objectives.

The principal advantage of SMART objectives is that they are easier to understand and to know when they have been done.

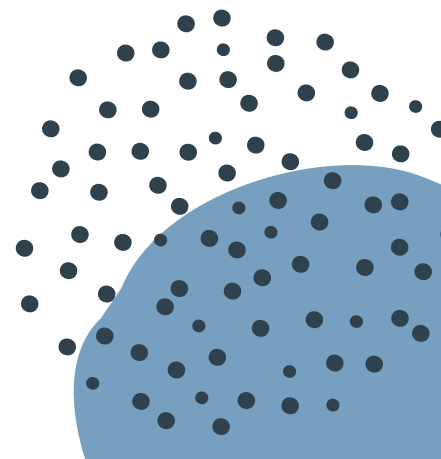
**Specific** – target a specific area for improvement.

**Measurable** – quantify or at least suggest an indicator of progress.

**Achievable** – specify who will do it.

**Realistic** – state what results can realistically be achieved, given available resources.

**Time-related** – specify when the result(s) can be achieved.



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### **Specific**

Objectives should be well-defined, and clear to other team members and to partners with the same level of knowledge as you. Using action-oriented verbs, such as “increase” or “decrease,” will make your objectives easier to measure in the end.

- Resource: Who is involved with executing this program?
- Target Population: Who is your target population?
  - Action: What exactly will you do for them?
    - What are the benefits of this goal?
  - Where will this program be executed?

### **Measureable**

Objectives should have a benchmark and a target, to help determine whether the objective is achieved, if it has been exceeded (and by how much), or if it hasn't been met (and by how much).

- Change: How much change is expected? In what direction?
  - What data will prove this change has occurred? Where will this data come from?
- Is there a proxy measure to use if this objective cannot be directly measured, or is there another measure that would be more appropriate to use instead?

### **Achievable/Attainable**

Objectives should be within reach for your team or program, considering available resources, knowledge, and time.

- How can this objective be accomplished?
- Given the current time frame or socio/political environment, can this objective be achieved? Should we scale it up or down?
- What resources will help us achieve this objective? What limitations or constraints stand in our way? Hint: You can use a SWOT analysis to map out internal and external factors that might positively or negatively impact your objectives.

### **Relevant**

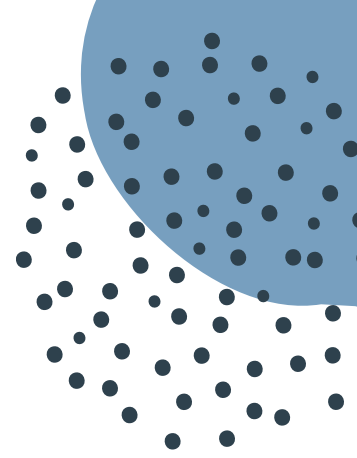
Objectives need to be in line with your program's mission, vision, and goals, as well as agreed-upon by important stakeholders and partners. Objectives related to your organization's mission and guiding principles are more likely to be endorsed by organizational leadership; objectives endorsed by community partners and stakeholders will lead to a greater level of buy-in from community members and other participants.

- Will this objective lead to achieving this organization's goals?
- Does it seem worthwhile to measure this objective? Does it seem reasonable to measure this objective?

### **Time-related**

Objectives should be attainable within a specific time frame that isn't so soon as to prevent success, or so far away as to encourage procrastination.

- Time Frame: When will this objective be achieved?
- Is this time frame realistic? Should it be closer, or further in the future?

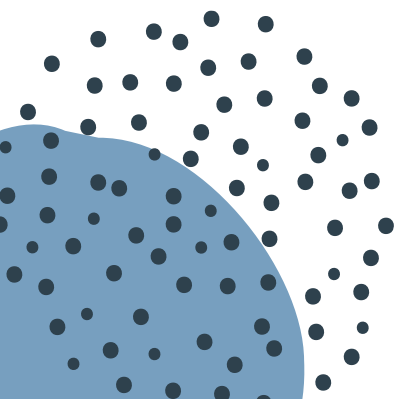


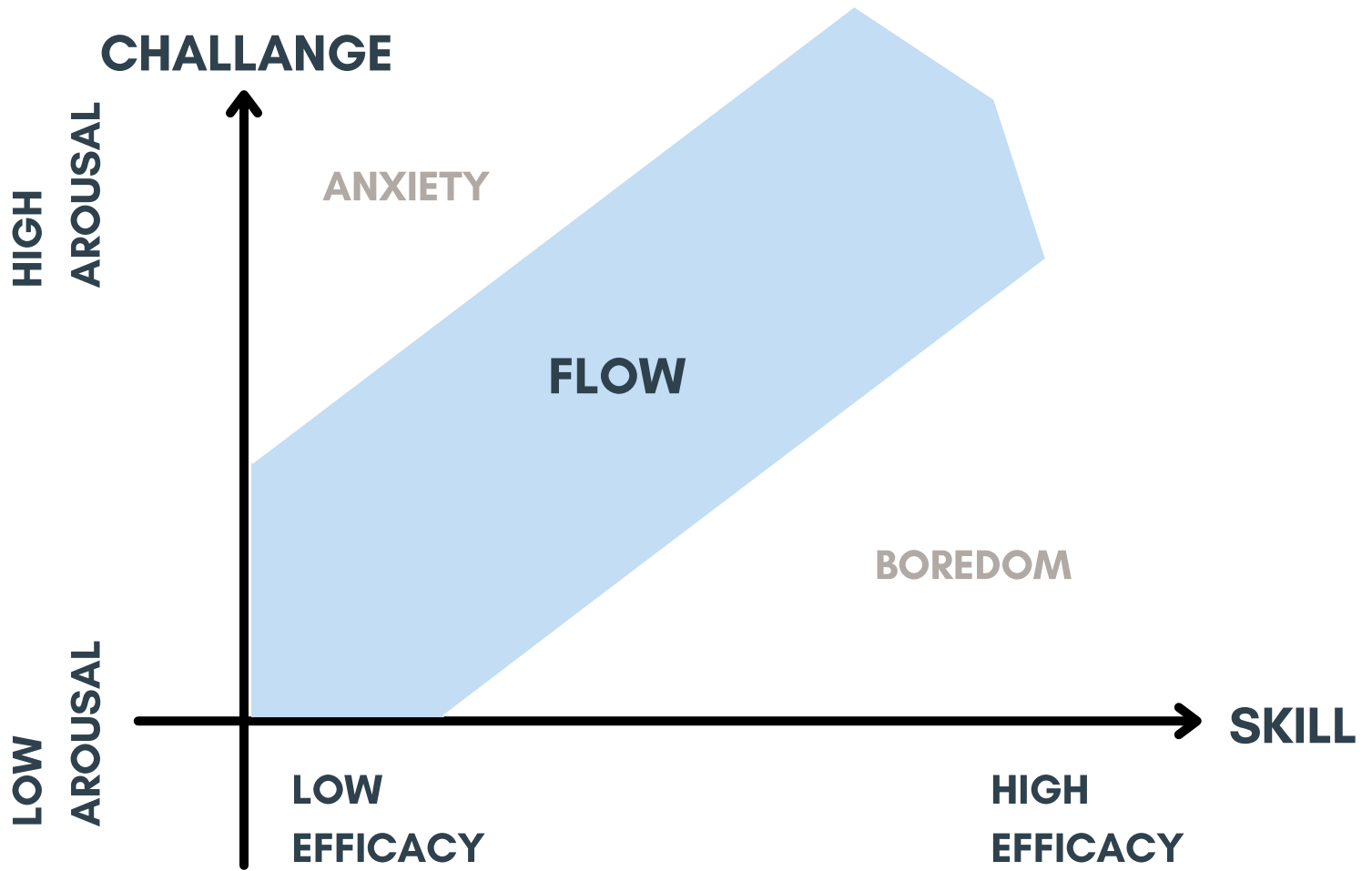
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**EDUCATION IS A  
CONTINUAL PROCESS, IT'S  
LIKE A BICYCLE... IF YOU  
DON'T PEDAL YOU DON'T  
GO FORWARD.**

George Weah

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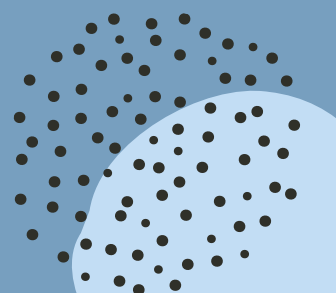


The FLOW theory by Mihály Csíkszentmihályi: in order to have the most optimal experience, it's very important to try to organise the activities and experiences in a way that participants are in the FLOW.

Flow - is the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity.

So if participants' skills are too limited but the task is too difficult - it will lead to frustration. If the task is too easy for participants' skills - it'll lead to boredom. So we need to plan the learning experience of the participants in a way, that it's in the flow zone - it's difficult enough to provide challenge yet possible to accomplish with the skillset they have.

# THE FLOW



# POWERFUL QUESTIONS

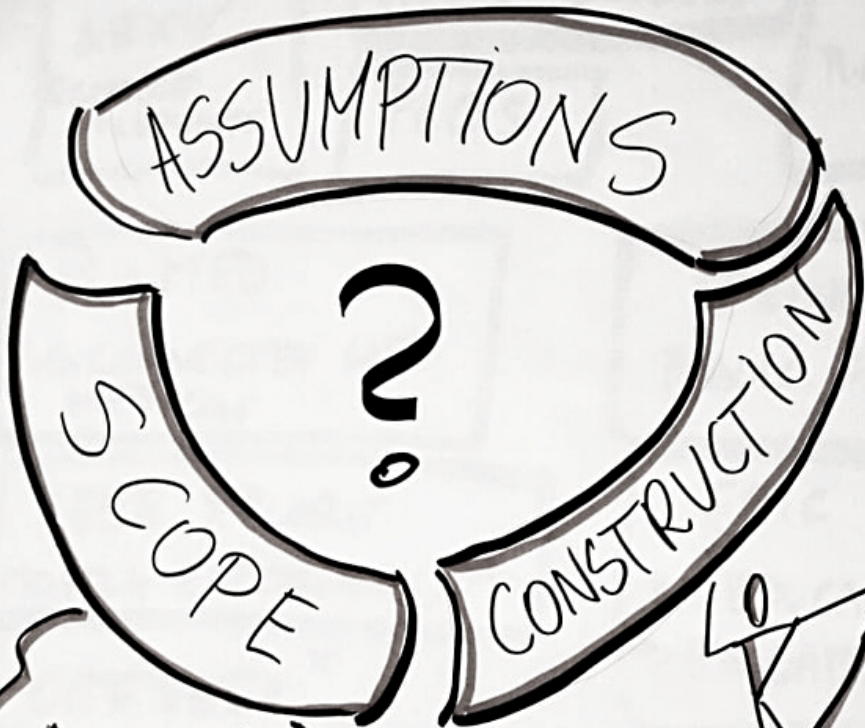
## The First Dimension:

### The Construction of a Question

- Are you satisfied with our working relationship?
- When have you been most satisfied with our working relationship?
- What is it about our working relationship that you find most satisfying?
- Why might it be that that our working relationship has had its ups and downs?

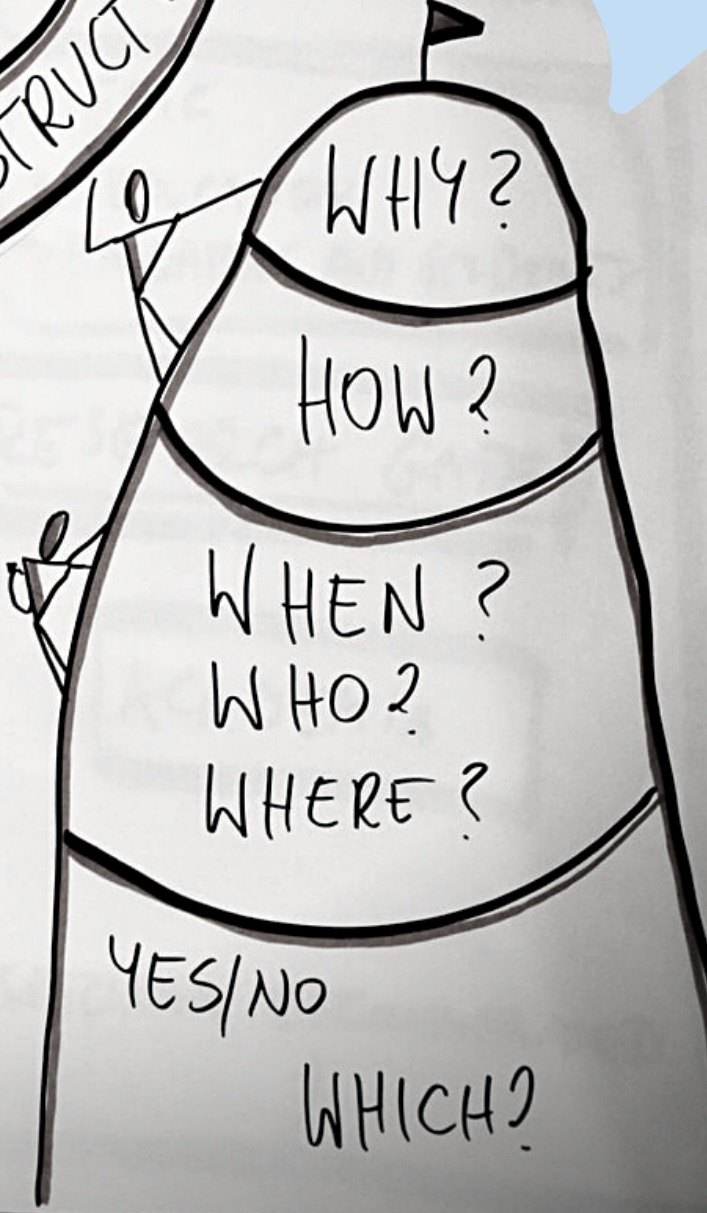


WHAT'S UNDER?



NEED!

E. VOGT  
 J. BROWN  
 D. ISAAKS





## **The Second Dimension: The Scope of a Question**

It's important not only to be aware of how the words we choose influence the effectiveness of our query, but also to match the scope of a question to our needs. Take a look at the following three questions:

- How can we best manage our work group?
- How can we best manage our company?
- How can we best manage our supply chain?

## **The Third Dimension: The Assumptions within Questions**

By surfacing or altering assumptions, we can shift the context of a strategic inquiry and create new opportunities for innovation.

Compare the following two questions:

- How can we compete with the Chinese?
- How can we collaborate with the Chinese?

### **Thus, a powerful question:**

- generates curiosity in the listener
- stimulates reflective conversation
- is thought-provoking
- surfaces underlying assumptions
- invites creativity and new possibilities
- generates energy and forward movement
- channels attention and focuses inquiry
- stays with participants
- touches a deep meaning
- evokes more questions

# METHOD SELECTION



**The following questions – considered with care – may help facilitate your work in putting together a particular programme element. The list of questions is not closed – you may well find others more important.**

**Please find more:**

**Facilitation and design of intercultural learning processes**

Adapted from the previous edition of the T-Kit on intercultural learning

<https://pjp->

[eu.coe.int/documents/42128013/47262514/Ch3.pdf/dab81cdb-50cb-334f-6657-5608fbfa5a22](https://pjp-eu.coe.int/documents/42128013/47262514/Ch3.pdf/dab81cdb-50cb-334f-6657-5608fbfa5a22), page: 45

# AIMS AND OBJECTIVES

What actually do we want to achieve with this particular method, in this particular part of the programme?

**Did we define our objectives clearly and is this method suitable?**

Is this method in line with reaching the overall aims of our activity?

**Will this method be effective in helping us to advance?**

Does this method fit with the principles of our defined methodology?

**Is this method appropriate in the present dynamic of this particular intercultural learning situation?**

Are all requirements for using this method (the group or learning atmosphere, relations, knowledge, information or experiences, for example) provided by previous processes?

**What is the topic we are talking about?**

Which different aspects (and conflicts) can arise using this method, and how far can we pre-empt (deal with) them?

**Is the method able to meet the complexity and linkages of different aspects?**

How can the method contribute to open new perspectives and perceptions?

# TARGET GROUP

For and with whom do we develop and use this method?

## **What is the precondition of the group and the individuals in the group?**

What consequences could the method have for their interactions, mutual perceptions and relations? Does the method meet the expectations of the group (individuals)?

## **How can we arouse their interest?**

What will they need (individually and as group) and contribute to this particular part of the learning process? Does the method give sufficient space for it?

## **Is the method contributing to releasing their potential?**

Does the method allow enough individual expression?

## **How can the method cater for the similarities and diversities of the group?**

Does the group have any particular characteristics that need our attention (age, gender, language skills, (dis)abilities, etc.) and how can the method cater for them in a positive way?

**Has the group or some individuals within it shown specific resistance or sensitivities towards the subject (minorities, gender, religion, for example) or have extreme differences (in experience or age, for example) that could impact on the dynamic?**

Where is the group at in terms of the intercultural learning process?

## **Is the method suitable for the group size?**

# RESOURCES/FRAMEWORK

How does the method match with the resources we have at our disposal (time, room, people, materials, media, etc.)?

**Is the method using them efficiently?**

What organisational aspects do we need to take into account?

**Do we need to simplify? How can we share the responsibilities of running the method?**

To what extent do we have the relevant skills to facilitate the interactions among participants?

**In which (institutional, organisational) framework will the method be used?**

What impacts do we have to consider or foresee (on the organisational culture or preferences or on institutional aims, for example)?

**What outside actors (institutional partners or other people in the building, for instance) might interfere with what interests?**

# TRANSFER

**To what extent is our method based on (or related to) the experience of every participant and on the learning experiences encountered so far? Is the method useful for the reality of the participants or in what regard might it need to be adapted? Is the method oriented towards transfer/integration into the daily life of the participants?**

How will we provide a space for participants to integrate what they have learned into their own realities? Can a discussion or dynamic after the method help the transfer?

**What elements might facilitate a good follow-up by the participants?**

# PREVIOUS EVALUATION

Did we use this (or a similar) method before?

**What did we notice or learn from the experience?**

Are there any other experiences where we learned about the use of methods? What can they tell us now?

**Is the method and its impact to be evaluated, and how can the achievement of our objectives be measured?**

How can we secure its results for what comes next?

**What elements should we integrate into our method as part of the evaluation of our activity so far?**

## THE ROLE OF THE FACILITATORS OR TRAINERS

What do we think our role should be with this group, for this method?

**Have we tried to “play a film in our heads” about how everything should work?**

Did we consider our personal disposition and how it could impact on the running of the method? How are we prepared to react to outcomes that are not what we expected?

**Are we prepared for more intensive debriefing (also individually) if needed?**

# PROGRAM DEVELOPMENT



**Awareness:** Initial stage to introduce the group to each other or a specific program concept. This stage may include activities such as ice-breakers and quick introductions. This stage also begins to build community and develop the concepts of cooperation and communication.

**Goal setting:** The stage where the group will begin taking ownership for program goals and concepts. This stage may include activities that have certain goals to meet that may be time or quantity-driven. Goal setting review may be necessary throughout the course of any program.

**Communication:** Effective communication is a key to any program, however, is often difficult to attain. This stage focuses on communication in multiple ways including body movements, gestures, tone, as well as spoken words.

**Trust:** This stage can be divided into two subsections: emotional trust and physical trust. Developing trust within the group including trust in the facilitator is crucial for moving forward to other stages. When considering activities that may produce apparent physical risk, we cite physical trust as a core concept. However, emotional and physical trust goes hand-in-hand to creating safe environments where learning prospers.



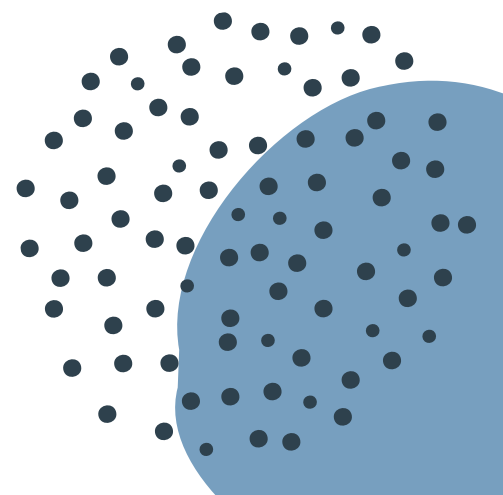
**Problem solving:** Problem solving activities will often bring together the other stages into one. These activities will often take more time and deliberation on the part of the group. They may culminate in enhanced frustration, but create an open forum for learning.

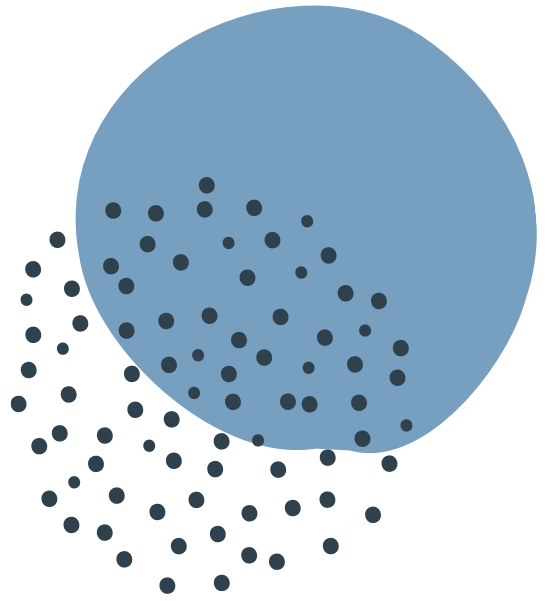
**Individual & group challenge:** Often referred to as the final stage, individual and group challenge puts the group to the test by bringing together the concepts taught in previous stages. Individuals and groups may not initially see connections and fall back to old habits.

However, they will eventually see the need to come back together as a group, review goals, communicate effectively, trust unwaveringly, and problem-solve quickly.

Although these stages are most often used in order, certain stages will often be integrated throughout an experience depending on group needs.

Facilitators will learn the art of reading a group and understanding which type of activity will best fit the group at the time (Bradford Woods, 2018).



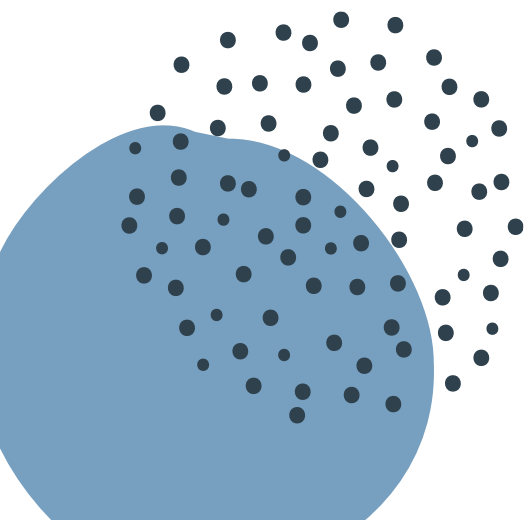


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# PARTICIPANTS' WORKSHOPS

examples

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# NON-FORMAL EDUCATION THROUGH CHECKERS

Aim:

Teamwork, developing communication skills (verbal, non-verbal) under time pressure, dividing roles and responsibilities within a team

**Target Group:** Youth workers

**Methodology and methods** Kolb cycle, Debrief, live action role play based on Checkers;

**Programme (Step by step explanation - including timing)**

Introduction of the workshop:

- o Greet the fellow human beings
- o Ask how they are feeling in one word
- Energizer(Silent Charades)
- Divide players into 2/3 teams of equal number:
  - o Arrange players in a circle
  - o Let them count themselves up to 2/3(depends on the number of teams)
- Arrange players in 2/3 lines in parallel so teams could observe other teams.
- When a team is playing Silent Charades, players can only see their team-mates in front.
- Game: Show a card with the task to the last player in the line (action e.g. milking a cow, playing basketball, someone dancing) without the others seeing it
  1. Each players mimes the action one by one, showing to the player in front;
  2. When the action is mimed to the final player, that player needs to guess what the action was
  3. If the player doesn't guess correctly, the team needs to discuss in order to decide altogether what the action was;
  4. Repeat the game for all teams from step 1
- When Charade ends gather people around/beside the Checkers board and start explaining the rules (see the visual representation attached)



adidas

Schneider's Mark 130

Schneider's Mark 130

Schneider's Mark 130

Schneider's Mark 130

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Schneider's Mark 130

08  
KRELOW

- Rules for Live Checkers:

### 1. Movement:

- Player can't move backward
- Player can move forward
- Player is elected as King when he/she/they reaches the enemy front line. When player is a King he/she/they can walk both forward and backward
- Player moves only on Black tiles, diagonally

### 2. Capturing competitor's players:

- Player captures a player when he/she/they jump over enemy player diagonally (Can only jump over one player)
- If player captures opponent's player he/she/they can capture other opponents if possible
- Player can jump over only one enemy player at time of capture

### 3. Communication:

- Only Advisors can talk
- Captured players become advisors
- Players that are currently playing can only use non-verbal communication

### 4. The game board:

- The Live Checkers game board is identical to Chess board. There are two types of tiles (White and Black) and they are placed one by one (White, black, white, black, etc.)

## **Desired Outcomes (what competences we are working on):**

To improve teamwork's verbal and non-verbal communication skills when team is under severe time pressure. Learn to divide responsibilities within roles in a team. Implement strategies within specific roles to ease the difficulty of the task. Coordination within a team under time pressure.

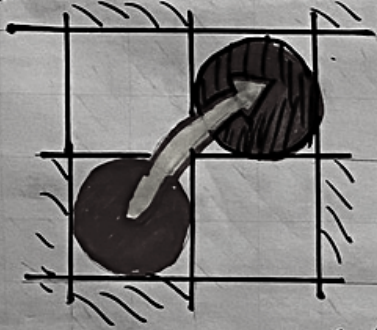
## **Materials and hand-outs needed:**

Anything to visually represent the Live Checkers (Chess-like board) board's white and black tiles.

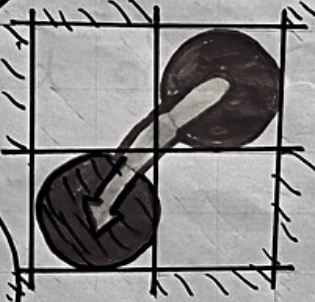


# CHECKERS

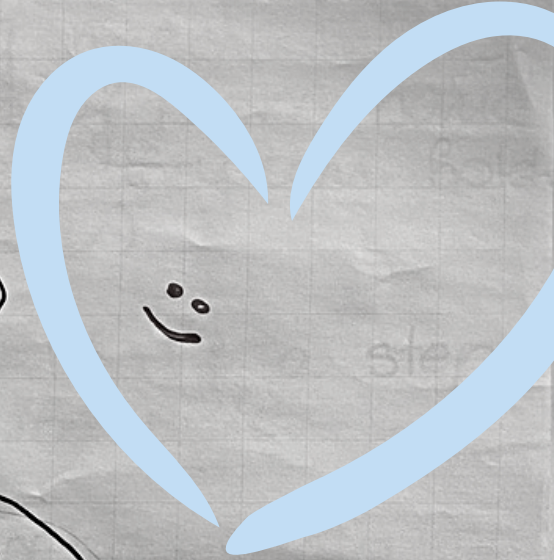
## MOVES:



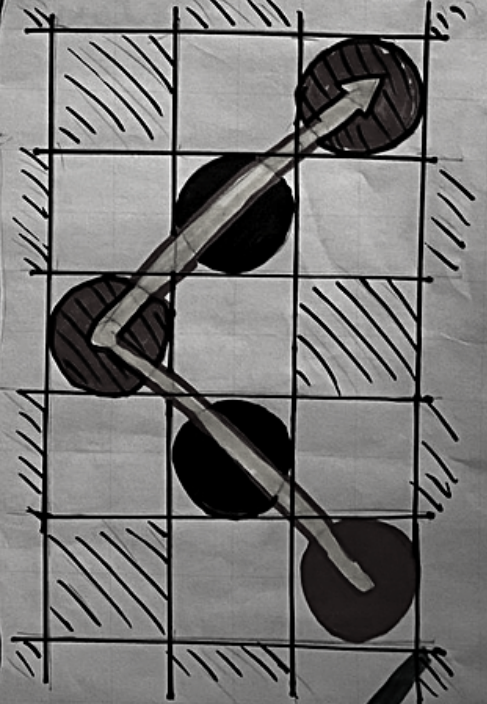
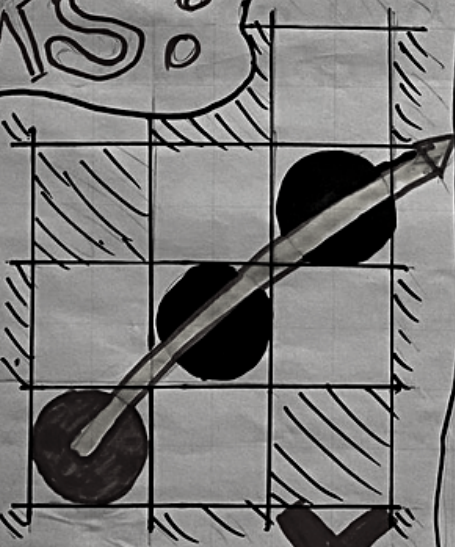
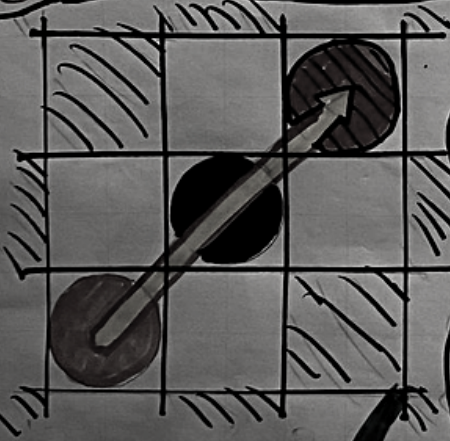
MOVE FORWARD



MOVE BACKWARD



## ATTACKS:





## Debriefing questions:

### 1. Facts and Feelings:

- Can you tell us a few words about how the game was played concerning the instructions?
- Describe in one word how your energy was before the game and in one word how it was after.

### 2. Analyze:

- How the roles in the team helped to reduce the level of difficulty of the game?
- What would have been the outcome of the game if members played as individuals?
- How did the time pressure influence the communication?

### 3. Conclusion:

- Why non-verbal communication skills are important?
- Did your team have a leader? How did it affect your team?

### 4. Next steps:

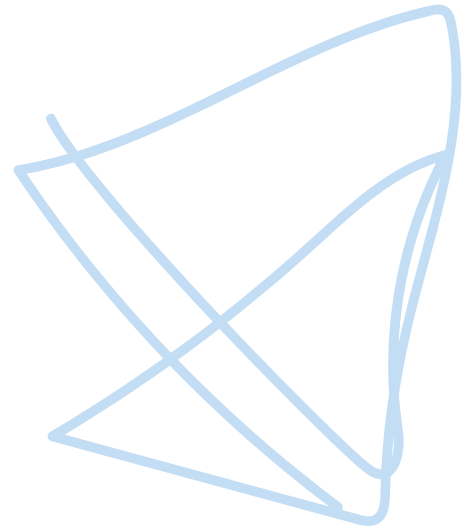
- Why would you distribute roles in a team in the future (e.g. in family)?
- In what non-conventional areas of your life would you apply teamwork (e.g. family, group of friends, university/school colleagues)?



# MAKE IT MOVE

Aim:

To raise awareness of the impact of trust, cooperation and conflict on teamwork



**Target group:** Youth

**Programme (Step by step explanation - including timing):**

1. Activity- The rythm

Facilitator asks participants to sit in a circle. Facilitator gives an instruction of the game. Instruction is to repeat the rythmic movement that joker makes. After the joker makes a move, he touches a person on his left who has to repeat the movement. When all the participants repeat the rhythm, the joker can add the other movement, depending of the groups ability to follow the different movements.

2. activity "let it move"

Asks to participant to count one to 6 in rotation

Ask the participant to form the group base on the number they said

After that joker explain the rule of the game

Participant have to overcome a bridge between 2 countries . the bridge is long 2-3 meters

This bridge can be pass only by a moving vehicle

The task is to create a vehicle using their own bodies.

One of the participant of the group don't have to touch the flour

The vehicle has to move from point A to point B.

The game is play in 3 round with different number of people

Starting from 2-3 person each group.

One of the participant cannot touch the floor

The all groups have 3 minute to create the strategy and pass the bridge

When every group pass the bridge, the joker choose to combinate 2 group .

In the second round 2 person don't have to touch the floor.

All the group have to pass the bridge in 3 minutes,

When every group pass the bridge

The joker ask to all the participant to create a vehicle with 5 person that don't touch the floor

The has 2 minutes to complete the task

### **3. Debriefing part**

#### ***Feeling and fact***

Facilitator ask the participant to seat in a circle ,

And the facilitator start doing question:

-What was the task of the previous?

-how do you fell working in a group of 2-3 people

- how do you feel working in a group of 6-5?

- how do you feel working with all the participant.?

Facilitator has to lead the conversation trough team working.

How the person that don't touch the floor feel?

How the person the touch the floor feel

#### ***Analyse***

-What was your strategy in the activity?

-Did it change between rounds?

-To those participants which could touch the floor , which behaviors helped a group to move vehicle?

To those participants that couldn't touch the floor, which behaviors helped a group to move vehicle?

How would you describe the level of trust in each round?

Were there any difficulties in achieving the task?

If yes, which?

Did you manage to overcome te difficulties?

If yes, how?

**Materials and hand-outs needed:** Paper tape to do the bridge to determinate the lengths of the bridge

# INTO THE DARKNESS



Aim:

Raising awareness of blind people difficulties

**Target group:** Youth

**Programme (Step by step explanation - including timing):**

*10 minutes*

1. Ask your participants to stand in a circle – they will be “protectors”. After that you choose one person from the group and ask this person to close his eyes. The task for protector is to gently redirect this person in the direction of another person from the circle. The task should go smooth without stopping the person with closed eyes.

Next step is to choose second person which will travel inside the circle with closed eyes. The first person continue to be inside, so we have two people now.

Then third person go inside, fourth and fifth.. until almost half of the group will be there with eyes closed.

When few people will be inside the circle, protectors should be more active taking care of people, to be sure that they will not bump into each other. Still they have to remember that the touch should be very gently, just to change direction of the person and send this person to another protector.

During this activity you can play some relaxing positive music.



# GUIDING A PERSON WHO IS BLIND OR HAS LOW VISION

- Ask the person if they need assistance (contact the back of their hand with the back of yours... then they can hold your arm just above the elbow)
- Walking - person should be half a step behind you and slightly to the side
- Narrow spaces - move your guiding arm in the centre of your back to indicate that they need to walk behind you
- Changing sides - it is important not to lose contact... remain stationary... allow the person to hold your guiding arm with both hands and move one hand to reach your other arm



more info:

~VISION  
AUSTRALIA~



*10 minutes*

2. Ask for a few volunteers for this activity (2-5) depending on the size of the group. These volunteers will be blindfolded so the activity might be stressful for them. Those volunteers will now leave the room. One facilitator will go with them and explain the task and warn them about the possible consequences. The rest of the group has to behave as children in a school break, meaning that they have to be as noisy and playful as possible. They also have to behave in a non inclusive way, not trying to approach the blindfolded participants. The goal of the blindfolded participants is to socialize. This activity should last a couple of minutes, up to a maximum of 5.

*15 minutes*

3. Ask participants to put themselves in pairs. Give each pair one blindfold and explain to them that in this activity one person will be blindfolded and the other person will be the guide. The task for guides is to help blindfolded ones to walk in paths created by facilitators with different obstacles, barriers, narrow spaces.

You can demonstrate the path to guides and tell the first pair to start walking. Then you can signal each guide when their pair should start walking to avoid pairs bothering each other. When every pair finishes they should exchange roles: now the ones that were blindfolded will be the guides and guides will be blindfolded. When every pair reaches their initial position you can ask all the participants to seat "in the circle" to discuss the activity.

Debriefing:

- How did you feel being guided?
- How did you feel when you were guiding person with covered eyes?
- What was your strategy when you were guiding?
- Did you feel independent? Why?
- What happened make you feel that way?
- What do you think, would your "guiding blind person" strategy be successful in the city, with traffic, noises etc. and why?

## **Theoretical part:**

Now the facilitator demonstrates technique for guiding person who is blind or has low vision. (Initial contact, narrow spaces, changing sides..)

- How will use this knowledge in real life situation?

## **Desired Outcomes (what competences we are working on):**

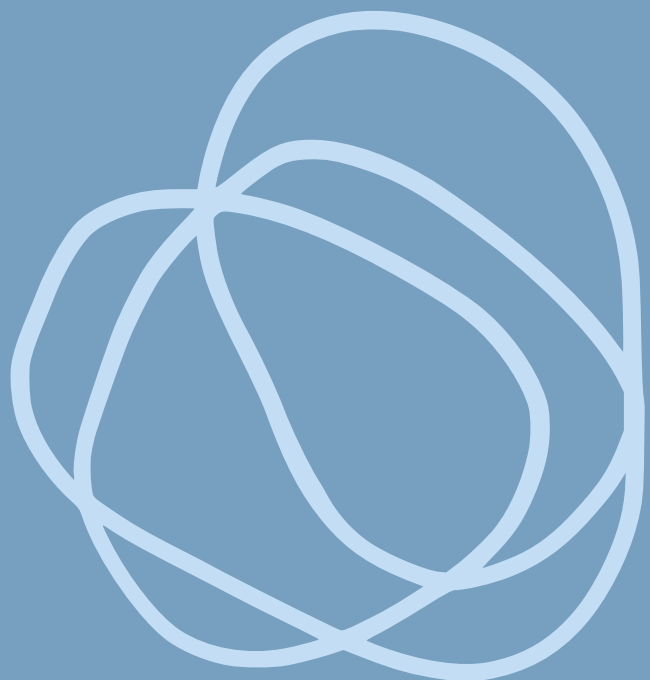
Get to know technique of guiding blind people  
Be more aware of blind people needs and feelings

## **Materials and hand-outs needed:**

Blindfolds  
Objects/obstacles

## **Any other appendices:**

More info: [Vision Australia - Guiding a person who is blind or has low vision](#)



# THE THREAD OCTOPUS

Aim:

- Understanding teamwork under pressure
- Importance of the individual contribution to the team



**Target group:** Youth workers

**Time:** 60 minutes

**Methodology and methods:**

- Non-formal activities (energizer and octopus task)
- Debriefing
- Using the Kolb cycle
- Using the "Octopus" apparatus by stretching rubber band with thread by holding at the ends (each person gets one thread, if there is a lack of people some team members can grab two ends)

**Program (Step by step explanation - including timing):**

*5 minutes*

**Introduction of the facilitators and start of activity**

*5 minutes*

**Energizer:**

- participants are walking randomly around the designated area
- facilitator stops participants (by saying "Stop") and touches one
- the touched participant says the name of an animal and imitate that animal
- then every other participant starts to walk around also imitating that animal until facilitator stops the group and chooses another one





Erasmus+





15 minutes

### **Main activity:**

- dividing the group into 4 teams and letting them choose the letter (for naming team in tournament)
- introducing participants with the task and a little demonstration of the octopus method
- “Octopus” game:
- grabbing and moving objects using the “Octopus” apparatus to the designated space from spots where we put the objects.
- first team that moves all the objects wins
- two groups are competing simultaneously
- setting a tournament of “Octopus” game
- winners enter the blindfolded “Octopus” game:
- every team member gets a blindfold
- other participants are verbally guiding the blindfolded team

30 minutes

### **Debriefing**

- *using the Kolb cycle*

### *Facts and Feelings:*

- *What was the task? What did you need to do?*
- *How do you feel about the activity?*
- *How did you feel guiding the team which was blinded?*
- 

### *Analise:*

- *Do you think you succeeded as a team? And why do think that?*
- *What helped you to complete the task?*
- *What was your strategy during these activities? Did it change?*
- *Do you think competition and pressure from competition helped you to improve as a group?*
- *What did you learn about the teamwork from this activity?*



### Conclusion:

- *How can teamwork be affected by stress and pressure?*
- *Can we agree that every team member should participate in team so as to reach a certain goal? Why is that?*
- *Did watching other groups compete helped you to improve?*

### Next steps:

- *Do you think that you can find this experience in real life? Where can you notice that?*
- *Where would you apply these skills in your daily life?*

### **Desired Outcomes (what competences we are working on):**

- Visually show the importance of every team member (by stretching the rubber band)
- Discuss importance of competitiveness under pressure
- Explore the effect of stress on teamwork

### **Materials and hand-outs needed:**

Rubber bands and threads tied onto them (depending on the number of people), 4 chairs, 8 random objects that can be picked up with the "Octopus" apparatus.

### **Any other appendices**

#### Other options:

- Separating participants into bigger groups
- Tournament is optional. All groups could compete at the same time.
- Also change group members and observe the change in group work
- Groups with different number of members
- All group members are blindfolded except one or two from the group

Educational source: <https://doi.org/10.1002/9781118909997.ch13>



# REFUGEES IN EUROPE

Aim:

To raise up awareness of our role in adaptation of the refugees in Europe

**Target group:** Youth

Facilitators introduce themselves and the energizer activity. The facilitator asks the participants to stand up in a circle. The facilitator is in the middle and explains the activity. The participants can change place in the circle using the phrase: "Everyone who has... (example: the blue eyes, switch places." The one that is left in the middle of the circle becomes the one choosing the next change. (The energizer lasts 5 minutes.)

## **Main activity**

The aim of the main activity is to raise up awareness of our role in refugees' adaptation in Europe. The facilitator separates participants in four groups (of 3 or 4 people) and give them to choose one of four cards where they explain the topic of the performance that they are going to do. The facilitator informs the participants about "Theatre of the oppressed" and techniques of that they will use.

The rules of the activity are:

- 15 minutes preparation of the topic of their story
- each group replays 2 times
- 1. playing the scene of the topic (2 minutes)
- 2. audience changes ONLY the role of the oppressed person
- they can use the items from the room as props

## ***The scenes are:***

- *background: UK*
- *Moroccan pregnant girl has arrived to the country*
- *person who doesn't want to give her the place next to*
- *extras: people in the bus*
- *background: Germany*
- *Iranian girl want to apply for a job versus a:*
- *German girl*
- *boss (leads interview with both of them)*
- *extra: secretary, cleaner*
- *background: Netherlands*
- *immigrant who wants to buy a house with another people looking at house*
- *another buyers in the place of the country*
- *background: Austria*
- *immigrant woman with children in a park*
- *other mothers*
- *other children*

## **Main activity**

When they perform for the second time, a person from the audience can clap to freeze the other roles to take the role of the oppressed person in the performance.

A participant claps whenever they feel like they would like to act differently in the situation, give alternative solution, suggest new things approaching the topic by performing as the oppressed one. So the only role that changes is the oppressed one and the others continue the performance with the new actor. (Note: the facilitator should make sure that the participants won't make fun of the topic and oppressed people.)

After every scene being performed there should be debriefing, asking questions about the process.



## **Debriefing:**

### 1. *Facts and feelings:*

- *How did you feel while taking role as a oppressed person?*
- *How did you feel as a spectator?*
- *What have you seen in the first scene? How did it change?*
- *What were the rules in the activity?*
- *How did you feel after seeing different backgrounds?*
- *What can you tell me more about the situations with the refugees in your country?*

### 2. *Analyze:*

- *Why you decided to make your scene in that special way?*
- *Why did you think that these persons will behave in that way?*
- *Why you decided to clap?*

### 3. *Conclusion:*

- *What your conclusion of the refugees and their behaviors was based on?*
- *What your conclusion of the behavior of the Europeans was based on?*

### 4. *Next steps:*

- *How you can use this knowledge and awareness of the refugees in your life?*
- *Will your behavior towards migrants change after you have seen and participate in these scenes, and if yes, how?*

## **Desired Outcomes (what competences we are working on)**

To increase awareness of human rights, in this special case about migrant rights, to develop skills in behavior with oppressed people, to protect the oppressed one if you are in position you can, to understand other culture, to increase dialogue

## **Materials and hand-outs needed**

The paper on which was writing what was the scenes and what they have to perform

(Nothing else was NEEDED, only if they want to take something from the room to help in the performance)

# THE SNAKE

Aim:

Understanding Haptic Communication:

- defining the characteristics of haptic communication
- explaining the situations in which haptic communication is used

**Target group:** Youth

**Program: Step by step explanation - including timing):**

**Energizer (10 min):**

For this energizer you need to divide the participants into groups of 3, pay attention that the group is mixed interculturally. The next thing is to explain the rules to the participants, which are:

- 2 members of the small groups will be robots and the third person is the controller
- robots will walk in a straight line only (even when they hit an obstacle)
- the controller can tap the robots on the shoulder and the robot will take a 90 degrees turn towards that shoulder
- the robots will start facing away from each other (back to back)

The objective of the activity is for the controller to make the robots face each other.

→ If the total number of participants is not dividable by 3, some teams may have 3 robots and the team will get a 10 seconds head start.

**The main activity (~25 min)**

For the main activity you will need a spacious room or outside area (about 50 sqm for around 20 participants). Depending on the number of participants you should divide them in "snakes" (groups) of 5 to 7 members.



**The objective of this activity is to pick up as many objects as there are members in the snake.**

Then you should explain the rules to them, which are:

- the groups will form “snakes” by standing in line where they place their hands on the shoulders of the member in front of them except for the first person in line who is the head of the snake
- everyone will be blindfolded except for the last person in line, meaning the tail of the snake.
- the tail will direct the snake by signals of squeezing the shoulders
- for the signal to travel from the tail to the head of the snake the signal has to be transmitted from member to member until it reaches the first person in line, meaning the members in the middle of the snake will repeat the signal they received from the member behind them
- squeeze the left shoulder to direct the snake 90 degrees left, squeeze the right shoulder to direct the snake 90 degrees right
- tap in the middle of the back for the snake to move forward ( one tap equals one step forward)
- to pick an object up squeeze both shoulders
- when an object is picked up “the head” will place the object in the designated area
- After the object is placed “the head” will become “the tail” and transfer their blindfold to the previous tail, meaning the person who was the tail before will become a blindfolded member of the snake

In the playing area there should be a basket in order for the head of the snake to leave the picked up object there. The activity will have a time limit of 20 minutes for the players to achieve the objective.



## **Debriefing (~25 minutes):**

### **Facts and Feelings:**

- How did you feel during the activity in one word?
- How did you feel being the head?
- How did you feel being the tail?
- How did you feel being in the middle of the snake?
- What were the rules of the game?

### **Analysis:**

- What difficulties did you meet?
- What was your strategy for the communication system?
- What role did the other teams play in your strategy?
- What were the key components of the activity?
- What type of communication did you use?

### **Conclusion:**

- What is Haptic Communication?
- What are the characteristics of Haptic Communication?

### **Next Steps:**

- Where would you use this type of communication?

### **Desired Outcomes (what competences we are working on)**

The players should have a clear picture of what haptic communication is, its characteristics and the situations it can be used in.

### **Materials and hand-outs needed**

- different objects to be picked up during the main activity at least the same number as there are players
- basket for the picked up objects
- blindfolds at least the number of players minus the number of snakes
- drawings and representations for the debriefing



# INEQUALITIES

Aim:

Raise awareness about the value of group work in order to make young people more active and tolerant citizens

**Target group:** Young people from 18 til 30

**Methodology and methods:** Brainstorming, voting, analysing, debating, discussing, questioning

**Programme (Step by step explanation -including timing):**

1. Energizer
2. Introduction to the topic (inequality)
3. Choosing one of the problem (asking all group to collect inequalities that they know and chose one which in their opinion is the most significant one) (voting)
4. Dividing into 3 groups
5. 5-10 min - groups discussing Why nowadays this inequality (gender or racism or world wealth - whatever they choose) is a problem and coming up with specific examples of it
6. Groups write problems on stickers and we put it on board
7. Combine similar problems on board together
8. Ask everyone to choose 1 problem example which is the most significant one (voting)
9. 5-10 min to come up in the groups with certain solution of chosen problem example and write them on stickers
10. Group the same solutions and discuss which one is the best solution (voting for the best solution in the end)
11. Reflection part - KOLB cycle

## **Desired Outcomes (what competences we are working on)**

Networking, motivating, tolerance, vision, problem analysis, self-knowledge, leadership, team-work, creative thinking, acting in a innovative way, presenting

## **Materials and hand-outs needed**

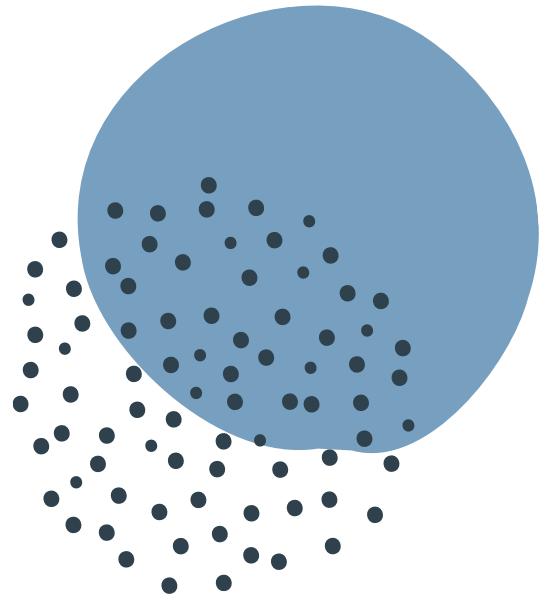
Flipchart, stickers, pens/pencils.

## **Any other appendices**

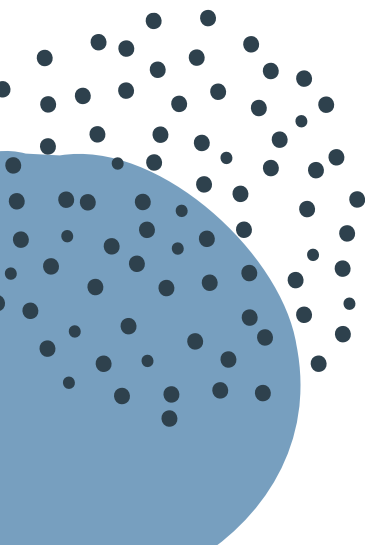
Energizer - can be about group work. People standing in a circle and hold each other's hands randomly. First one hand with one random person from the circle and then another hand with another person. The task is - with holding hands trying to untangle and make a normal circle again.

## **Questions for debriefing**

1. What was the task?
2. How did you feel during the whole activity?
3. How did you feel during the discussions in the group?
4. How did you feel during the discussions all together?
5. What was your strategy during the discussions in the group?
6. What helps you to find examples of problems?
7. What helps you to find solutions?
8. How did you make decisions of the most significant problems/solutions?
9. What did you learn from discussion in groups?
10. What did you learn from discussions all together?
11. What were the decision making process methods?
12. How can you define what group work is?
13. How can you use these things in your daily life?
14. In which situation can you implement group work?



# WHERE TO START?





# WHERE TO START... ?

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\* ! ESPECIALLY RECOMMENDED

# ERASMUS+



THE ERASMUS+ PROGRAMME AIMS TO BOOST SKILLS AND EMPLOYABILITY, AS WELL AS MODERNISING EDUCATION, TRAINING, AND YOUTH WORK. THE SEVEN YEAR PROGRAMME WILL HAVE A BUDGET OF €14.7 BILLION; A 40% INCREASE COMPARED TO SPENDING LEVELS BETWEEN 2007 AND 2013, REFLECTING THE EU'S COMMITMENT TO INVESTING IN THESE AREAS. ERASMUS+ WILL PROVIDE OPPORTUNITIES FOR OVER 4 MILLION EUROPEANS TO STUDY, TRAIN, GAIN WORK EXPERIENCE AND VOLUNTEER ABROAD.

ERASMUS+ WILL SUPPORT TRANSNATIONAL PARTNERSHIPS AMONG EDUCATION, TRAINING, AND YOUTH INSTITUTIONS AND ORGANISATIONS TO FOSTER COOPERATION AND BRIDGE THE WORLDS OF EDUCATION AND WORK IN ORDER TO TACKLE THE SKILLS GAPS WE ARE FACING IN EUROPE.

IT WILL ALSO SUPPORT NATIONAL EFFORTS TO MODERNISE EDUCATION, TRAINING, AND YOUTH SYSTEMS. IN THE FIELD OF SPORT, THERE WILL BE SUPPORT FOR GRASSROOTS PROJECTS AND CROSSBORDER CHALLENGES SUCH AS COMBATING MATCH-FIXING, DOPING, VIOLENCE AND RACISM. ERASMUS+ BRINGS TOGETHER SEVEN PREVIOUS EU PROGRAMMES IN THE FIELDS OF EDUCATION, TRAINING, AND YOUTH; IT WILL FOR THE FIRST TIME PROVIDE SUPPORT FOR SPORT. AS AN INTEGRATED PROGRAMME, ERASMUS+ OFFERS MORE OPPORTUNITIES FOR COOPERATION ACROSS THE EDUCATION , TRAINING , YOUTH , AND SPORT SECTORS AND IS EASIER TO ACCESS THAN ITS PREDECESSORS, WITH SIMPLIFIED FUNDING RULES.



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## CONTACT US

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