



**International training course  
P-ACTION (Personal is political)  
16/05/22 – 22/05/22 LORCA, SPAIN  
TRAINING RESOURCE MATERIAL**

This international training course was organized within a Capacity Building project P-Action (Personal is political), where 17 participants from 5 countries (Spain, Poland, Uganda, Paraguay and Mexico) were trained to become active community leaders and learn how to manage activities for disadvantaged groups and communities.

Prior to the training, we have collected their personal needs, expectations and motivations in order to be able to develop a detailed program based on those needs. Some of them were:

**LEARNING MOTIVATIONS:**

- Networking
- Tackling global issues
- Put learning in practice on local level
- Non formal education
- New methods
- Youth work
- How to be a role model in my community
- How to support empowerment of YP
- How to facilitate
- How my decisions can influence the society where I live

**CONCRETE LEARNINGS:**

- Planning
- Teamwork
- Organization skills,
- Communication skills,
- Better understanding of needs to create plans.
- Leadership, confidence and fortress
- The importance of promoting values,
- Learn other cultures and of course how to be a better leader.
- Strategies in education and social politics
- Empower exercises to encourage young people to follow their professional aims.
- Active listening.
- To know more about other points of view.
- Learn how to teach to others, learn more about young people, learn about how young people think.
- Effective communication
- New tools on working with diverse groups
- Have fun
- Making social invisibility visible.
- Developmental skills that will increase my activism.
- Opportunities and empowerment that will support me in creative facilitation



DAILY PROGRAM OF THE TRAINING WAS THE FOLLOWING:

	17th MAY	18th MAY	19th MAY	20th MAY	21st MAY
08:30	BREAKFAST				
09:30	Intro Opening of the TC	Non-formal Education	SHARING Tools: Assertive communication	P-Action presentation, local phase, Start Develop Workshops	My personal learning
11:00	COFFEE-BREAK				
11:30	Group building	Youth Participation and Empowerment + needs of YP	SHARING Tools: Diversity and Inclusion	Cont. Develop Workshops	Further steps
13:00	LUNCH				
15:00	From Global to Local	Intercultural learning	SHARING Tools: Leadership	Presentation of the Workshops	Evaluation
16:30	COFFEE-BREAK				Free afternoon in LORCA
17:00	Planning my learning	Youth work in our countries	Solving challenges in Youth Work	Feedback for workshops	
18:00	Reflection groups and Learning couples				
19:30	DINNER				
20:30		International night	International night		Dinner in Lorca



	martes	miércoles	jueves	viernes	sábado
<b>SESSION 1</b> INTRO WELCOME	non-formal EDUCATION	TOOLS: ASSERTIV COMM	E UNICACION	P-ACTION local Phase → start working	Learning
<b>SESSION 2</b> GROUP BUILDING	Youth needs & PARTICIPATION	TOOLS: DIVERSITY	INCLUSION	↓ cont.	Further steps + EVALUATION
<b>SESSION 3</b> FROM GLOBAL TO LOCAL	INTERCULTURAL LEARNING	TOOLS: LEADER	SHIP	Presentation of workshops & Feed Back	FREE AFTERNOON IN LORCA
<b>SESSION 4</b> PLANNING MY LEARNING	Youth work in OUR COUNTRIES	SOLVING Chal in Youth	lenges WORK	↓ Cont.	(dinner in Lorca)

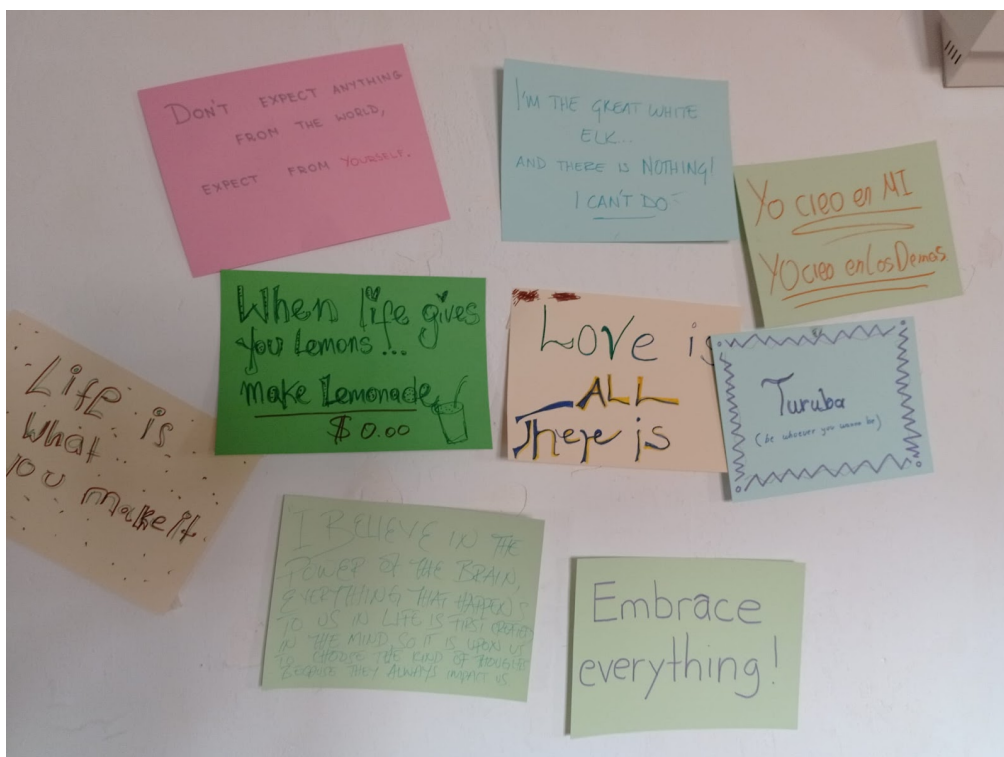
## DETAILED DESCRIPTION OF EACH SESSION:

### DAY 1: 17th May

#### SESSION 1: INTRO, OPENING, WELCOME 09:30 - 11:00

09:30 Welcome to the training, quick presentation of P-Action and the team of the training, village of Coy, house rules, Covid...

09:45 Presentation of the participants (round of names, where we come from + how many kilometers I've done to come to Coy/ my moto/lema in life that I remind myself everyday about is...) We write the Lema on colored paper and we put in on the walls to start decorating our working ROOM.



10:00 Moving groups (name tags previously made) - the participants are given a paper: they need to draw a person from the group in 2 minutes without lifting the pen from the paper. Then we do the exposition:

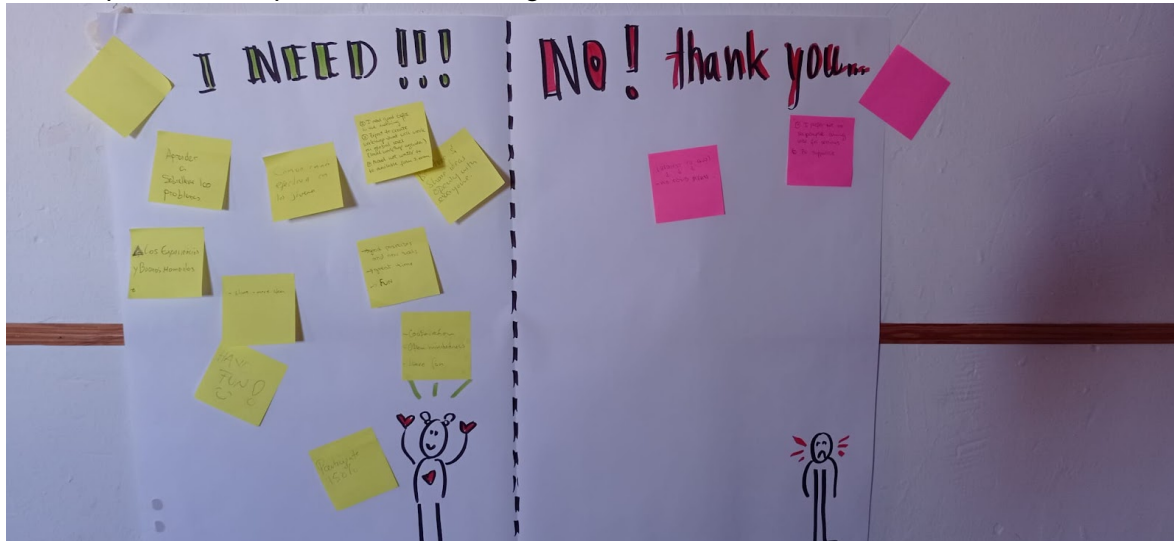


And then they move around the space and when the facilitator says a number, they form that number of people in a group and share about:

- if I would be able to only listen to 1 song for the rest of my life which one it would be
- If I would be able to create a universal law that people should follow every day, what it would be
- the best advice I have received or heard from someone
- 1 thing I do to make the world a better place
- 1 thing I would like to offer to the participants during this training

10:30 Presentation of the program of TC and collect expectation, needs from participants.

10:55: quick check up on names: name game



(needs and expectations from the group)

## SESSION 2: Group building (11:30 - 13:00)

**11:30** ZOOM cards (outside):

Each person gets 2 cards, the aim of the activity is to organize the cards so that the story has a meaning. The group needs to communicate what they have on the cards without showing the card. When they're ready they have to put the cards in order on the floor (face down)...we discover the story and then do the debriefing: ¿How they felt working together? How can we manage the communication challenge since we don't speak the same language? (english vs. spanish) What worked well during the activity and we should keep as norm during this week?



### SESSION 3: FROM GLOBAL TO LOCAL (15:00-16:30)

#### Activity

AM - FM ( Personal - Collective/social dynamics awareness and development)

#### Description

This is a tool that can be used to achieve multiple objectives but we will use it to bring awareness to what personal limitations standing in our way and hinder us from participating/engaging fully in matters of life happening around.

We use the metaphor of the radio to take the participants on journey of self analysis and help them to start channeling their power of decision making into active participation.

Have the group role play radio - Having different people play different programs on radio. One participant will play the one in charge of changing channels s/he prefers and after talk about how it felt for each to be in their role.

Draw their attention to the character with choices to choose what they listen to and talk about how in their real life they feel they have the choice to choose and when they don't and what they do with that power and how they feel when they don't have the power and what they do about it

#### Objective:

- To build self-esteem and confidence
- Decision making and self awareness
- Empowering the individual for collective advancement
- Personal analysis
- Stimulate dialogue
- Inspire creativity, participation and imagination



#### SESSION 4: PLANNING MY LEARNING (17:00 - 18:00)

For this session we use the **P-ACTION BOOKLET P(andemic) - (Re)Action-** we introduce this time as an opportunity for self-reflection: we ask participants to think about their personal/professional expectations connected to: my purpose in life, my values that I want to pursue, why I chose to be a youth worker and what do I want my mission to be..how am I connected to global issues, what skills/values/attitudes I want/need to have in my professional life, etc.

The participants do individual reflection and express their thought through art - creating the first page of the booklet:

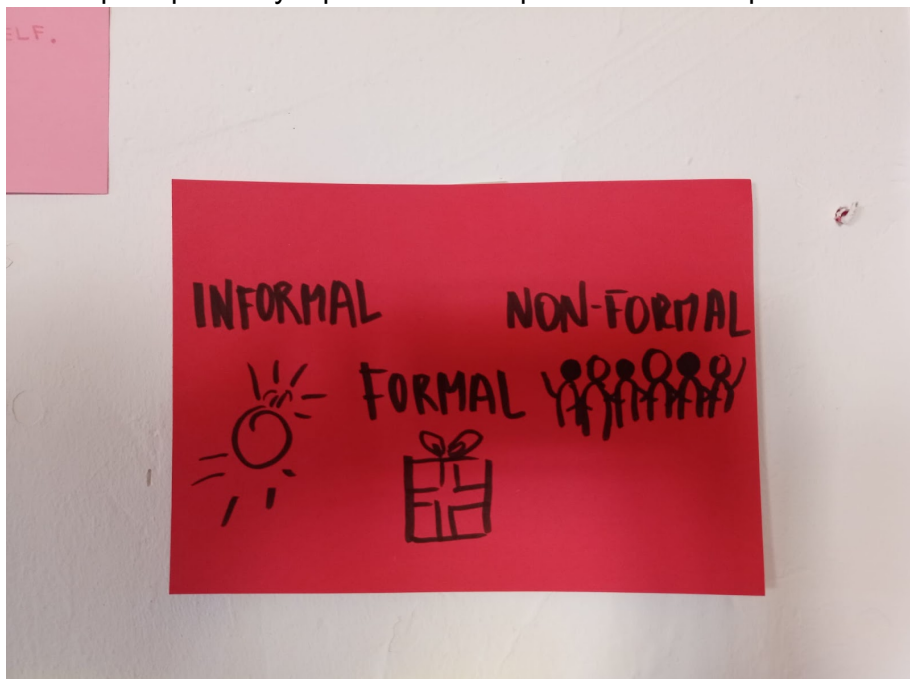




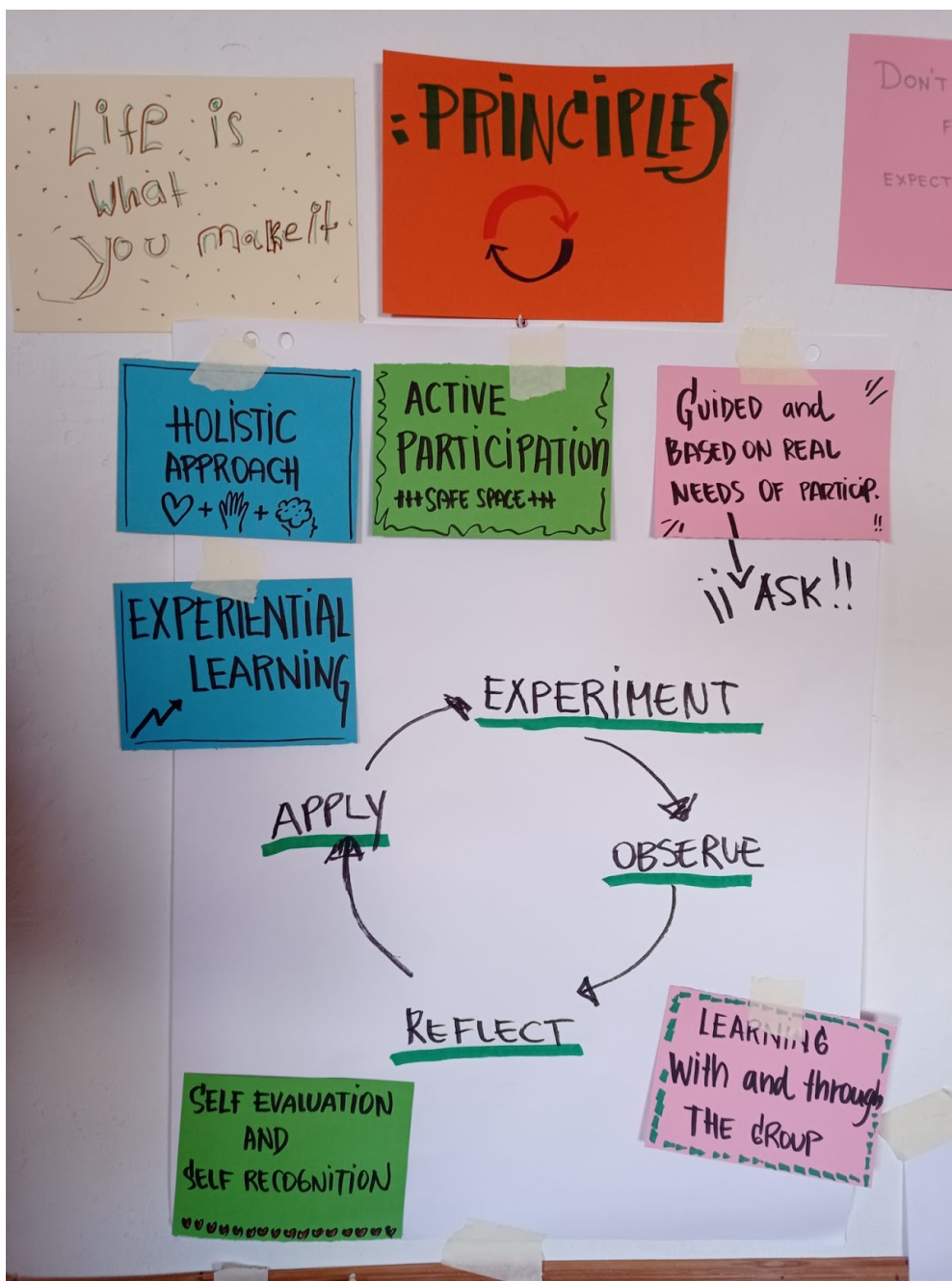
## DAY 2 (18TH OF MAY)

### SESSION 1: NON-FORMAL EDUCATION

We start the day with an energizer - we form statues in small groups - statues represent: formal education, informal education, non-formal education - groups perform the statues and we check what kind of principles they represent. We explain those concepts and move to the second activity:



This one is about to be an experiential activity when we “experiment” some of principles of non-formal education: The persons from the group receive a secret task (half of the group need to put the chairs in circle, the other half need to bring the chairs outside). They have 5 minutes to complete their task/challenge. The group’s solution is putting the chairs outside in the circle, they manage to solve it quite fast. We debrief the activity, reflect on learning and link it to the Kolb learning cycle (experience, observation, reflection, application of learning). We check and explain other principles such as: holistic learning, active participation, ....



The following reflection goes around the power relationship that there might happen among participants/facilitators/trainers. For that we do a really small activity: we show to the participants a red and a blue circle, both exactly the same, but we ask: Which circle is bigger, blue or red? With this we want to raise up the question on power abuse, critical thinking..and we reflect on the power the participants have during our learning processes, trust in group, etc.

Finally we stop to share and reflect on the different stages of the life of a group and how the methodology and method are connected to those stages. we brainstorm all together:

FORMING	STORMING	PERFORMING	UNFORMING
<p>GROUP BUILDING</p> <p>NAME GAMES</p> <p>ICE-BREAKERS</p> <p>TRUST BUILDING</p> <p>UNDERSTAND THE ROLE of each of us</p> <p>SAFETY (COMMON AGREEMENTS)</p>	<p>DEBATES</p> <p>COMMUNICATION EXERCISE</p> <p>SIMULATION GAMES</p> <p>TOPIC</p> <p>ROLE PLAY</p> <p>Theatre</p> <p>Individual REFLEXIOS</p> <p>VS. group work</p> <p>SWOT</p>	<p>START TO CREATE PROJECTS</p> <p>GROUP WORK</p> <p>CREATE STRATEGIES</p>	<p>REFLECTION</p> <p>EVALUATION</p> <p>FEED BACK</p> <p>PERSONAL DEVELOPMENT PLAN</p> <p>CELEBRATION</p> <p>SELF INTROSPECTION</p>

## SESSION 2: YOUTH NEEDS AND PARTICIPATION

### Activity

Omukutu (the channel): Split the group into different characters/personalities and give them roles to play.

1. A blindfold
2. A speaker (voice)
3. A group of speakers (sign language/non verbal)

Set the space with obstacles with a target to realize. Just make sure it's safe but challenging as well. The goal is the team to work together to realize the target in the given time frame.

The main objective is to build and strengthen the following personal and group qualities.

- Effective communication
- Active listening
- Emotional intelligence development and awareness
- Development of compassion and empathy
- Cultivate understanding
- Developing cooperation





### SESSION 3: INTERCULTURAL LEARNING

For this session we chose to play **Baranga**: The Baranga activity is a card game that is played without speaking. First the rules are explained to the participants:

- During the whole activity they are not allowed to speak.
- There will be 5 rounds of the game and the aim of each participant is to finish the game on table number one.
- After each round there is a winner and a loser at each table. The winner after finishing the round goes to the table with a lower number, and the loser goes to the table with a higher number.
- The participants will have 5 minutes to learn the rules of the game, and when this time is up, the rules are removed from the tables.

The trick of this game is that at each table the rules are slightly different, and this creates situations of misunderstanding, sometimes frustration and conflict. The game explores different types of behaviors we have when something happens that we are not prepared for. Afterwards there is a debriefing.

Possible questions:

- How did you feel during this activity?
- What happened when the new person came to the table or when you moved to another table?
- Which of the real life situations does the game simulate?
- Did it ever happen to you that there were "different rules" that you didn't know?

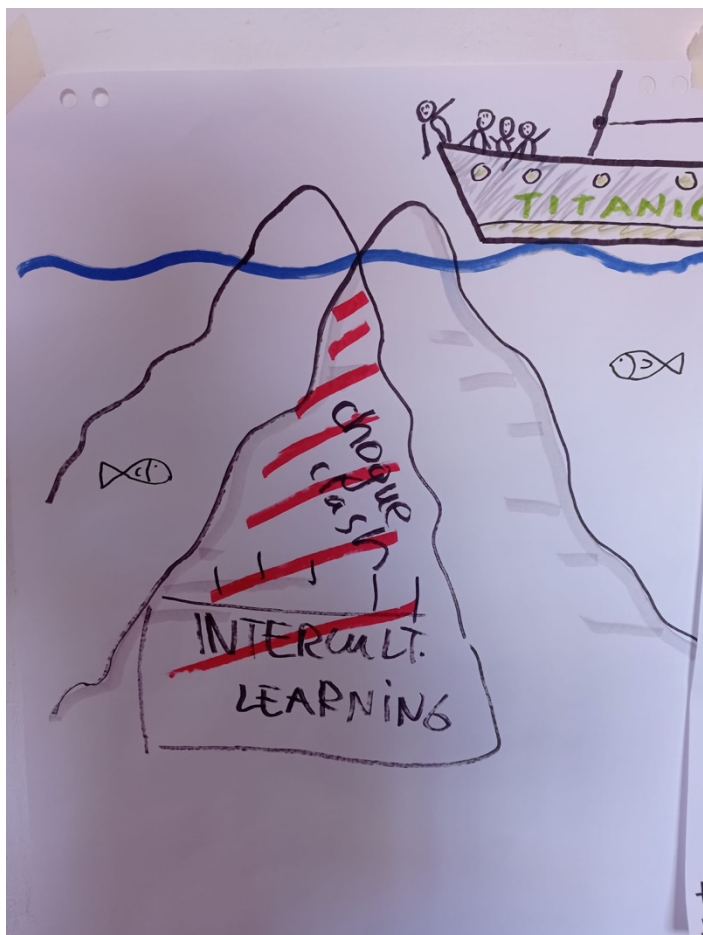
- What did you learn in this simulation?

Presentation of the concept of culture and intercultural learning: a theoretical presentation of the concepts of culture and intercultural shock is given. During the presentation the participants contribute with their ideas and examples. Then the practical part is introduced with recommendations - how can I help myself or my colleagues when they have problems with culture shock. The participants write a letter to themselves: they write down all the tips they give themselves when being in a difficult situation due to culture shock. We encourage you to use those tips when working with young people on the subject as well.

Content of the presentation:

- Iceberg model.
- Intercultural learning as a process that involves deep thinking and ideas and challenges identity.
- Culture shock - shock model with phases, symptoms and recommendations.





## SESSION 4: YOUTH WORK IN OUR COUNTRIES

### Energyzer: **A strong wind blows**

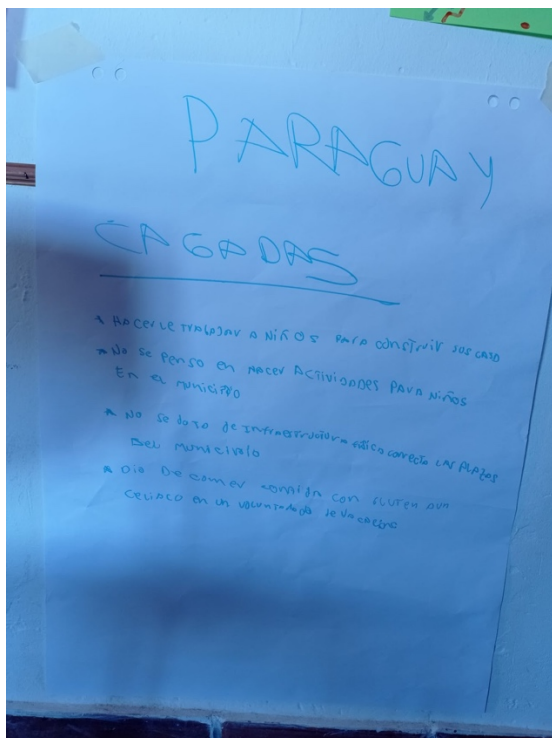
There are enough seats for everyone in the circle but you. You are the strong wind, and anyone in your way must move. Instead of blowing, say "The strong wind blows everyone who..." and then add a description of something you think is true; for example, "wear black socks" or "feel nervous". Those who fit the description should get up and change seats. During the confusion you also try to sit down. The person who remains standing is the strong wind. If he/she says the word "hurricane", everyone has to change chairs.

### Activity **It's a small world:**

Organized in 5 groups ( by country), participants should look for 5 differences between the organizational form, values and main focus/objectives on which they base youth work in their workplaces. In turn, they should write down 5 similarities they found during the activity. At the end of the activity, they will be put together with post-its on a flipchart in the form of a tree.

They have 30 minutes to debate and find conclusions.

Finally, they present their group work and we do the meta reflection.



### DAY 3 (19TH MAY)

#### SESSION 1: REFLECTION WALK

We have decided to take a moment with the group to reflect on what has happened until that moment of the training, we felt we needed time to stop and to make a reflection on:

- what I have learnt until now and it has been meaningful to me
- what I still need to learn
  - what is the purpose of this training for me in term of my personal/ professional development
  - How do I deal with time, responsibility towards me and the group, how I manage my time in general
  - what are my priorities
  - feed back to the team

For this we first introduced the guiding/reflection questions and than we took a walk (in pairs/trios) and shared our reflection while walking.





At the end of the walk we shared our insights and feed back in the circle.

## SESSION 2: LEADERSHIP

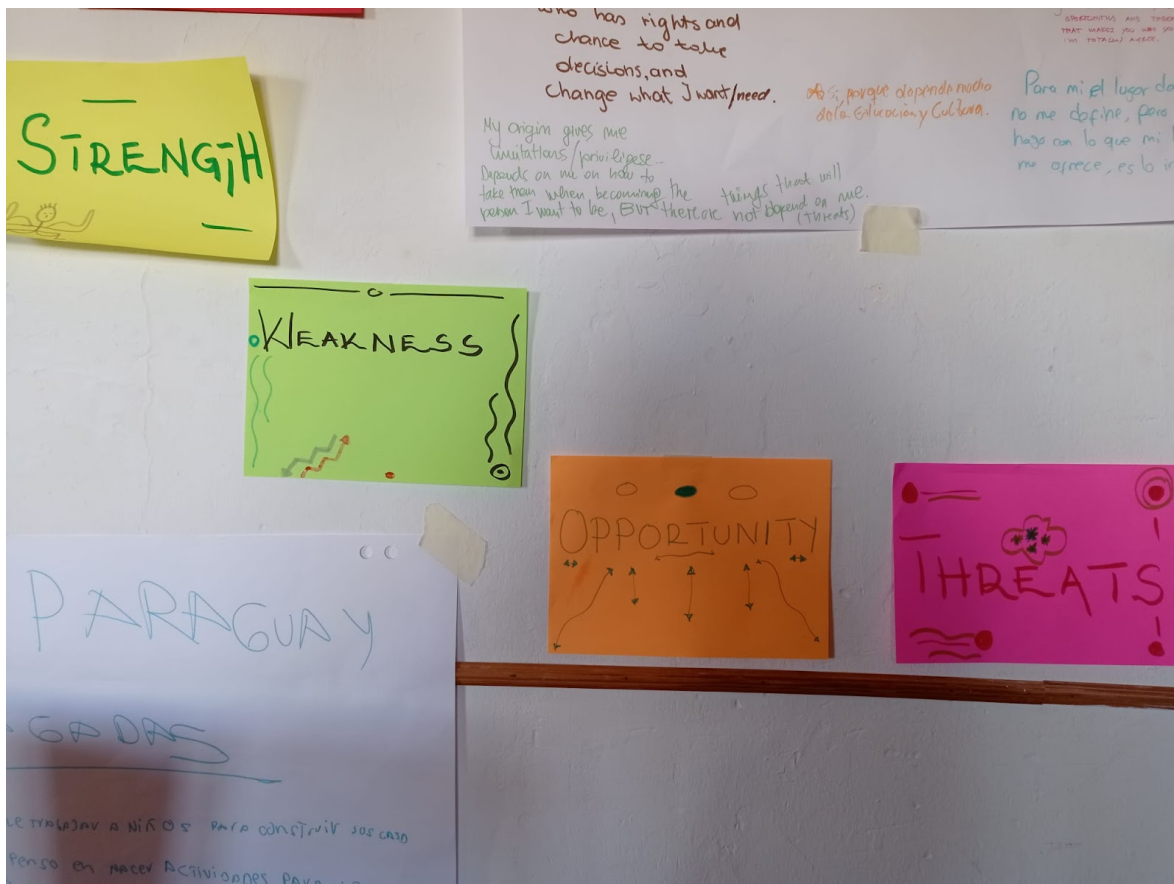
### The task

Ask the group to step on the tarpaulin and try to flip it upside down without stepping off. Each time one of them steps off, they repeat the task from beginning.

They can be as creative as they want but NOT step off the tarpaulin.

The main objective is to develop essential leadership qualities through;

- Inspire leadership (lead and follow concepts)
- Develop teamwork
- nurture accountability and responsibility
- Develop active listening



### SESSION 3: ASSERTIVE COMMUNICATION

Energizer : **Sam went to Venus...**

Ask the group to stand in a big circle. Explain that the first person will say, "Did you hear that?" The second person (the one sitting to their right) says, "Heard what?" First person: "Sam went to Venus." Second person: "Really? How?" First person: "He went to Venus like this!" - and the first person makes a continuous movement. All members of the group repeat the movement). Then the person to the left of the first person repeats the same series: "Did you hear it? / Hear what? / Sam It went to Venus / Really? How? / It went to Venus like this!" and makes his own movement (which the whole group repeats). The process continues until the circle is complete. (If the group is large, they can be divided into smaller groups).



**Practical exercise - role play:** we divide the group in small groups of 3. Each group receives a challenging situation that can happen in our youth work. Each person of the group has a role - 1 person is the one who has the “problem, difficulty”, 1 person is the one who listens actively and gives to the person tips, recommendations to solve the problem, 1 person is observing the conversation and analyze it from perspective of: how was the problem presented (communication skills), how was the problem addressed (assertively? not? why?). Both persons who were speaking need to form their speech talking during 2 minutes each without being interrupted.

The problems presented were:

1. You are a volunteer/mentor. Volunteers have problems of living together and one of them is bullied by other volunteer
2. You are a facilitator of a youth exchange. One of the participants observed some racist attitudes toward a participant of the youth exchange.
3. Within your team there is one colleague of yours who can not work in the team. He/she has a lot of obsessions and working with her is very problematic.

Finally we made a debriefing of the activity with tips, recommendations and conclusions.

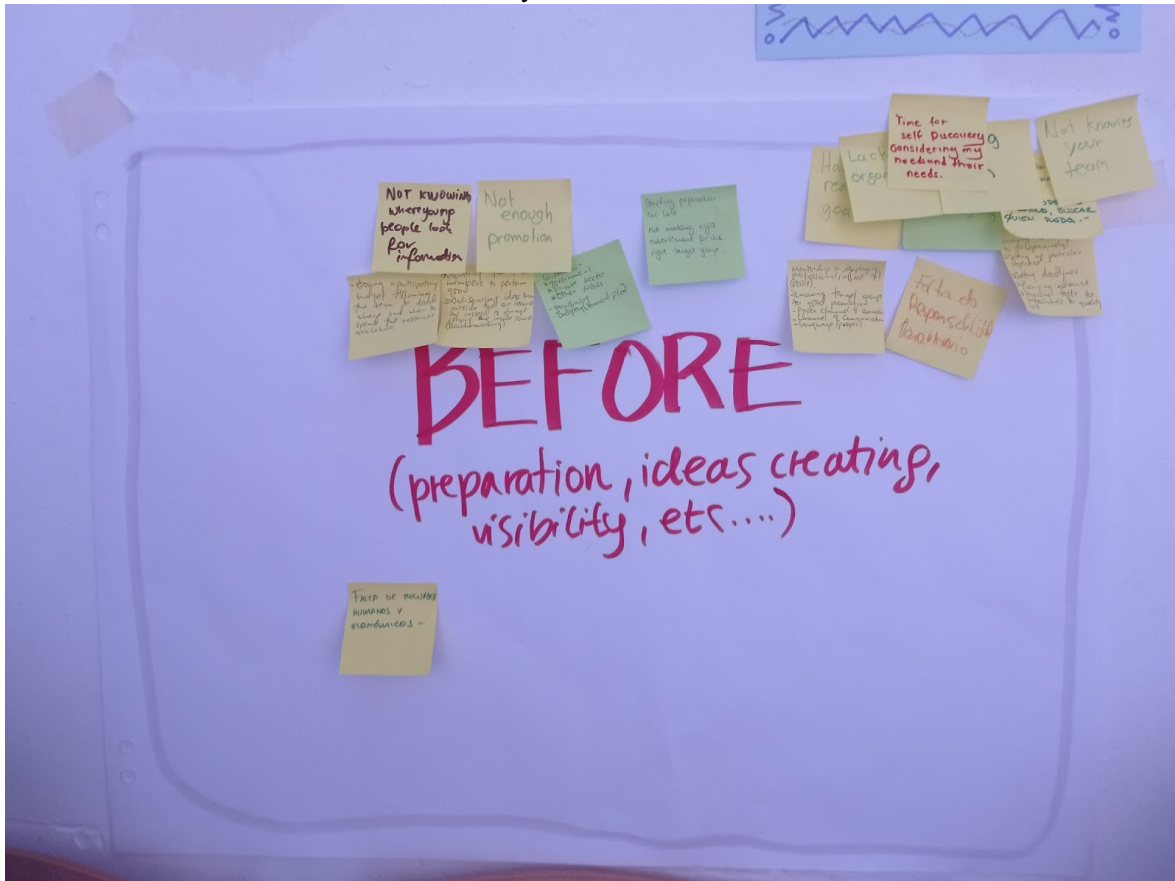
#### SESSION 4: SOLVING CHALLENGES IN YOUTH WORK

The last session of the day was dedicated to share and discuss the challenges we might face in different moment while we working with young people. Can be communication challenges, managing difficult situations during the activities, might be challenges on how to attract young people when preparing



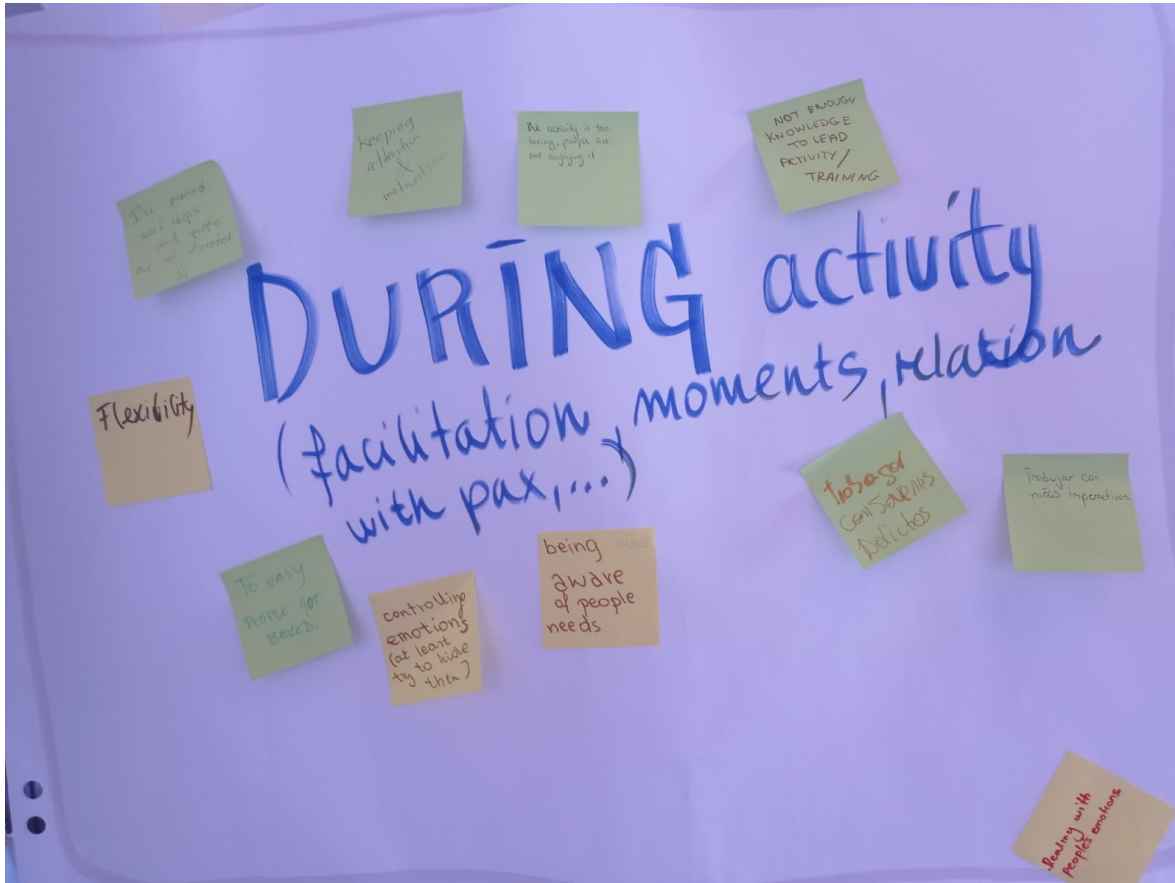
activities, might be our own motivation when facilitating or maybe when doing evaluation, sustainability plan, etc..

For this we chose the method of world café. The groups was splitted in 3 smaller groups and each of them worked on 3 different moments in youth work:

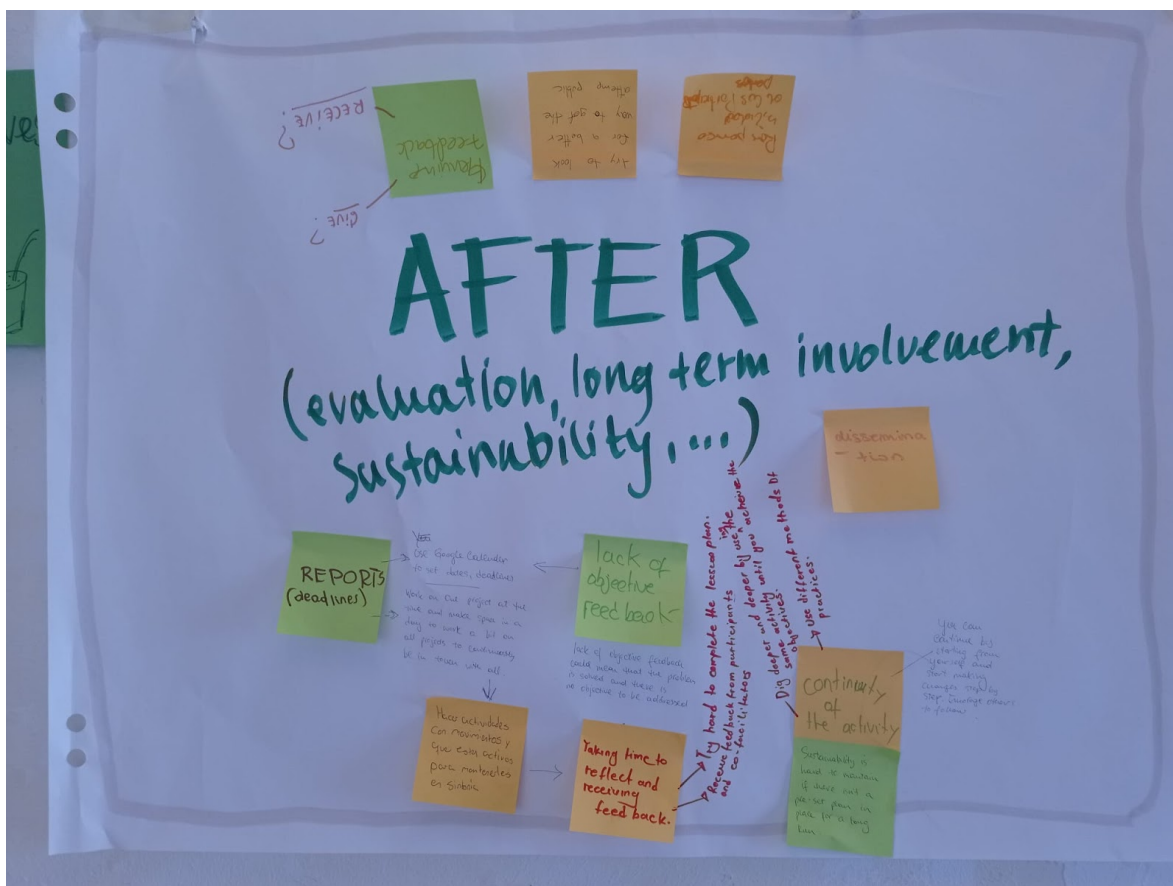


(while preparing the activity)





(during the activity)



(after the activity)

The task for the groups was to first spot the challenges and then look into their own experience and tool box to give tips and recommendations on how to solve different challenging situations. When the group work finished we presented the results (problem and tips) and shared some final thoughts and conclusions.

## DAY 4 (20TH MAY)

**SESSION 1: PRESENTATION OF P-ACTION PROJECT AND THE LOCAL PHASE**

**SESSION 2: WORKING IN NATIONAL GROUPS TO PREPARE THE PLAN FOR LOCAL PHASE**

**SESSION 3: 30 MIN PRESENTATION OF THE LOCAL PHASES AND FEEDBACK (1)**

**SESSION 4: 30 MIN PRESENTATION OF THE LOCAL PHASES AND FEEDBACK (2)**

The day 4 of the training was dedicated to understanding in depth the P-Action "personal is political" project and mostly the local phase which is supposed to happen after the training. For that we did several things:

1. energizer (singing in community)
2. Presentation of the P-Action and local phase (input and presentation of how the day will work)

**P-ACTION**  
*on local levels*

- ⇒ 3 days
- ⇒ 24 young participants
- ⇒ 1 P-ACTION VIDEO

- TITLE  
- TOPICS COVERED  
- PARTICIPANTS/  
BENEFICIARIES ?  
(AGE, PROFILE, NEEDS)  
- OBJECTIVES  
- STEP BY STEP  
⋮  
- 3 MAIN RESULTS  
EXPECTED..  
+ TRY OUT 1 TOOL +

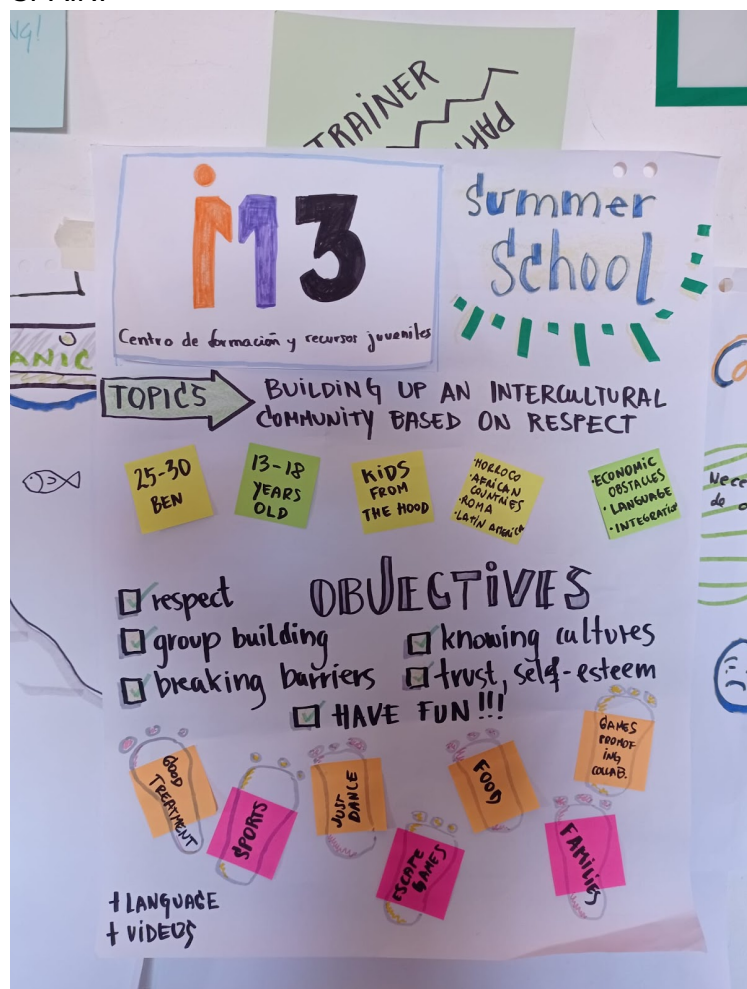
- TÍTULO  
- TEMA(S)  
- PARTICIPANTES/  
BENEFICIARIOS ?  
(EDAD, PERFIL, NECESIDADES..)  
- OBJETIVOS  
- PASO A PASO  
⋮  
- 3 RESULTADOS  
ESPERADOS  
+ TESTEA 1 HERRAMIENTA

- ① UGANDA ✓
- ② POLAND ✓
- ③ PARAGUAY
- ④ SPAIN
- ⑤ MEXICO

EACH COUNTRY:  
**30** MIN  
MAX!  
① 5 min PRESENT  
② 20 min TRY OUT  
③ 5 min FEED BACK

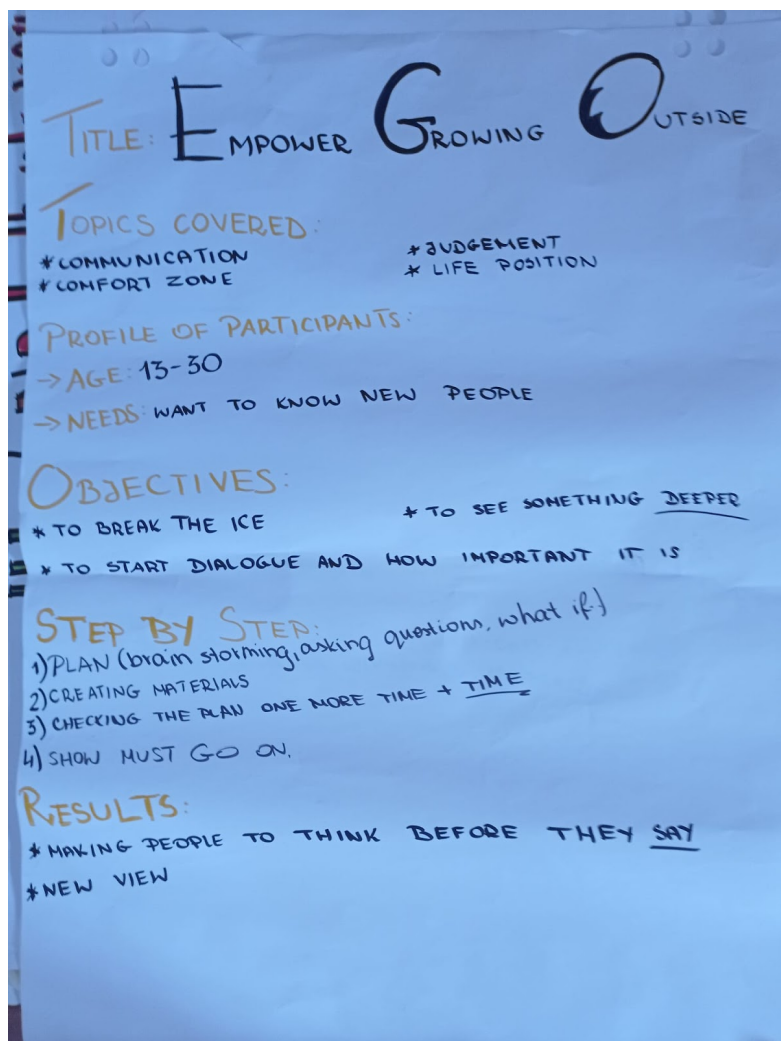
3. Individual definition of **PERSONAL IS POLITICAL** (the participants wrote their definitions in their notebooks and read them out loud to the rest of the group, with the intention to clarify what this term means for each of us and how we will transmit it to young people of the local phase)
4. The participants **go to their national groups** and start working on their local phases. They need to be ready after lunch for their presentations and feedback)
5. The 2 sessions in the afternoon were entirely dedicated to the presentation of the works done: the groups had 5 minutes to present the idea they have for the local work, answering to the question of the script we gave them previously and 25 minutes to rehearse one of the concrete tools they will use with young people to receive the feedback of the group)

SPAIN:



POLAND:



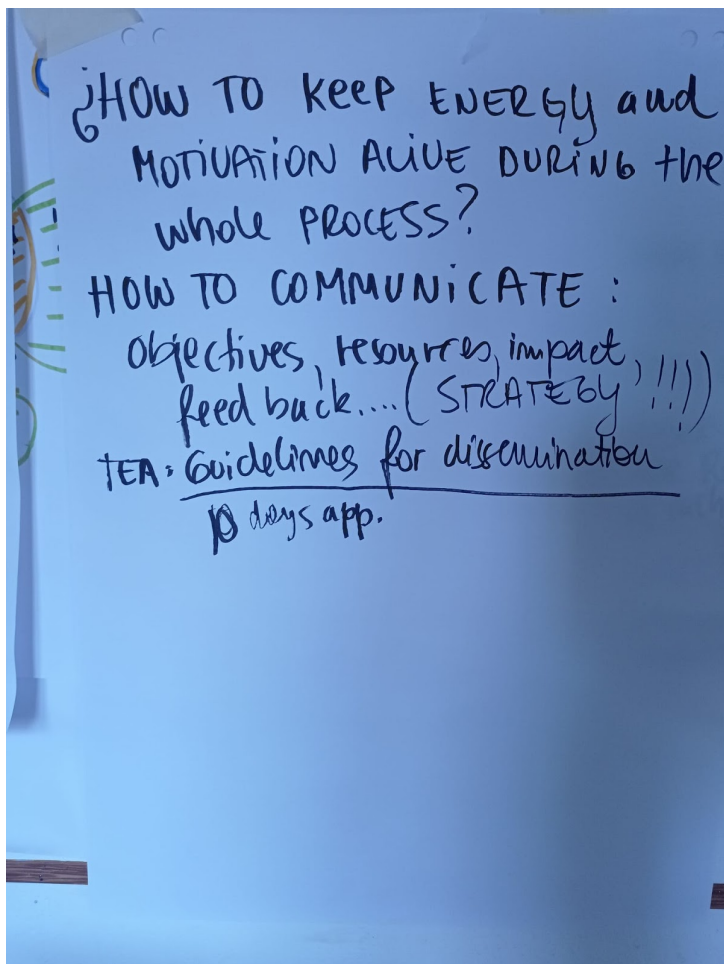


## DAY 5 (21ST MAY)

### SESSION 1: LEARNING ACHIEVEMENTS AND IMPACT

We start the day with the individual reflection on recalling everything we've learnt (write it down in our notebooks), and make a personal development plan in terms of: where would I like to/need to go next? what I still need to learn? How? Who can help me? After the individual reflection the people gather in national groups, share their personal findings and now they try to support each other and think about how they can make these individual plans come true? As well we ask the question on how this impacts the organization they collaborate/work with? How can their personal learning and growth plan impacts the organization and on the other hand, how the organization can help in achieving this personal plan? We live time for the people to share and in the end we do a plenary sharing of learning and ideas.

### SESSION 2: FUTURE PLANS AND ACTIONS



During the 2nd session of the day we stop to clarify things that still need to be clarified and answer to the remained questions that were not answered.

We as well go back to the P-Action booklet, check the image that they made during the first day of the training and give them time to make it more concrete, or change it, or adapt it to their new expectations and needs after being on 5 days training.

### SESSION 3: EVALUATION AND CLOSURE

We finally take a moment to evaluate the training (informally and formally through questionnaire), and we thank you all for their active participation, involvement and wish good luck for the next plans.

## CONCLUSIONS AND EVALUATIONS

Overall, the evaluations show that the TC had a great impact on the participants in terms of learning about youth work and about P-Action further steps.

The overall satisfaction of the TC is **8.7 out of 10**.

Some of the insights of the participants and the team:



- This week was very practical and effective, thanks to a well organized hosting team, the participants and the trainers. I noticed a shift in the way participants collaborated to realize the objectives of the training, their commitment to tasks and sharing of personal experiences related to the topics of the training.
- I have high hopes for the next phase of the project that it will be very fruitful at the local stages.
- I have learnt about the facilities and the participants, on a professional level how to think.
- Group dynamics and activities carried out by the participants.
- I have learned how to facilitate and know my strengths and weaknesses in this respect.
- Mainly the experience of meeting people from other places and sharing a beer with each other.
- Every community has similarities and experiences. And it's about the impact we can have on others.
- I personally don't enjoy the physical contact, sometimes I felt a bit uncomfortable, but other than that everything has been great.
- Tea and Davies are very energetic and motivated people and that always makes an impact.
- Just be stricter with the timetable.
- I really liked the way we adapted and found ways to communicate with each other.
- You can tell they have a lot of experience in what they talk about and they give you a lot of confidence in their subject.
- More time to read certain topics and longer breaks.
- It was a fantastic Experience
- The environment was safe and people were lovely.
- The approach helps me to realize how significant is what one does is and how I can grow myself
- The team: They well explained and gave us time to reflect
- I will remember as a unique, I will never forget, I became more patient.
- The games, and the workshops. No leaks because all the members helped to contribute.
- I felt loved. Nothing else
- completely relevant, because everything that was on the menu was needed for my understanding as a youth worker. My personal active role in a society, knowing my needs and people's needs.
- Interact with other youth and directors
- Personal is political you are who you are because of where you come from.
- Always have vision in life and lead something that you love to do because you own it
- Through group interaction I learnt how to care and be specific while passing on information or presenting myself and work.
- Everything was good but more time for planning and evaluation
- I have learnt different ways of leading workshop in my community
- Also game like creating a story of cards.
- The greater the diversity further and the more learning process global and holistic: now I have a more respectful way to team
- I loved the way the info was transmitted, clear and precise
- I don't have complaints, it all professional and with soul
- They made everything so easy to understand that at the end I had the ability to figure out further steps for myself
- One of the best experiences possible, I met several people and I am very grateful for that.

