Meet the Method

a handbook on facilitation and design of intercultural learning

CEDE
Centro pa Desaroyo
ARUBA

Erasmus+

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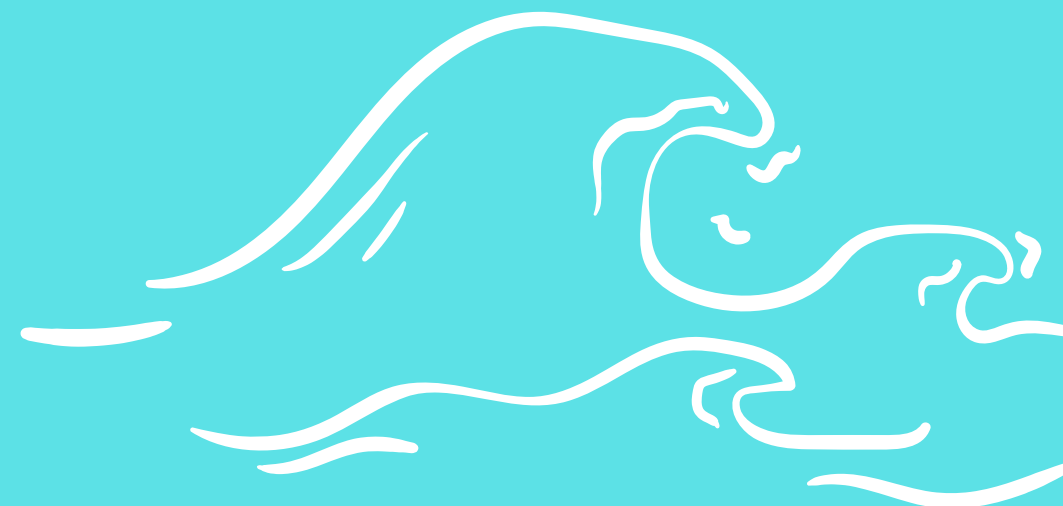
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- **DrONe - Association for social development and non-formal education, Croatia**
- **Kliše Klub, Slovenia**
- **Association for democratic initiatives ADI, North Macedonia**
- **Centre for culture and education Sonta CEKOS, Serbia**
- **HCLF - Heart Centered Leadership Foundation, Aruba**
- **Abba's house, Anguilla**
- **CECF - Caribbean Education & Culture Foundation, Sint Maarten**

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Introduction

Hello dear reader(s) of this handbook!

Whether you are a youth worker interested in leading intercultural learning; whether you are a facilitator looking for inspiration in designing an intercultural environment; or whether you are a young person looking to explore methods of non-formal education – you are in the right place. In this handbook, you can find out about the "Meet the Method" training course, and about Erasmus+ in general, just as you can learn and explore the tools and methods related to the intercultural dimension of learning.

At the very beginning of the handbook, you can find the description and objectives of the "Meet the Method" project, a list of partner organisations, and information on the Erasmus+ programme.

In its second part, this handbook offers you an introduction to non-formal education, and a detailed description of the methodology of the "Meet the Method" training course, which was the main activity of the project.

If you wish to know more about this project itself, find out more about our other projects, or if you just wish to learn more about the non-formal education that we implement with and for young people, do not hesitate to contact us.

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About us

Partner organisations

We are **Centro pa Desaroyo di Aruba (CEDE Aruba)**, located in Oranjestaad, Aruba. We promote bringing together people and resources for sustainable development. In the fight against the socioeconomic and social problems in Aruba, we bring the target groups into contact with each other so that can strengthen each other whenever there is an opportunity for social and educational development. We contribute to a community where people of all ages and backgrounds can develop themselves. We believe that sustainable development in the Aruban community is feasible. CEDE Aruba is a development and co-financing organisation that supports the development and financing of programs and projects in the field of welfare in Aruba. These programs and projects are brought up and realised by non-governmental organisations (NGOs, such as foundations and associations) that put their effort into the improvement of welfare provisions in the Aruban community. CEDE Aruba helps these NGOs with the development, financing and execution of all kinds of durable and meaningful projects.

What we do:
- Providing funds - directly by CEDE Aruba itself and indirectly by acting as an intermediary for other funds, particularly the Cooperatig Funds Caribbean Part of the Dutch Kingdom (Samenwerkende Fondsen Caribisch Deel van het Koninkrijk).
- Providing support and guidance to local organisations and exploring financing opportunities for new initiatives.
- Acting as a catalyst in the initiation and supporting of new developments.
- Organising national campaigns and programs regarding volunteering, community engagement, corporate social responsibility and leadership.

Meet the Method trainer's team

Branimira Penić (DrONe, Croatia)

Hey everyone! I am Branči, and I am part of the Meet the Method trainer duo.

I am an experienced project manager and youth worker with preferences towards professionalisation of youth work in Croatia, youth policies creation and empowering young people to take active roles in local community development. I have a special focus on Erasmus + mobility youth projects and I am proud to be active in several organizations and initiatives (HDD, DrONe Association, Europe Goes Local, GOOD initiative, MMH) in various fields, especially in the field of youth work, education (with emphasis on civic education) and active participation of young people in local community. I really love my job!

PS. I am not a morning person so don't hesitate to avoid me during breakfast (if you ever see me attending one).

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Valentina Gambiroža Staković (DrONe, Croatia)

Hello! I am Valentina, better known to many as Roža. I've been actively working in the civil sector for the last five years, mostly as a trainer and educator.

Right now, I work as a project manager, but I personally consider myself a youth trainer and an educational content creator - that is, a person who makes the learning process fun. Some days I am an activist, other days a volunteer, but I am happiest when I'm deeply involved in non-formal education as I believe it is essential for one's personal growth and happiness. Besides NFE itself, I am active in youth work on local and national level, and in human rights education.

In my free time, I am a big fan of concerts and leafy plants, so in my free time I either dance in the front row or I am waters plants on the balcony.

PSS. I am a morning person so don't expect me to stay up too late with you in the evening (unless there are karaoke).

Meet the method, project

The Meet the Method Project was designed to introduce non-formal education methods to inexperienced or lesser experienced youth workers. The aim of the project was to address the needs of these youth workers and empower them in their future work by providing them with methods and techniques for non-formal education. In doing so, we linked the points between formal, non-formal and informal learning in lifelong education and youth mobility, just as we inspired cooperation and intercultural dialogue.

"MTM" was based on values of democracy, respect for diversity and intercultural learning, but also on long-term objectives for making the world a better place for youth. There was a common need to empower partner organizations and their youth workers with training and cooperation opportunities, to develop their professionalism and to address the European dimension of youth work. Lack of empowerment can have inner difficulties such as lack of self-confidence, lack of skills, insufficient leadership capabilities and similar. As these challenges can have deeper consequences when working with youth, "MTM" we wanted to equip inexperienced youth workers with skills and methods (in individual and group work) needed to respond to these challenges and to facilitate youth on their learning paths. By carrying out "MTM", we provided new learning opportunities for youth workers by ensuring them to acquire cognitive, effective and practical competences and skills, as well as to develop confidence in their unique learning process and to provide them with new cooperation opportunities.

In this way, our wish was to give them a new approach by experiencing a variety of methods through an intercultural dimension which will later help them to support the youth they are working with and to believe in themselves, their values and their possibilities.

Meet the method, project

Therefore, the main objectives of the "MTM" project were to:

- Deeply understand non-formal education and life-long learning, its characteristics and purpose in intercultural dimension;
- Develop the professionalism of youth workers in the field of non-formal education (further NFE) which leads to civic engagement and responsible citizenship;
- Promote European cooperation in the field of youth and create equal opportunities for education through intercultural sharing and exchange of good practices.
- To ensure the accomplishment of the above-mentioned, we also set several specific objectives:
- To enable exchanges of best practices, experiences and expertise while promoting a more democratic and civic society,
- To strengthen youth workers' self-confidence in NFE, develop their creativity, and empower their cognitive, effective and practical skills,
- To develop the facilitation skills needed to deliver quality NFE programs in a manner that encourages participation, ownership and creativity by all those involved.

The "Meet the Method" project was funded through the Erasmus+ programme, under the Key Action 1: Learning Mobility of Individuals. It had one big activity, a training course which took place in Oranjestad (Aruba), May 5th – May 12th 2022, and which gathered 30 youth workers who are less experienced in facilitation of group learning, and who were in need of learning new tools and methods in NFE needed for their everyday work with young people from diverse background and cultural environment.

Erasmus +

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Erasmus+ offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care), adult education, youth, and sport.
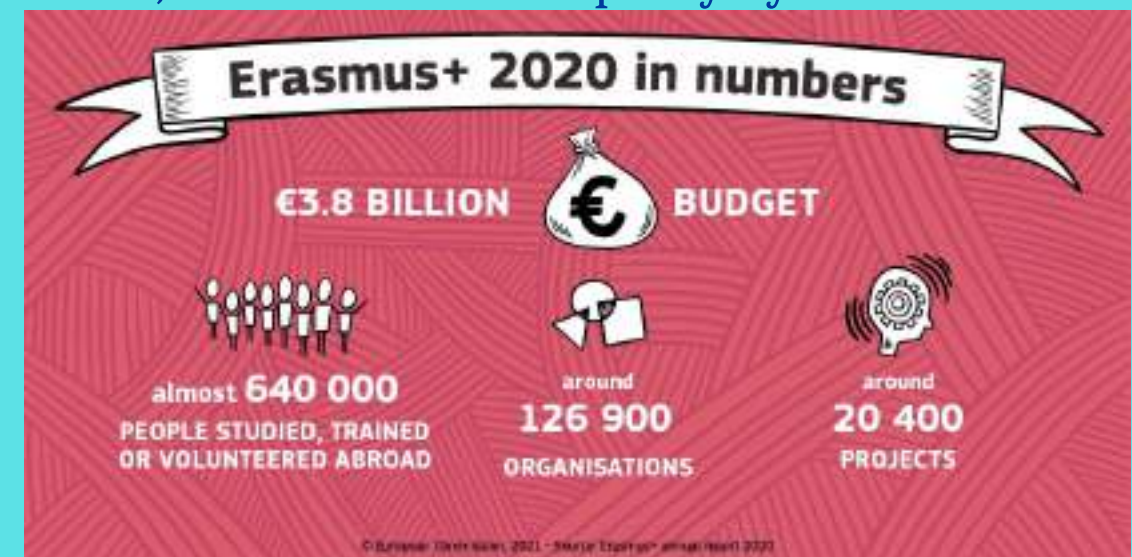
In other words, the programme aims to offer all young persons, students, apprentices, school pupils, vocational students, teachers, trainers, staff, job seekers, etc. the possibility to travel abroad to develop their knowledge, skills and employability. Even more, it assists organisations to share expertise and innovation and to flourish in the fields of education, training, youth and sport.

The Erasmus+ programme is structured around the regulations of the European Parliament and Council. It is funded and managed at the European level by Annual Work Programmes. Erasmus+ supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, and develops the European dimension in sport.

Being the most funded Action in the Erasmus+ 2021-2027 programme, Key Action 1 provides thousands of individuals with a unique opportunity for international mobility every year. The Actions supported under this Erasmus+ Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

In the field of Youth, the KA1 relates to:
- Mobility projects for young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities

Erasmus+ 2020 in numbers

€3.8 BILLION € BUDGET

almost 640 000 PEOPLE STUDIED, TRAINED OR VOLUNTEERED ABROAD

around 126 900 ORGANISATIONS

around 20 400 PROJECTS

Mobility projects for youth workers

The "Meet the Method" project is an example of the Mobility project for youth workers, which relates to the organisations active in the fields of education, and training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. More specifically, this Action supports the professional development of youth workers and thereby the development of quality youth work at local, regional, national, European and international levels, through non-formal and informal learning experiences in mobility activities. Overall, mobility projects for youth workers under Erasmus+ aim to:

- Provide non-formal and informal learning opportunities for the educational and professional development of youth workers, contributing to high-quality individual practice as well as to the evolution of youth work organisations and systems;
- Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond.
- Develop local youth work practices and contribute to capacity building for quality youth work of the participants and their organisation, having a clear impact on the participating youth workers' regular work with young people.

A mobility project should consist of the following stages:

- Planning (including defining the learning outcomes, activity formats, development of work programme, and schedule of activities)
- Preparation (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure);
- Implementation of the mobility activities;
- Follow-up (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).

In the same manner, the "Meet the Method" project took place.

Formal, informal and non-formal learning

Each project, including mobility of youth workers, is designed to provide new learning, new skills and values. Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes us ready to express it in various shapes. There are three types of learning/education:

Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Its learning environment includes educational institutions, classrooms, specially trained teachers, teaching equipment, extra-curricular activities, competitions, examinations and a curriculum or syllabus. Formal education, as the name suggests, is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines.

Informal education or learning is the type of knowledge that one gains through life experiences. This knowledge can be the one that we obtain from our parents, elders, friends or partners. It does not contain the theoretical knowledge of the books, but is gained under the influence of society and the community.

Non-formal education or learning 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.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.
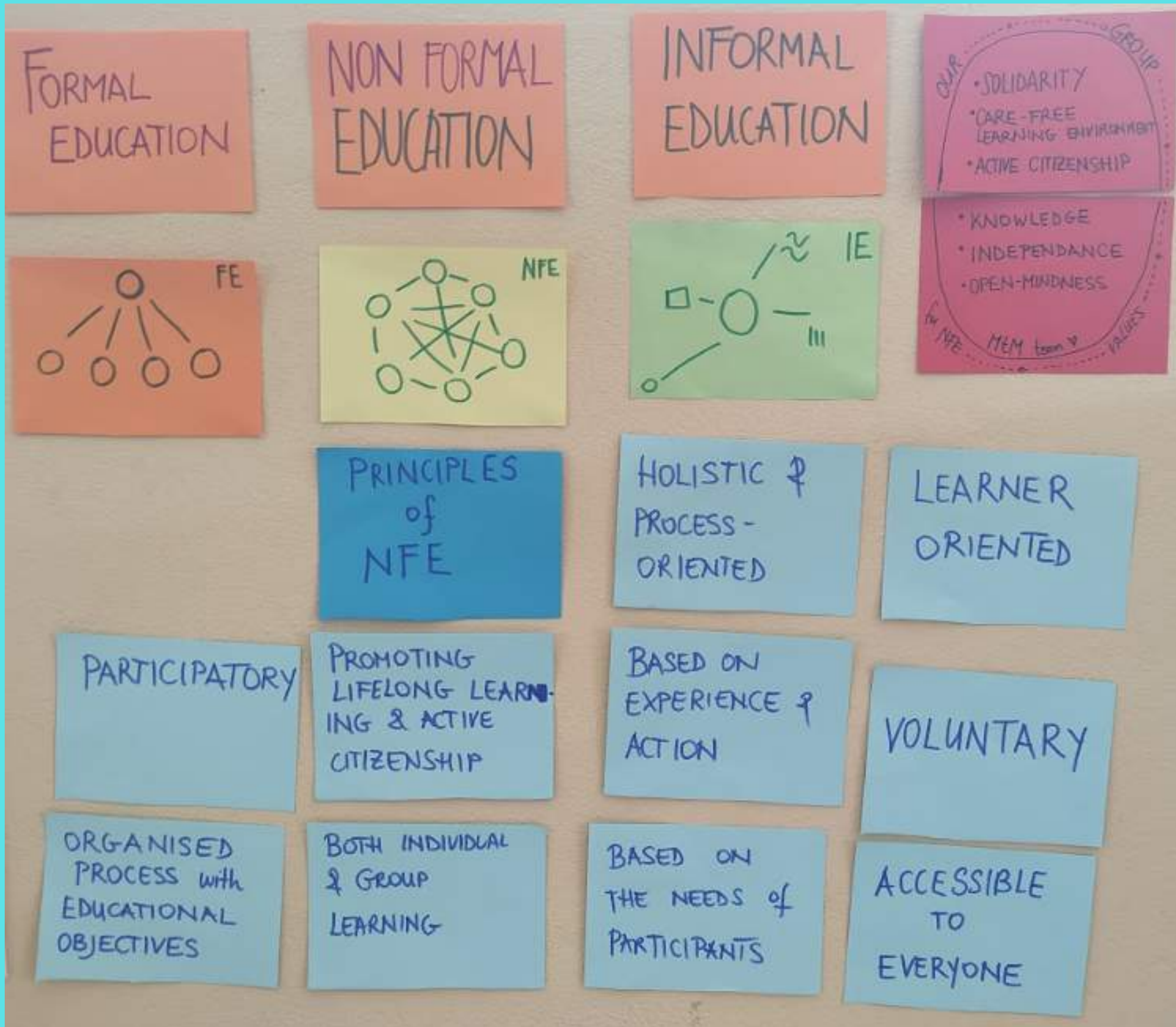
Non-formal education should be based on the following principles:

- · 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.

Reflection in non-formal learning

Reflection is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, but it also aids us in improving our skills and/or exploring our own or other people's attitudes. It encourages learners to reflect on the activities they have participated in so that they are no longer just focused on the "how" of their task or activity but also "why" they are doing it.

At the start of the "Meet the Method" training course, reflection was introduced as a strong apparatus to empower learning; and it was held on two levels: individually and in groups.

After each task or activity, trainers guided participants to individually reflect on their learning process through personal learning diaries. Learning diary was introduced as a tool of reflection, in the form of a "personal journal". Its purpose is to enhance participants learning through the process of writing and thinking about their learning experiences. It is not just a diary or record of "What you have done" but a record of what one has learnt, tried and critically reflected upon it. The best thing about learning diaries is that they are made by participants in any way they want: creative, with words or pictures, sketches, colours and more.

On the very first day of the training course, reflection groups (teams) were also formed and introduced as another tool of reflection. Reflection groups were a strong tool of peer reflection as they encouraged sharing thoughts, actions, and experiences within a group, and they provided insights into other people's thoughts and experiences. These groups met at the end of each day as a part of an official programme, and they were given questions to explore/discuss. Their answers/discussions were later collected by the trainers and they inspired the adjustment of the programme when it was needed.

Youthpass

<u>Youthpass</u> is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes. Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others. It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition. It also supports the continued pathways of young people and youth workers, just as it raises visibility of the value of European engagement.

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes.

The responsibility to issue the Youthpass certificates to the participants/volunteers, lies with the organisation that signs the contract for the Erasmus+ grant. In "Meet the Method" project, Youthpass certificates were issued to all participants and volunteers by the CEDE Aruba association.
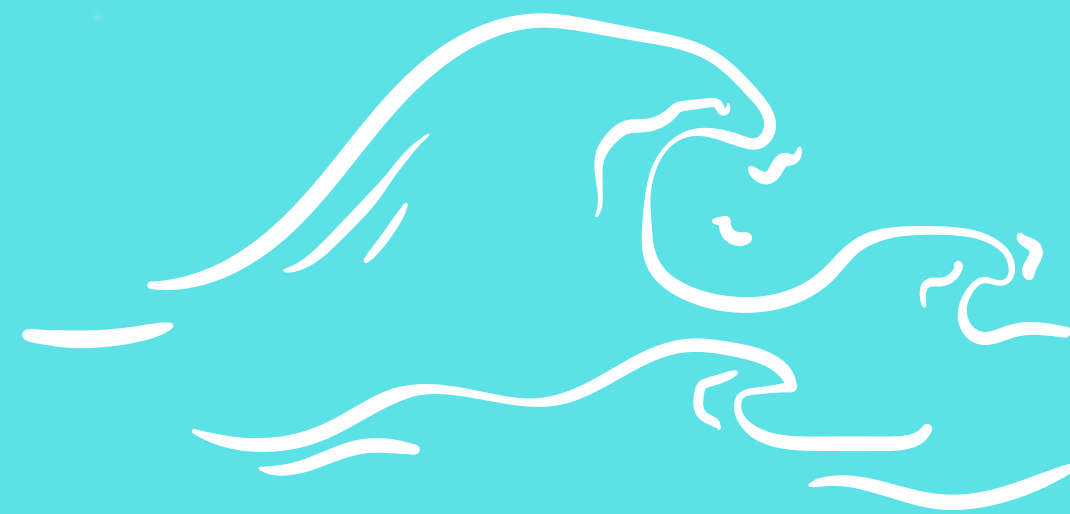The responsibility to issue the Youthpass certificates to the participants/volunteers, lies with the organisation that signs the contract for the Erasmus+ grant. In "EU is coming" youth exchange, Youthpass certificates were issued to all participants and volunteers by the DrONe association.

Meet the Method
planning

The project had five chapters: planning, preparation, implementation, follow-up and reporting. Participating organisations and youth workers involved in the activities had an active role in all these stages enhancing thus their learning experience.

1. Planning:

defining the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc. before writing a project and before submitting the application.

"Meet the Method" was planned with project coordinators and youth workers from all partner organisations. They were the ones who decided on the final objectives of the project, on final methods and the timetable. These youth workers also participated in writing an application form, with the guidance of project coordinators from CEDE Aruba, and trainers from the DrONe association.

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Meet the Method preparation

2. Preparation:

practical arrangements, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc. The preparation of "Meet the Method" was related to project coordinators and trainers.

When the project was approved, the preparation phase started. We had several meetings with our project coordinators (partners) to agree upon all the terms, and profiles of participants, to discuss the preparatory tasks, set the dates and more. We also communicated regularly via email to keep everyone updated and to make sure everyone had all the information. This phase also includes the preparation of the team, the logistics and detailed methodology.

When it comes to the participants, before the youth exchange itself, the communication with them was held online. First, we prepared a closed Facebook group for participants to interact with before the start of the training course, to introduce themselves and to meet the team behind the project. We also formed a WhatsApp group for more urgent communication. Various information was discussed in these groups, from preparatory tasks to info packs or current weather conditions.

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Meet the Method
implementation

3. Implementation of the mobility of youth workers: „Meet the Method" training course

This phase was related to the main activity: the training course. Now that everything was well prepared in the preparatory phase, we just needed to put all our vision and ideas into practice. Read all about this phase in the following pages of the handbook.

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Meet the Method
follow-up

4. Follow-up:

evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes.

Evaluation was of great importance for the project and it was held on several levels, and we used evaluation to also identify the learning outcomes of everyone included in the project. At the beginning of the training course, participants were asked to underline the expectations and fears, so that they could later look back at the same to assess to what extent these expectations and fears were fulfilled. Evaluation was also held in reflection groups. Finally, we evaluated the project internally as a team to make sure what we could do better the next time.

The dissemination and the use of the project's outcomes were implemented in the form of a dissemination bingo (or Bingo challenge) to make it more creative and collaborative. On the last day of the training course, participants themselves decided on their follow-up activities that were part of the dissemination bingo (ex. sharing the photos and video from the project, implementing activities in their local community, writing an article). Project coordinators were the key to this process as they were the ones who were following the participants on a national level, providing support to them, and regularly communicating with the project team to keep the team updated.

Meet the Method
reporting

5. Reporting:

Reporting phase means reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities.

Each Erasmus+ project is produced using an online tool called Mobility Tool+ where you need to enter the personal details of all the participants included in your project. Even, the final report consists of questions where you need to describe the implementation of the project, its verified impact and the learning outcomes of your participants. Via the Mobility Tool platform, you need to attach all the produced materials so that your National Agency can verify them. When this process is done, the final budget will also be checked. Processing of the final report can take up to 60 days, and the last part of the project grant will be paid as soon as the report has been checked.

Erasmus+

Meet the Method
methodology

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Project goals:

- Deeply understand non-formal education and life-long learning, its characteristics and purpose in intercultural dimension;
- Develop the professionalism of youth workers in the field of non-formal education (further NFE) which leads to civic engagement and responsible citizenship;
- Promote European cooperation in the field of youth and create equal opportunities for education through intercultural sharing and exchange of good practices.

Before the beginning of the training course, each participant received an Info pack where all the relevant information about the project, timetable, logistics and venue were provided, and several Newsletters that were content-related and that served as an introduction to the training course.

Each participant also received several preparatory tasks needed for quality implementation of the training course:

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Meet the Method
preparatory tasks

- Do short research about non-formal education in your country (what does it represent, what subjects does it tackle most often, how is it validated, who is mostly in charge of delivering non- formal education etc.);
- Reflect upon a method or tool you can share with the rest of the group in the field of non-formal education;
- Bring one item/object with you that represents the meaning of non-formal education for you;
- Prepare basic info on your sending organisation;
- Prepare interesting and less-known facts about your country, bring food and snacks from your country which you can present and share during intercultural evenings;
- Send one photo from your childhood before the start of the training itself (you cand send it directly to Roža or Branči via FB, or to Tammy via email.

MEET THE METHOD TIMETABLE

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Day 1: Arrival	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9: Departure
Arrival day!	Get to know Objectives and expectations Erasmus+	Non-formal what? Intercultural learning in non formal education	Facilitating learning Kolb's Learning Cycle	Idea Market Forming teams	Organization fair	Workshop preparation	Competences university Youthpass	Departure day
	Lunch + free time	Lunch + free time	Lunch + free time	Lunch + Free afternoon	Lunch + free time	Lunch + free time	Lunch + free time	
	It's all about competences Creative Group Challenge Reflection	Understanding multicultural World cafe Reflection	Action bound! Reflection		Global village Reflection	Sharing is caring Reflection	Platform of future Dissemination challenge Evaluation	
Dinner	Dinner	Dinner + Free evening	Dinner	Dinner + Free evening	Dinner	Dinner + Free evening	Dinner	
Welcome evening	Mission Impossible		Intercultural evening		Intercultural evening		Free evening	

Day 1

Session 1: Getting to know through Oracle Dixit

Session 2: Secret friend

Session 1: Getting to know through Oracle Dixit

For the introductory session, Dixit cards were used as one of the storytelling tools for getting to know each other.

Participants were divided into pairs, sitting at a table one across from another. Each pair received several Dixit cards with the task of reading each other's past and future from the cards. The first person to begin draws one card and tries to read the past and future by looking at that card, guessing and making up stories about another person. This goes on for several minutes. Now, the other person comments on whether what was said was anyhow related to the truth. After comments and feedback, the second person now draws a new card and repeats the process.

Pairs change every 10 minutes so they can have an opportunity to meet other participants too. Be careful to tell your group that this is designed as a fun activity and not to take it too seriously, but to enjoy the storytelling process and to meet each other.

Session 2: Secret friend

One of the participant's preparatory tasks was for them to send a picture from their childhood. Now, these pictures were used to create a week-long activity named Secret Friend.

Each participant was handed one childhood photo (no one must receive his/her photo), and during the training, they needed to discover who this person was and then make this person their secret friend. During the whole training, their task is to do nice things for a person from the photo, without the other person realising. There are no rules to this game, except imagination and kindness.

Day 2

Session 1: Welcome to "MtM"

Part 1 – Speed dating

Speed dating is a learner-centered activity that engages every single participant at the exact same time. Participants were instructed to walk around the room and randomly approach others, and chat with them on certain topic/question (listed below). After each question, they need to find a new pair to discuss the next question:

·What is your favorite movie?

·What kind of music do you like?

·What is your favorite holiday?

·How would your best friend describe you?

·What are you most passionate about?

·Describe your first love, how it was?

·If you had to be someone else for a day, who would you be and why?

·If you could invite anyone, dead or alive, to dinner, who would it be?

·If you could live anywhere in the world, where would it be?

Part 1 – Objectives of "MtM"

In the second part of the first session, trainers introduced the objectives of the "Meet the Method" training course and group discussion was encouraged:

·Why these objectives, how do they correspond to your needs and the needs of your organisations?

·Do you think they are achievable?

·Is there something you would like to add?

Day 2

Session 2: Erasmus+ and lifelong learning

Participants have cutouts of phrases related to Erasmus+ programme written (glued) on their back. They silently need to group each other according to the key words (such as Green Erasmus etc) and phrases, and unknowing what is written on their back.

Examples of phrases:

1. Erasmus+
2. is the EU's programme to support education, training, youth and sport in Europe.
3. offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care) adult education, youth and sport.
4. places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.
5. Erasmus+ Inclusion and diversity refers to...
6. reaching out towards people of different ages and from diverse cultural, social and economic backgrounds.
7. putting focus on people with fewer opportunities, including those with disabilities, educational difficulties, or a migrant background,
8. as well as those living in rural and remote areas.
9. Digital Erasmus+ refers to...
10. developing accessible and high-quality digital learning,
11. fostering the capacity of participants to use digital tools and content,
12. testing and promoting distance, as well as blended learning.
13. Green Erasmus+ refers to...
14. encouraging participants to use lower carbon transport as an alternative to flying,
15. building up knowledge and understanding of sustainability and climate action,
16. enhancing competences needed to create sustainable societies, lifestyles and economies.
17. KEY ACTION 1: Learning mobility of individuals
18. The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants,
19. and participating organisations involved, as well as on the policy systems in which such activities are framed.
20. Examples: youth exchange or a mobility project for youth workers (like MtM).
21. Mobility projects for youth workers
22. are part of Key Action 1 under which organisations can receive support to carry out projects that support professional development of youth workers and their organisation through non-formal and informal learning experiences.
23. develop local youth work practices and contribute to capacity building for quality youth work of the participants,
24. and their organisation, having a clear impact on the participating youth workers' regular work with young people.

When done, they share answers and group discussion is held.

Participants are encouraged to share their experience within Erasmus+ programme.

Trainers presented the KA1 of Erasmus+ programme through digital presentation, concerning all relevant information.

Day 2

Session 3: It's all about competences!

Short discussion intro on competences is held:

·What is a competence, what defines it?

·Are we all born with certain competences?

·How do we develop competences?

Trainers present the several competence models.

1.<u>The 3H model (Head, Heart, Hands):</u> The model shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing and the psychomotor domain (hands) to engagement.

2.<u>8 key competences for longlife learning (Youthpass)</u>: When describing the learning outcomes in Youthpass, you are invited to use the key competences for lifelong learning. The framework describes main competence areas that all individuals need for personal and professional fulfilment, for social inclusion and active citizenship and to lead a sustainable and healthy lifestyle. A competence is defined as the combination of knowledge, skills and attitudes.

3.<u>ETS competence model for youth workers to work internationally</u>: To successfully network and cooperate on an international level and to support young people in learning mobility projects, certain competences are required from youth workers. One objective of the European Training Strategy in the Field of Youth is therefore to develop a competence model for youth workers to support these tasks. Such a model can serve as a framework for orientation and guidance for the different actors.

Models were visually presented to participants.

Participants marked one competence that they believe have strongly developed so far, and one that they believe needs improving. They had few minutes to think about how they developed the first one, and to come up with ideas that could help them empower their "less developed competences".

Trainers presented examples of learning assessment tools and methods: Collage your learning, mind maps, collaborative poster making - building the tower, My symbol my learning, Word of the day, Peer buddy, The Heart of Reflection, Learning diary, Frankenstein reflection on learning.

Day 2

Session 4: Challenge: content creation through symbolism

Day 2

Session 5: Introduction to Sharing is caring, Service & Care, Reflection

Trainers start the conversation about expectations, fears and contributions.

After a brief conversation, participants work individually to identify their expectations, fears and contributions related to the training course. They are given three post-it papers in different colors and instructed to write down their answers. When everyone is done, the participants stick their papers on the flip chart with the drawing of a sailboat. Each part of the drawing represents a different paper (i.e. boat- expectations, waves- fears, sail- contributions). Trainers read the papers, relate them to the subject, and start a brief group discussion and reflection.

After discussion on participant's fears and expectations, trainers introduced the Sharing is caring session that will take place in the following days, created Service & Care groups who were responsible for making sure that the working room is clean at the end of the day.

Finally, Reflection groups were made whose task was to support participant's learning process, and at the end of each day, to answer the following questions:

·What did I learn?

·How do I feel?

·What was the "AHA" moment?

·Anything else to say?

Day 3

Session 1: Actionbound

Through this session, participants explored a local community and experience interculturalism through the digital Actionbound app. Participants are divided in teams of 5 or 6, each of which receives an access QR code to start Actionbound. Through interactive tasks, they explored the surroundings, found certain people, found information, took photos and videos, and wrote down answers to specific questions depending on where the tasks led them.

Examples of tasks:

·Take a selfie with an unknown person from this local community! Meet the local resident(s) and inspire them to take a photo with your group. Upload the photo and share it with us.

·As a group, choose one international song that describes the Meet the Method project. Decide on an anthem of our project, and upload an audio of your team singing that song! BONUS: Invent your own song/anthem!

·Find exactly 3 things that are in common for each member of your team and list them!

·Make a group video in which each team member is saying one sentence in a language unknown to him/her, but a language that is represented in this project. Ps. practice it before you record it/upload it.

·What was the original name of Washing mini market? Yeah, you need to move out of the Youth center to find the answer. BONUS: what's the story behind the name?

·Take a picture of three Aruban national animals! Name at least one of them in Papiamento. HINT: Creativity mode ON.

·Take a photo of a traditional cunucu house.

·As a team, think of a motto to promote Erasmus opportunities among your friends and / or colleagues? Don't forget to KISS!

Teams have limited time to complete the challenges set by the app, and decide on when and how they will take breaks during Actionbound etc. They upload the results of their Actionbounds on the platform.

They need to be back in the working room at a specific time where the group will see uploaded results, and where teams will share their experiences.

Reflection on the activity:

·How was the Actionbound experience for you?

·How did you make decisions about tasks within your team?

·What did you like most and least about the activity?

·What was the most fun of it?

·How can you implement Actionbound with young people with whom you work?

Day 4

Session 1: Non-formal what?

Related to preparatory task: participants brought an object from home that represents the meaning of non-formal education in youth work for them. Objects are placed visible to everyone.

Each person takes one object (not the one that belongs to them), but that is similar to their vision of NFE.

They have few minutes to think about the item and write down the ideas they believe it might represent.

Groups sits in a circle. Random participant is asked to present what he/she has, and what believes it represents. The person whose object has been described shares his/her thoughts.

First four people combine first group, the next four combine the second group and so until we form 6 groups. Groups are given flipcharts with a task to choose and write the most important meanings and ideas of NFE, and explain why.

Teams present their lists. Trainers summarize the ideas that appeared most often.

Trainers present the difference between formal, non-formal and informal education, and principles of NFE.

·Formal education: as the name suggests, is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines. It usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills.

·Non-formal education: refers to planned, structured programmes and processes of personal and social education designed to improve a range of skills and competences, outside the formal educational curriculum.

·Informal education: type of knowledge that one gains through life experiences. This knowledge can be the one that we obtain from our parents, elders, friends or partners. It does not contain the theoretical knowledge of the books, but is gained under the influence of society and the community.

Principles of non-formal education:

·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.

Group discussion is held, and group was asked how they can use this activity in youth work.

Day 4

Session 2: Intercultural or Multicultural?

Part 1 - Intercultural learning in non-formal education

Related to preparatory task thar participants did before the training: make short research of NFE in their countries: what does it mean, what subject does it tackle most often, who provides NFE, who are the users, how is it validated?

Participants form international teams. They present their research within the team; one person is the volunteer to take notes.They write conclusions on flipchart. They are encouraged to do creative presentations of research per country: collage.

They need to underline similarities, differences and key learning points and write them on a flipchart. Teams present their conclusions. Discussion is held.

Part 2 - Understanding multicultural

Trainers give out the ribbons of different colors to participants, and each participant gets a role card according to their color. They do not share their roles with others.

Task is to walk around the room and talk to everyone a least for 2 minutes, playing the role. They have to talk to as many people as they can, and realize the roles the ribbons represent. Participants don't know the content of the other players' cards.

·Red ribbon role card says: like meeting foreigners, but doesn't like being touched, doesn't look in the eyes of other people.

·Blue ribbon role card says: sometimes touches others, doesn't like white ribboned people.

·White ribbon role card says: like meeting new people, gesticulate a lot, enthusiastic, greet others by touching their own earlobes and bending.

·Green ribbon role card says: doesn't feel comfortable meeting foreigners, doesn't like being touched, passionate when speaking.

Reflection:

·How did you feel in your role?

·Can you guess other ribbon's roles?

·Have you ever experienced anything similar at home or abroad?

·Was it hard to play the role? Does your culture have any habits that would be disturbing for people coming from other cultures?

Debriefing:

·How would you define "culture"?

·What does prefix "multi" stand for, what's it meaning?

·What is the difference between "intercultural" and "multicultural"?

·How can education be "multicultural"?

·How can we work to educate „intercultural"?

·Why are interculturalism and multiculturalism important in youth work?

Day 4

Session 3:
Facilitating learning

The group is asked about their level of experience they have with facilitation.
·who's facilitated an activity, workshop or a meeting before?
·who's facilitated 3 activities, workshops or meetings before?
·who has facilitated 5 or more?

Participants form groups of three with a task to take turns taking two minutes each sharing a personal story of an unsuccessful workshop they've experienced. What made it unsuccessful?
Groups are asked to think about the role of the facilitator, the behaviors of participants, the actions or inactions of the group hosting the meeting. They need to identify several factors that can influence the workshop flow.
Trainers ask each group to share what they have identified. These factors are written on a board until we have a range of examples. Discussion on solutions is being held.
Participants are encouraged to share their experiences. Trainers share several examples on how they reacted in certain situations.

Day 5

Session 1: World Cafe

The participants are divided into four teams. Each team is placed around one table. Every table is decorated as a true café. The process begins with the first of four rounds of conversation for the groups seated around a table. Each table has its specific topic, with its sub questions.

Main topics to discuss (different topic at each table):
·non-formal learning in the context of young people and their competences
·non-formal learning in the context of intercultural learning
·non-formal learning in the context of formal education
·non-formal learning in the context of people with fewer opportunities.

Subquestions for each topic:
·How can we do it?
·What is the role of a youth worker?
·What are potential risks/challenges?
·What is the beauty of it?

At the end of every round (minimum 20'), groups move towards a new table. One person stays as the "table host" for the next round, and welcomes the next group to briefly fill them in on what happened in the previous round. The process goes until all teams visited all tables.
Group discussion is held.

Day 5

Session 2: Idea market

There are several roles in this activity:

·Stock manager: a person/trainer who leads the simulation, and who handles the stock and money exchange

·Evaluator(s): a person/trainer who evaluates the stock and whether they can be exchanged for more value. You can have two evaluators, the very strict one and a looser one

·Casino manager: a person/participant who tries to distract the teams, and persuade them to spend money in casino more roles be added depending on the group number (ex. tax collector)

Participants are divided into teams of 4 or 5.

The goal is for teams to come up with activities for young people on various topics (ex. arts, human rights, culture, group dynamics, conflict resolution etc.).

Every team is placed on a different table (one table can be isolated from the others in order to present inequalities in starting positions).

At the beginning, teams receive a certain amount of (monopoly) money.

The task during an activity is that teams exchange money for stocks (each stock is a different task on topic of non-formal education) and earn more money in order to buy more stocks and earn more money.

There are cheap and expensive stocks, and teams decide on which ones they wish to invest in. For example:

·"cheap" stock: Propose an energizer for a group to get to know each other.

·"expensive" stock: You've prepared an Erasmus+ presentation, but the electricity just went out, and your session starts in 5 minutes. What's your plan B?

When they solve the stock (task), they go to the Evaluators table who then evaluate the quality of the task, and evaluators offer a new price for the stock. After that, teams go to the Stock manager's table to sell this (evaluated) stock for the appointed amount of money and they buy a new stock.

The team who ends the game with the most money is the winning team.

There are distractions in the form of loud music, and casino where they can spend money or make a quick investment (where chances to win or lose a great amount of the money are equal).

The simulation goes for at least an hour, and you can come up with ideas for challenges during an activity:

·the looser evaluator often goes on a break

·Stock manager is trying to rip off the teams

·introduce the tax collection moment

Reflection on the activity:

·How did you enjoy the process?

·How did you organize within teams, did you have roles?

·How did you decide on which stocks to buy, did you have a strategy?

·Which topic is most suitable to process through this method;

·What is the pedagogical value behind it?

·Can we use this activity in youth work?

Day 6

Session 1:
Organisation fair

Session 2:
Preparation for "Sharing is caring"

The organization fair took place in the form of a fashion show.

National teams were provided with art crafts, costumes and creative material with a task to present their sending organisations in the form of a catwalk.

Teams had 45' to prepare their catwalks, and then 45' for the fashion show.

After each catwalk, participants were encouraged to ask questions about the presenting organisation.

The teams for "Sharing is caring" sessions were formed at this moment, and based on the specific interest of participants, such as the topic they were interested in and depending on the methods they prepared during the preparatory phase of the project.

There were 8 teams altogether, and within their teams now they had the rest of the day to decide on the workshop they wished to implement with the rest of the group as the audience.

Teams were provided with all necessary materials for the preparation of workshops.

Teams will be asked to implement the tools/methods with others as the audience.

Two workshops were held at the same time, four blocks of workshops.

According to the group's social contract, each person was responsible for their own learning process, and thus they will choose which workshops would they like to attend, with equal number of participants in each.

Day 7

Workshop: Mission communication

- To develop different types of effective communication and active listening skills in a group.
- To allow groups to put their trust in each other and form a stronger bond. to relax and connect the group

DESCRIPTION: Participants will select a color-coded item from a box and keep their hands closed. Upon everyone's selection, they will open their hands to reveal the color in it. After this, they have to find a partner that has the same color as them to form a pair. Participants will then decide who will be the leader (communicator) and who will be the follower that has to complete the obstacle course. Blindfolds will be handed to the teams in which the person being led, has their eyes closed. The leader will guide their follower through the different obstacles until they arrive at the finish line and place their colored ball that was collected prior in the designated box. After the first round, The pairs will have to exchange roles and one more obstacle will be added to increase the difficulty in the second round. During the third round, the participants will have 60 seconds to decide on which method they will communicate as verbal communication is not allowed. There should be no speaking or use of words at this point in the activity. If a team is caught speaking, the game moderator will ask them to return to the starting point and do the obstacle course again. At the end a discussion circle will be conducted to discover how the participants felt, what challenges if any were encountered, what did they learn and how can we make this activity better with feedback and suggestion.

DEBRIEFING:
1. How do you feel?
2. Which roles did you play and what was it like to be a leader or follower?
3. What type of communication was developed amongst the group?
4. What were the challenges that you encountered?
5. What did you learn?
6. Is this method useful/applicable for you as a youth worker?
7. How can we make this activity better?

LEARNING: The obstacle course throughout this method could have been more challenging which would allow the participants more opportunities to practice their effective communication.

Workshop:
Take a slice of the pizza

- **Participants to get to know each other and to develop effective communication and active listening skills;**
- **Participants to put their trust in each other, to break barriers among themselves and to form connection.**

DESCRIPTION: The game is in the form of a pizza. The pizza is made with the necessary materials listed above. The facilitator can make as many pizzas as he/she want, depending on the needs, also the number of groups and participants that will be part of the method. The facilitator should divide the pizza into 8 pieces. On each piece, he/she should write random numbers from 2 to 12 because the smallest sum of the dice is the number 2, and the largest is the number 12. Also, a question needs to be written on each piece with the number assigned to it. The questions should be something like: Describe yourself in three words, What makes you angry; What is your favorite food; What is your biggest fear; etc.

Participants should be divided into small groups, and each group should consist of 4 to 6 people. The first participant will roll two dice and the sum of the two dice is for example 5 (e.g., 3 (first dice) +2 (second dice) = 5 (sum)). 5 is the number the participant has to find on the pizza and he/she need to answer the question written on that piece. After answering the question, first participant passes the dice to the next. IF possibilities:

-If some of the participants on the second round get the sum of the same number (question that he/she already answered) need to roll again.

-If a sum of a numbers appears on the dice that is not on the pizza grid then that participant will choose to ask any of the other participants a random question about themselves.

Game over at group discretion.

At the end, a discussion circle will be conducted to discover how the participants felt, did they get to know each other better, what did they learn and whether the activity contributed to breaking down some barriers.

DEBRIEFING:

-How do you feel?

-Which question was the hardest for you to answer and why?

-What is the most interesting answer you heard?

-Did you manage to learn more about others from the questions and answers?

-Is this method useful for you as a youth worker?

-How can we make this activity better?

LEARNING: For the participants to have a wider and more interesting interaction, make a bigger pizza and include more people in the group. Come up with more interesting and unusual get-to-know-each other questions. The questions can be freely adapted to any topic, for example: discrimination, interculturalism, human rights, etc.

Day 7

Workshop: Caribbean sand

- to enhance group cooperation;
- to enhance group cohesion;
- to become aware of the importance of non verbal communication.

DESCRIPTION: The group must work as a team and cross a pre-drawn, chess type field on the floor, that we called Caribbean sand (adapted from the name Quicksand). Each participant has the right to try one step, and if they succeed, they continue with the next step. Facilitator has the passageway key and is in charge of approving the steps the participants take. Participants can move forward, left, right and diagonally through the field, one tile at a time. If/when a participant steps on a field that is not the part of the passageway, they return at the beginning and the next one in line takes their place. Participants must remember the previous steps in order to be able to reach the other side of the field. If one or more participants cross the field, and one makes a mistake, everybody is back at the beginning. During the whole activity, participants are silent, and need to find a way to communicate with each other in a non verbal way, in order to help the team to cross the field. The activity ends when all participants successfully cross the field.

DEBRIEFING:

How did you feel during this activity? What part of the activity was the hardest for you? What was the easiest? What do you think you did well? How does it feel to help other group members? How does it feel to be helped by other members of the group? How did you communicate? What did you learn/realize?

LEARNING: In order to support the group cooperation, draw a bigger field and make the passageway a bit more complicated.

Day 7

Workshop:
Fish bowl

- To promote active listening and discussion based on respecting others and taking into listening to different opinions.

DESCRIPTION: The chairs are put in a semi-circle, like a fish bowl. Two (or more, depends on the number of participants) chairs are pit in the center of the semi-circle. The facilitator explains the topic of the discussion, and the rules for discussing. Participants that sit on the outer chairs (in the semi-circle) are not allowed to talk. Just participants sitting in the center chairs are allowed to talk. When somebody from the outer chairs wants to say something, they need to quietly stand up, approach the center chairs and tap one person on a shoulder, indicating to that person that they need to quietly stand up and switch places with the person that stood from the outer, "quiet" chair. The touched person from the center chair has to be quiet, even if he/she was tapped in the middle of the sentence, and sit on an empty chair in semi-circle. New person in the center can now discuss as he/she wants. There are no limits or rules how many times can a person stand up from the semi-circle and tap a person in the center. The rule is that just the participants in the center talk, and in the semi-circle don't, until they tap a person in the center and switch places.

DEBRIEFING:
1. How did you feel to discuss with such rules?
2. Was it difficult to be quiet when you disagree with somebody?
3. What made you stand up and tap somebody?
4. Is it difficult to be in the center of and to expose yourself?
5. Were you frustrated when somebody tapped you?
6. Were you forced to listen more to the others?
7. Are there different personalities when it comes to discussing?
8. How can we use this in real life?

LEARNING: The topic was controversial and there was not enough time.

Day 7

Workshop: Role play

- ·to raise awareness of different opinions;
- ·to raise awareness of different perspectives of a particular topic or social issue.

DESCRIPTION: The participants sit around the table while the trainer gives them instructions. The trainer gives them topics written on paper and tells them that they should debate those questions. Each participant will receive a "role" to act out concerning the topic. Participants actively defend their roles, they have to create arguments that are good enough to convince the others. When they finish the first topic, the participants get another topic and debate about it. The topics can be various, social, environmental protection, youth and challenges, depending on the target group.

DEBRIEFING:

- **H**ow was this method to you?
- Do you feel that the debate is productive and brings new perspectives?
- Did you find some similarities within the group?
- Was there something that stood out or surprised you?
- How you can adapt it to your work?
- Anything else to share?

LEARNING: The participants suggested that they be told the global topics in advance, so that they could prepare arguments.

Day 7

Workshop:
Pulling rope

- **To develop the ability for active communication, representation of opinion and debating in a group when deciding or forming a group conclusion on issues that target topics that affect young people**

DESCRIPTION: Each of the participants gets a rope, one end of which should be tied to the ring and the other end should be held in the hand. When all the participants are attached to the ring, they should be arranged in a circle with equal distance between everyone and a scarf is attached to the ring, which will hang down and represent the common attitude of the group.

Then sheets of paper are placed on the floor with written possible solutions for the problem to be discussed.

The acceptable solution to the problem will be the solution on which the scarf hangs, but to bring the scarf onto that piece of paper, all participants need to move their ropes. Participants who have conflicting opinions should debate in order to come to a mutually acceptable interpretation so that everyone can move their ropes. Use of force is not allowed.

DEBRIEFING:

1. How do you feel?
2. What is your opinion of this method?
3. What type of communication was developed amongst the group?
4. What were the challenges that you encountered?
5. Was it hard or easy to advocate your opinion to participant with different opinions?

LEARNING: The method can be applied to any subject, but sometimes it is difficult not to use the force of the ropes 😃

Day 7

Workshop: Snapper

- What are your impressions?
- Are you satisfied with the outcome?
- How did you see the other two groups?
- How was the game?
- How did you interact in the group/family and how with other families?
- What could you have done differently?
- Who won and who lost?
- What would you change if you played again and played 100 rounds?
- What similarities do you see between the game and real life?
- What did you gain from this experience?

DESCRIPTION:

Step 1: Divide the participants into 3 families and let them name their family.

Tell the participants the following instruction: Your task is to finish the game with as many fish as possible. Do not provide additional explanations, as this may lead to different interpretations. When asked when the game ends, say that it depends on how successful they are at catching fish etc (it's very likely they won't play all 10 rounds).

Step 2: Explain all the rules, including the conclusion (you can write them on a board or a large board and hang them in a visible place):

➢There are a maximum of 20 fish in the lake

➢The game lasts 10 rounds / year

➢Every year one family can catch 0-3 fish. At the end of each round, the number of fish is written in the flipchart

➢At the end of each year, the fish left in the lake reproduce and increase their number by 25%, do not exceed and a maximum number of 20 fish per lake

➢ Each round lasts until each family has as many fish as they decide to catch.

Info for facilitator: If the number of fish is not divisible by four, after each round the increase in fish is calculated so that the number of fish left in the lake round to the nearest number divisible by four and then divide that number by four (for example, if there are 10 fish left, add to the next round 2 fish (8 divided by 4), if 11 fish remain, add 3 fish to the next round (12/4). In case they are two nearby divisors (e.g. No. 10 or round to 8 or 12), round to the lower one. Make it clear from the start rounding rules for cases where it is not clear which divisor to use (10, 14, 18).

The game continues as long as there are fish in the lake. Allow them to set additional rules themselves if they so choose:

➢e.g. to agree on the catch, etc.

➢A family will starve / get eliminated if they have 0 fish two years in a row

➢If the fish run out, ask them: How will you survive in the coming years?

➢ Make sure to include at least 1 natural disaster event where you, the facilitator, eliminate a certain amount of fish out of the pond due to a global crisis such as an oil spill, hurricane etc. If the participants cooperate and calculate that they only take 4 fish per year out of the pond to have a max amount of fish throughout the game, make the natural disasters more often to spice things up a bit.

Day 7

**Workshop:
2 Continents Film & Entertainment production**

CONTENT :

METHOD 1 : MATCH THE QUOTE

METHOD 2 : CAN YOU PITCH IT?

SUPERTARS FROM :

NORTH MACEDONIA

CROATIA

SERBIA

SINT MAARTEN

ANGUILLA

SLOVENIA

ARUBA.

REFLECCION :

....

....

....

....

DON'T FORGET THE MISSION

MAY THE FORCE BE WITH YOU !

Day 7

Workshop:
2 Continents Film & Entertainment production

PLEASE WRITE YOUR COMMENT :

....

....

....

"Your company is the greatest. I can't imagine anyone living without you." — *Very smart customer*

Focus on What You Do Best and how this will work for you.

....

....

....

....

MATCH THE QUOTE

EXAMPLE 1. WE GIVE YOU A QUOTE AND YOU MATH THIS WITH THE PICTURE.

AN APPLE A DAY KEEPS THE DOCTOR AWAY.

In this exercise we give you a film quote and you match it with the movie. Every quote has a color, every participant can take one quote and match it to the movie we posted on the wall. This is how we form the team. For the next method.
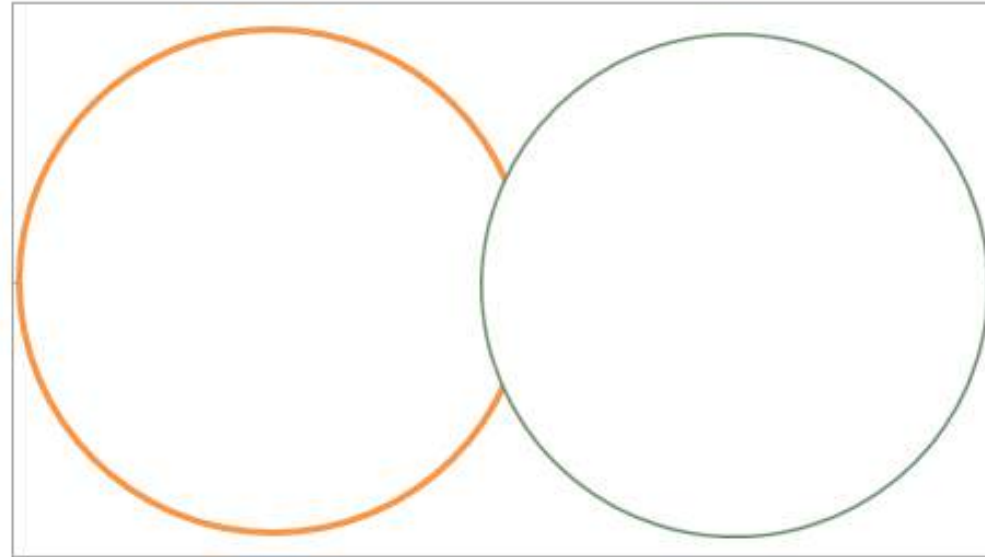
Movie   **QUOTE**

A WOMENS HEART IS A DEEP OCEAN OF SECRETS !

METHOD 2. " CAN YOU PITCH IT? "

Discription

Circle 1 Write the differences of DOCUMENTARY films

Circle 2 and a NEWS REPORT

In the middle what do they have in common.

AFTER 10 MINUTES YOU GET 1 MINUTE TO PITCH YOUR
SIMILARITIES. AND WE HAVE 5 MINUTE OF "KISS
REFLECTION".

Make It Your Own

You can use this method in different kind of topics. We
have chosen the movie industry because of our passion in
creating memories through cinematography and its
content. We want to create memories through our
workshops and friendships.

QUOTE :

*DON'T WAIT FOR PEOPLE TO BE
FRIENDLY, SHOW THEM HOW.*

We are using 2 different kind of methods so we can show
it in1 program.

Material used :
- movie posters
- Quotes on colored paper (depends how many
  participants you have)
- A3 Paper to use on each table with the cirkles
- Tables and chairs
- Timer
- 2-3 diferent color pen.

Day 8

Session 1 - Youthpass Islands

Participants are divided into teams of 4 or 5.

There are eight workstations, and tasks set at each station.

Each station represents one of the 8 key competences for lifelong learning, and tasks correspond to the development of the competences (ex. sudoku riddle for the Mathematical competence and competence in science).

Each team receives one Youthpass-Port, with the task to go around stations solving tasks. Each solved task gets a stamp in Youthpass port.

When they solve the task, they go to the Trainer's table to present the results of their task, and trainers stamp the Youthpass ports.

Game ends after 45' or when one of the teams has obtained the eight stamps.

*Activity adapted from Youthpass Unfolded.

Each participant was then asked to reflect upon one competence he/she believes have developed the most during the training. Discussion was held.

Youthpasses were now shared to participants, and Secret friends were relieved at this moment.

Day 8

Session 2 – Platform of the future

Session 3 – Evaluation

Session 2 – Platform of the future

Group was now asked to reflect upon future partnerships within Erasmus+ opportunities. They were asked to reflect upon what they learnt about partner organisations during these days, and about other participants and their interests. With whom and how could you cooperate?

They were given free time to randomly talk to each other and create a mutual vision board.

After that, trainers introduced the meaning and importance of follow-up in Erasmus+ projects. Participants formed national teams and were given Dissemination Bingo cards to choose how they can promote their learning outcomes after the training course.

Session 3 – Evaluation

Part 1 – Dixit evaluation

Each participant chooses one Dixit card which represents their thoughts and feelings about the youth exchange as a whole. If they want, participants can describe the card they have chosen, or they can just show the card to the group, without explaining what it represents and means for them.

Part 2 – Pie chart evaluation

Flipchart in a form of pie slices was presented to participants, where each slice represented one of the categories (ex. Accommodation). For each slice, they needed to mark the dot closer to the circle if they were satisfied with that "slice", and closer to the edge if they were not that satisfied.

Part 3 – Letter of good wishes

Each participant has a plain paper stick to their back. Now, participants go around the room and write good wishes on each other's backs, without knowing what is written on their back. The instruction is not to read the Letters before their arrival back home.

Part 4 – Formal evaluation

Formal evaluation was done through Google form questions, where all relevant topics were covered, from preparatory phase of the project to this specific moment.
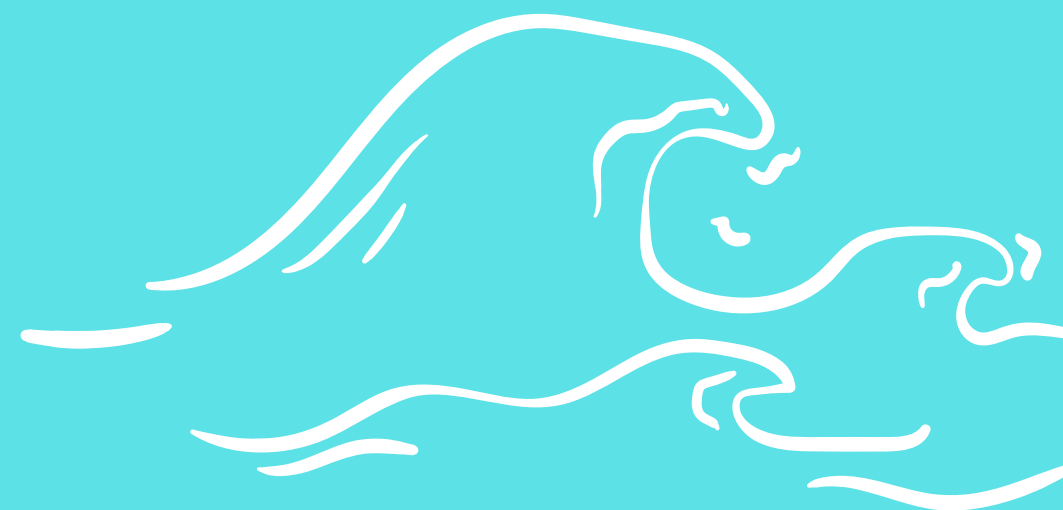
Conclusion: the importance of intercultural learning

Non-formal education is an amazing field to acquire knowledge, skills, and values in order to better understand individuals and society. However, it has been evident that people, nowadays, have left cultural sensitivity aside despite the type of education they have received. With globalization and modernization, it is inevitable for everyone to learn and accept intercultural learning. Bridging cultural gaps would allow one to understand the reason behind the different practices of people from all over the world. Intercultural learning helps inculcate values such as empathy, open-mindedness, respect, and inclusivity. Empathy is seen in the way one would learn not to judge a person based on their personality, cultural background, race and familial upbringing. It is a way for us to put others in our own shoes and be understanding of how they feel in society. Open-mindedness is then practised when one has learnt not to isolate himself/herself in a single culture or practice.