AGENDA, HANDOUTS and PHOTO

REPORT OF
Training Course
STRUCTURED NON-FORMAL EDUCATION APPROACHES FOR SOCIAL INCLUSION

18-25/08/2011,
SIGULDA, LATVIA

JAUNATNES STARPTAUTISKO PROGRAMMU AĢENTŪRA

CONTENT

Intro

The project "Structured non-formal education approaches for social inclusion" is 7 days non-formal educational training programme in Latvia, it includes 21 participants from 8 countries. The training project were realized in the frame of EU programme "Youth in action", 4.3. action.

AIMS OF PROJECT
1. to promote open, creative training environment for non-formal learning and creation/adaptation of new non-formal methods to raise social inclusion;
2. to promote competencies of creation, facilitation and assessment of non-formal educational approaches in social inclusion area;
3. to develop competencies to design, realized and assess long term "structured tasks"* in field of social inclusion;
4. to create social inclusive structured non-formal educational platforms in professional working areas of participants.

AIMS OF THE HANDBOOK:
1. To promote idea and different aspects (dimension) of non-formal education as holistic pedagogical tool on base of training experiences;
2. To give opportunities to reader to reflect on training programme (frame), structure, approaches and different training methods - tools;
3. To inspire trainers and youth workers to experience more deepen view of non-formal education and field of action of social inclusion.

In the HANDBOOK you will find our agenda, photo stories and some handouts. It could help you to recognize flow of process. Methods you could find in salto-youth.net or directly to make contacts team of trainers.

"STRUCTURED TASKS" is one of main characteristics (criteria) of non-formal education - methods with aims, objectives and facilitation rules. It could be animation, simulation, role playing, facilitated initiatives, out-door non-formal educational methods.

TARGET GROUP: youth-workers, social workers, teachers, youth, etc. Some of participants were with special needs and with social disadvantage backgrounds. People who already works or expect to work in social inclusion area with non-formal educational approaches.

PARTNER ORGANISATIONS ARE: Organisation "C Modulis" (Latvia – host), Adalya Youth club (Turkey), GENCTUR (Turkey), Public Policies Watchdog FORUM foundation (Bulgaria), ADICE (France), Special education schools (Cyprus), Associazione Work in Progress (Italy), Noustamisuhing Hellanes (Estonia), KTU Studentų atstovybės (Lithuania)

Objectives of the training:

1. To promote NE as tool for social inclusion. Organise on practical experiences discussions of differences of NE, approaches and methods;
2. To underline concept of "Structured NE" and how is work in reality;
3. To develop competencies of NE, social abilities and educational approaches of participants;
4. To organise reflection on theoretical approaches;
5. To promote and create non-formal pedagogical platform for professionals working in youth field for exploring and adapting YOUTHPASS tools for daily life;
6. To promote non-formal educational strategies, approaches and methods for facilitation of social inclusion process of youth.

PROGRAM OF THE TRAINING COURSE

	1st day	2nd day	3rd day	4th day	5th day	6th day	7th
	8:30 – 9:30 Breakfast						DEPAR TURE
Day of ARRIV AL	**Intro of day and video story,** task: each day 3-5 pax. were interview (1 min) abut outcomes, conclusions, emotions.						
	Presentation of the course	Educational approaches for social inclusion	What happen with SDL? Group dynamic – feedback ongoing process of group	The dilemma of social inclusion **Task:** refugee game Refugee Game and debriefing	Social inclusion and interaction with youth: **Task:** role game (youth and youth workers)	YiA as tool for practise Task: on-line work on YOUTHPASS	
	Coffee break						
	Team building and ice breaking	Self direct learning (SDL) and L2L	Construction of structure	Social inclusion from economical, social, physical and psychological point of view: a short theoretical input	Exchange of good practices on social inclusion **Task:** World Cafè	Feedback and creation of YOUTHPASS	
	Aprox. 13: 00 Lunch						
	Harmonization and clarification of principles of "Non-formal education"/ "Social inclusion" **Task:** PRESENTAION OF National realities – definitions and situation	Creation of the agenda (SDL)	Free time in RIGA	What are my resources as youth worker for social inclusion? **Task:** The MANDALA activity	Prevention and youth work with youth with disadvantage background **Task:** Sculpture/ explore the city	Evaluation (out side in OLD CASTLE): - Mediation – on all 6 days; - Picture - drawing; - Personal feedbacks; - Evaluation forms; - wheal – turn back to reality	
	Coffee break			Coffee break			
	NFE and educational approach	Creation of the agenda SDL) and open meeting of trainer team (a front of all grpup)		How NFE can support social inclusion? **Task:** 7 cases/situation to be developed with NFE methodology	Introduction of Youthpass as structured edu. approach		
	Reflection group			Reflection time	Reflection group	Farewell evening	
Welcom ing	19:00 DINNER						
	Get my passion			Latvian evening			

Report of methods and approaches. Training course: STRUCTURED NON-FORMAL EDUCATION APPROACHES FOR SOCIAL INCLUSION", 18-25/08/2011 -Sigulda, Latvia

5

Why?

Too often non-formal education is confused with spontaneous learning through experiences. This concept leads to educational programmes where the potential learning outcomes are not well planned and facilitated or where different experiences are proposed without supporting the reflection.

As Kolb's learning cycle shows:
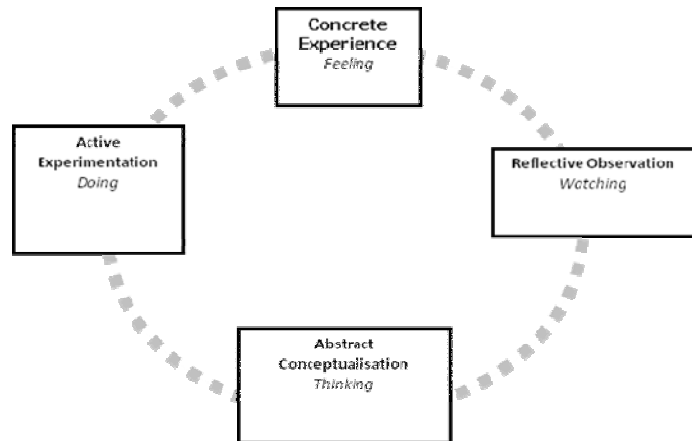
there is no learning without **conceptualization**. Facilitators in NFE have the role to support learners in watching from different angles, think and reflect about the experience, figure out how to integrate the new learning in their lives.

In order to reach this goal, **NFE has to be structured and needs a structured approach**: it requires a need analyses, SMART objectives, a defined flow of a programme, a safe environment, a step by step activities coherent with the main aims and the specific objectives, a variety of methodologies and methods.

In our training participants had the important chance **to try out what it means, by building the structure of 3 days according to their needs** – and so after a need analyses and a group negotiation. They decided what they needed to learn, why, how to use the learning outcomes and what resources were needed. Thanks to this process, another very important concept was introduced: **self-directed learning (SDL).**

In a society where more and more learning is an unavoidable **condition of life**, one must **learn to learn**. In a rapidly developing world in which the creation of knowledge increases exponentially, the crucial resource in 'knowledge economies' is the ability of people to respond flexibly and creatively to demands **for new knowledge, skills and dispositions in continuously changing social and economic contexts**. In this context, the development of a capability to learn new things, throughout life, becomes essential. The role of educator/youth worker/trainer/facilitator is less and less connected with teaching (who really knows what it will be needed and right in 3 years time? From 2001 the world has drastically

changed at least 5 time!) and more and more connected with supporting learners in becoming independent.

That was the philosophy adopted by the trainer and the one proposed to the youth workers as main strategy to be used with their youngsters.

Having an **open agenda in a training** is not a new concept (even if it is not so much used), and its main reason is to **focus on real participants' needs**. What was innovative then? The process of **making the agenda was accompanied by the reflection on this process**, thus working on the topic level and on a meta-level. This constant connection between the two levels allowed participants to deeply understand the **relation between the theory and the practice**, the actions and the reactions, the role of learners' facilitator and the role of learners, the "I" and "they" position. The key of the success of this training lies in the structure created to make this connection explicit and graspable by the learners.
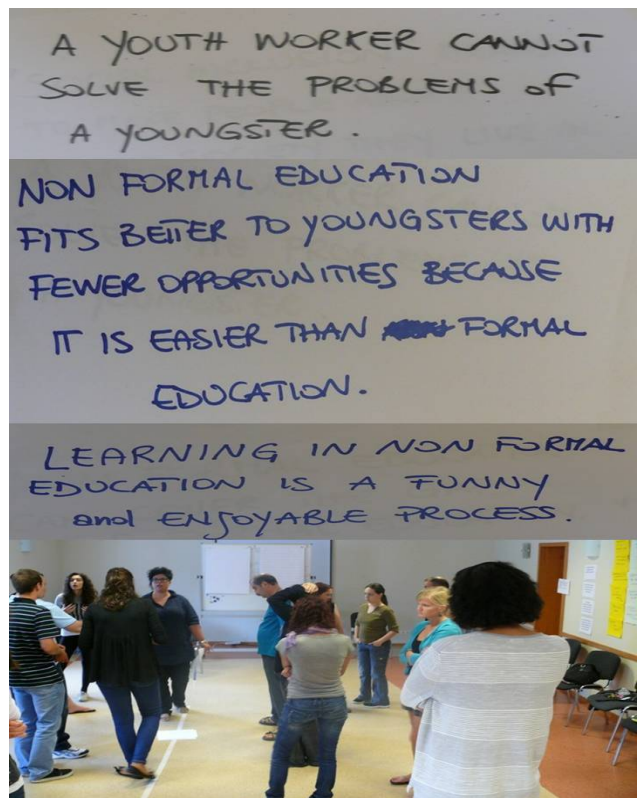
From the evaluation it came out that the process was as important as the contents delivered and that the contents were so efficiently transmitted because the **participants were aware of the process and of the objectives.**

We thus believe that the training aiming to improve the youth workers' competences on non formal education would benefit from this approach.

Photo stories
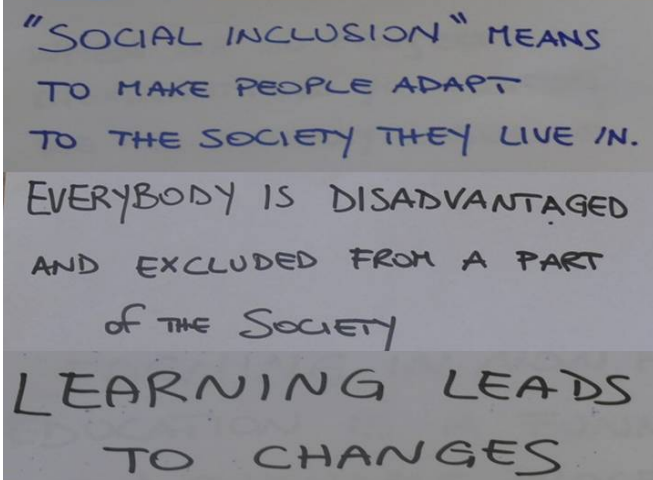
| Time	1st day, 3rd session
Topic - subject	Harmonization and clarification of principles of "Non-formal education"/Social inclusion
Task	"Agree"/ "Disagree" task on statements. Each pax. choose his/her position.

NON FORMAL EDUCATION CAN COVER THE GAPS of FORMAL EDUCATION.

"SOCIAL INCLUSION" MEANS TO MAKE PEOPLE ADAPT TO THE SOCIETY THEY LIVE IN.

EVERYBODY IS DISADVANTAGED AND EXCLUDED FROM A PART of THE SOCIETY

LEARNING LEADS TO CHANGES

A YOUTH WORKER CANNOT SOLVE THE PROBLEMS of A YOUNGSTER.

NON FORMAL EDUCATION FITS BETTER TO YOUNGSTERS WITH FEWER OPPORTUNITIES BECAUSE IT IS EASIER THAN FORMAL EDUCATION.

LEARNING IN NON FORMAL EDUCATION IS A FUNNY and ENJOYABLE PROCESS.

Time	1st day, 4st session
Topic - subject	NFE and educational approach
Task	Working in National group of this topic

SOCIAL INCLUSION is a mutual interaction between all members of the society.

NON-FORMAL EDUCATION

FRAME

NO FRAM thinking out of the box

YOUTH WORKER is a person who promotes development, inclusion of young people.

NFE — experience for youngsters

YOUTH WORKER — official worker

SOCIAL INCLUSION — making environment for diversity of society

Time	2nd day, 2-4st session
Topic - subject	Self direct learning (SDL) and L2L Creation of the agenda (SDL)
Task	Frontal presentation; Introduction of SDL; Agenda making process + open meeting of trainers
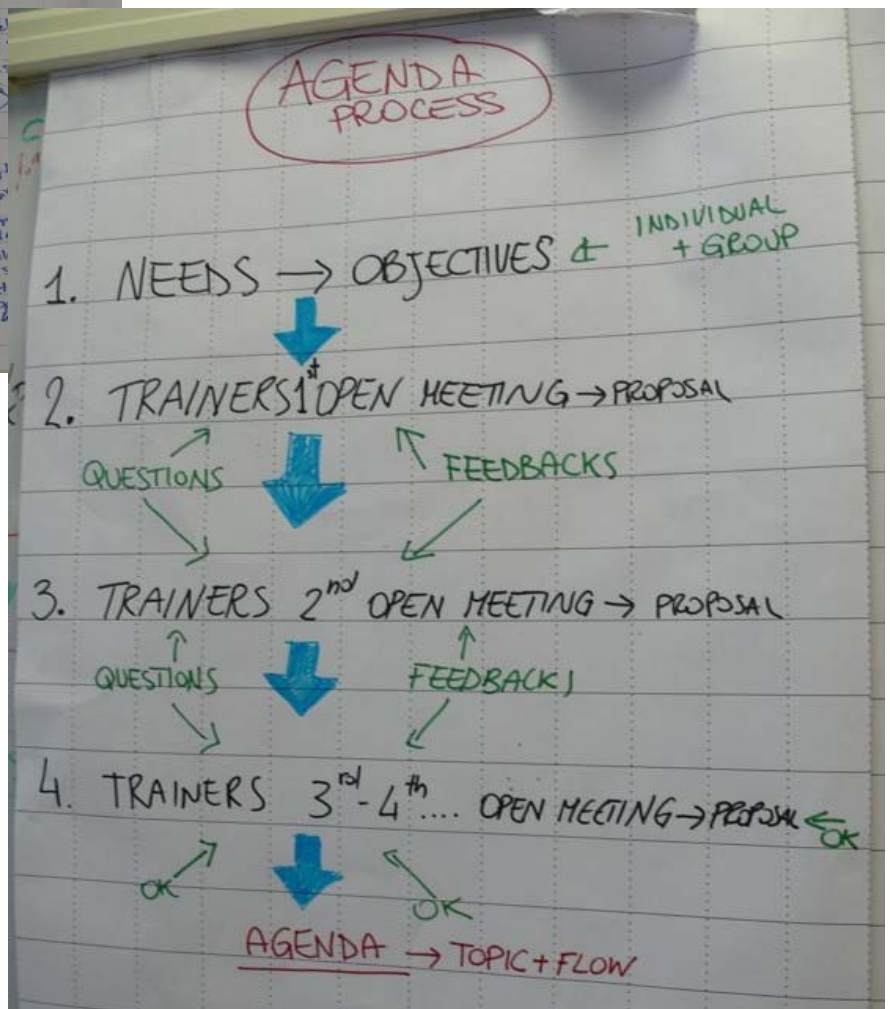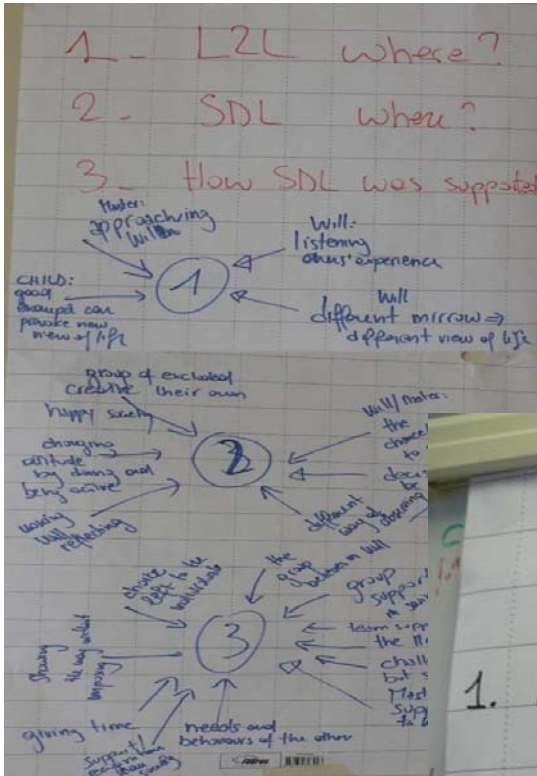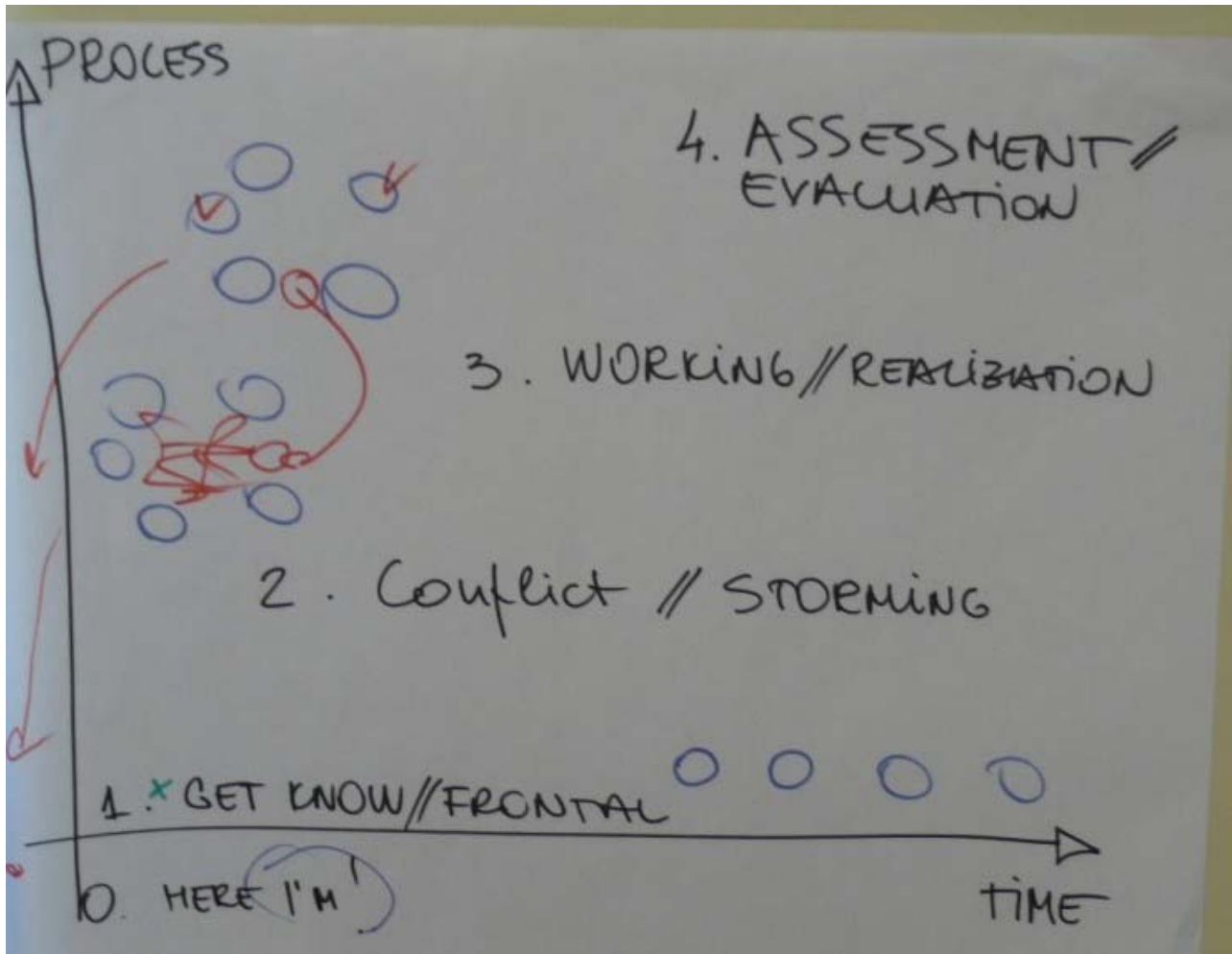
Time	3rd day, 1st session
Topic - subject	Group dynamic – feedback ongoing process of group
Task	Facilitations of group processes and reflection on structured NE from experiences of 2nd day

The SNFE Task for SI is a flexible learning process that uses the appropriate methodology and activities to fulfill the participants needs ~~in their~~ to be able to ~~understand~~ picture their current situation towards SExclusion/Inclusion and to motivate them to find their _own_ way to feel more "included"

"LLL process, included all resources of human being."

Structuring Non-formal educational approaches is defining the needs of target group, gathering data for all resources and using them

Structuring NFE approaches are person and needs oriented based on active involvement, interaction and participation

Structured non-formal education for social inclusion - it is some kind of activities, programme for people who feels excluded, different from others. It is a thing helping them to feel like a part of society.

... IS A TOTAL PHYSICAL RESPONSE APPROACH TO LEARN IN A SELFBUILT LEARNING ENVIRONMENT.

Time	All time – ongoing reflection
Topic - subject	Reflection and definition of structured NE
Task	On based as twitter message (140 symbols) Crete definition of structured NE and put in twitter.

Structured non-formal educational task is to inspire and to be inspired by the experiences of yourself and the others.

Structured NE tasks are process-oriented, flexible and aimed guidelines for stimulating self-reflexion, that leads to self-learning.

121/14

Structured non-formal education task is a process that swers to a concrete aim using appropriate methods achieve results with long term impact based on the time frame of activities but on the same time being open and flexible to the learners needs.

STRUCTURED Non-formal education
24/08/2011 – LATVIA

Creating opportunities for everyone to have equal chances.

Different strategic way of education based on "Non-formal" activities.
That can be a helpful tool in some exclusion situations.

Time	4rd day, 1st session
Topic - subject	The dilemma of social inclusion
Task	Refugee game "Can I come in?" and debriefing

Time	4rd day, 3st session
Topic - subject	What are my resources as youth worker for social inclusion?
Task	The MANDALA activity

1. Role plays/performance activities/Games
   ↳ USE NFE TOOLS!
2. Be a social includer
3. Experience of social exclusion
4. Work on your social competences
5. Use it at work
6. Be open to new experiences/not be afraid
7. Do your biography to get a clear vision with different perspectives
8. Understand what could be in our environment a facilitator or a barrier
9. Don't be self distructive, love yourself!
10. Implement outcomes

- Understanding the needs of TARGET GROUP!
- LISTENING!
- BEING FLEXIBLE!
- MAKE A LONG TERM CONNECTION!
- NOT RUSH on results [the process is important]
- SAME LEVEL RELATIONSHIP [TRUST]
- TO FIND DIVERSE ACTIVITIES FOR EVERYBODY
- TO NOT PUSH! [ADAPTS TO PARTICIPANTS RHYTHM]
- to KEEP IT FUN!
- TO USE YOUR RESOURCES!

Time	4rd day, 4st session
Topic - subject	How NFE can support social inclusion?
Task	7 cases/situation to be developed with NFE methodology. Approaches of youth worker.

1. Learning by doing and experiencing.
2. Thinking and acting positively
3. Presenting the idea of a concept friendly.
4. Talking appropriatly, using right words
5. Involve actively yourself and the young person doing action.
6. Be emphathetic.
7. Try to share good mood
8. explore the situation in advance
9. Keep in touch. don't break your connection
10. Don't give up! Do your best!

Time	5rd day, 1st session
Topic - subject	Social inclusion and interaction with youth:
Task	Role game (youth and youth workers)
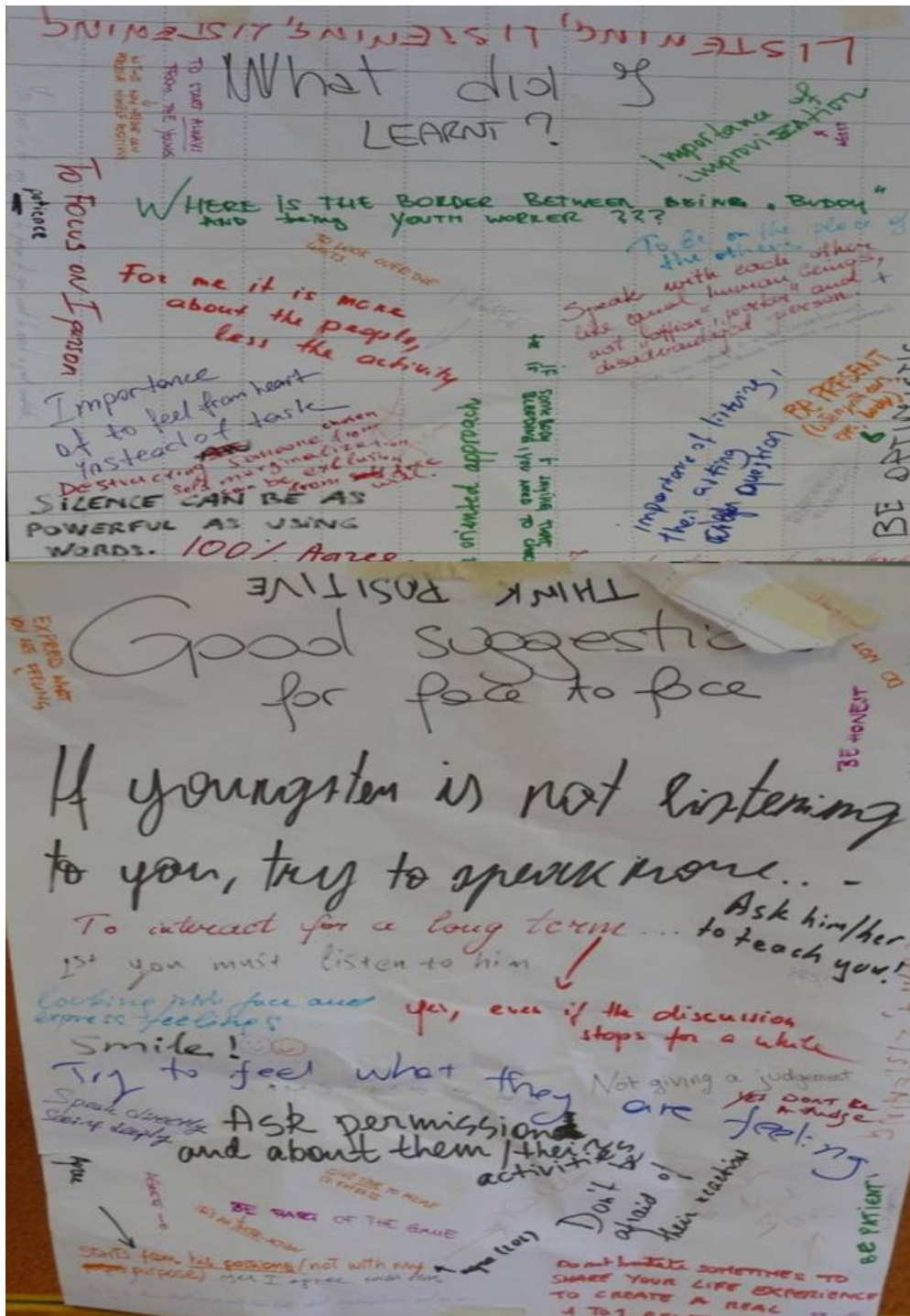
Time	5rd day, 2st session
Topic - subject	Exchange of good practices on social inclusion
Task	World Cafè – free organize reflection on topics

Time	6 day, 3rd session
Topic - subject	Evaluation
Task	- Mediation – on all 6 days; - Picture - drawing; - Evaluation forms; - wheal – turn back to reality

Process of training:
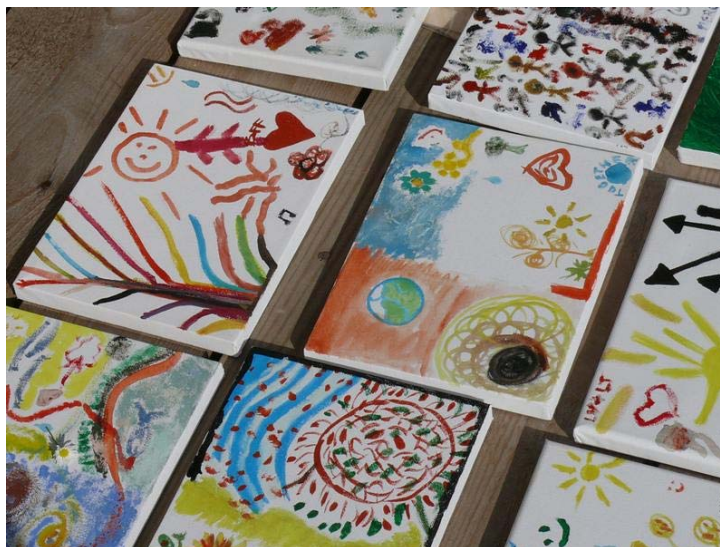
Hugging game:

Sharing **energizer:**

Group:
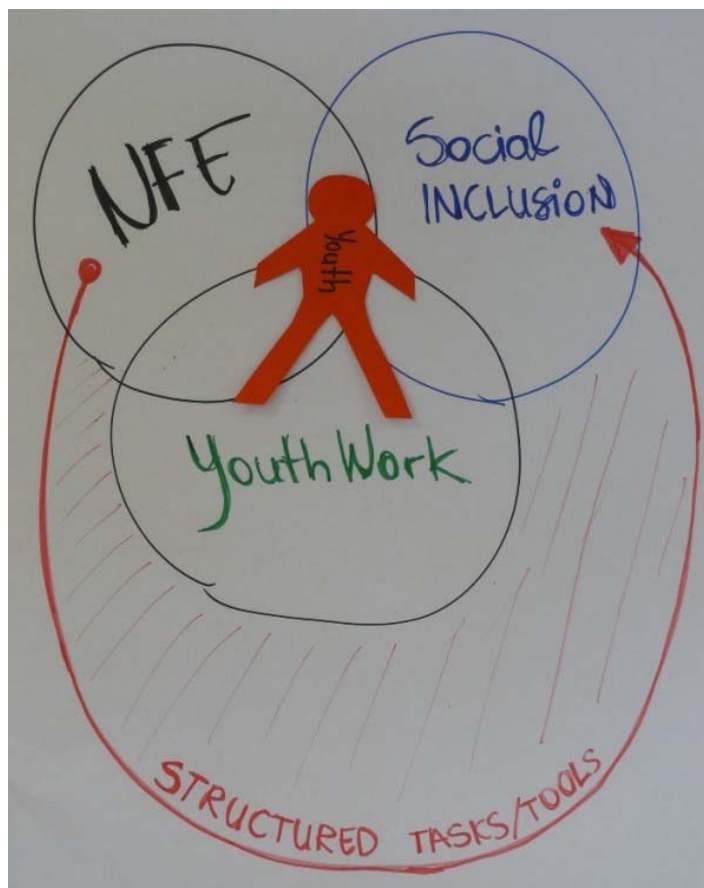
Handouts

From an educational approach to a structured programme

Structured non formal education approaches for social inclusion
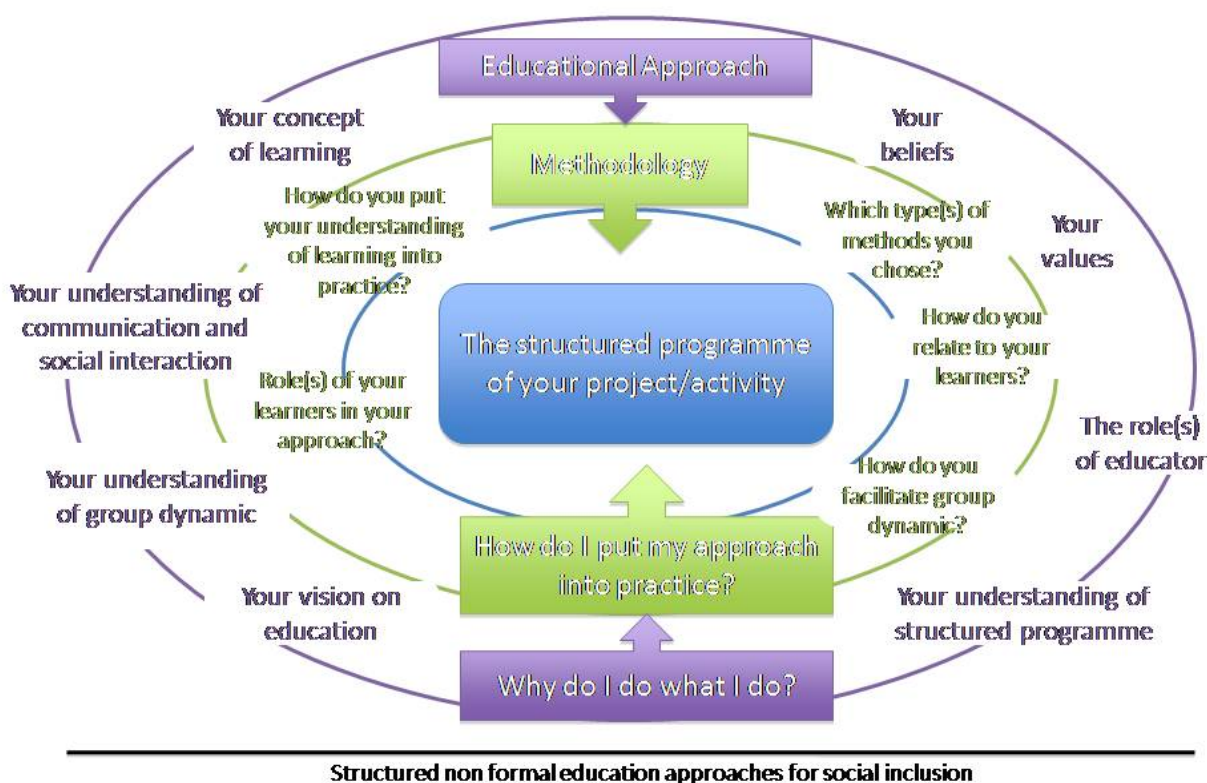
More information about educational approaches look at:

1. Methods and techniques used in international youth work// Handbook, salto-youth.net
2. Teaching learners to be self-directed, G. O. Grow// http://aeq.sagepub.com
3. T-Kit on Social Inclusion// Council of Europe and European Commission, 2003 - salto-youth.net

Reflective dairy

Or some ideas on reflection groups and feedbacks

Reflective diary/journal process and notes

- each stage is optional - seek feedback where helpful
- write only what you want, and when you want
- date each entry - add new thoughts later whenever
- use the 'root' template for each issue/event

- start new 'root' sheet when loop goes full-circle
- use supplementary sheets as necessary
- refer supplementary sheets back to 'root'
- use a folder or ring-binder for all sheets

7 How will I measure and know that I've succeeded in this?
'SMART' specific measurable achievable relevant timebound

8 What aspect of my job or development does this relate to?
Refer to job description or training plan, etc

2a Whom do I feel like blaming?
Express it if it helps you and then **move on** (Remember SUMO - Shut Up Move On - ack P McGee)

6 What do I need to do or learn to achieve this?
Actions and aims, justification, approval, help, etc

1 What happened, or what did I do?
The event, action, bare facts, use other boxes for detail - start a new sheet when this process goes full circle

2 How did/do I feel about it?
At the time and later - feelings change over time - also, is this reflection private or shared?

5 What improvement do I want to make or assist?
Better capability or prevention of recurrence - self (or others)

4 What can I take from this?
Analysis, learning, lessons, opportunities for change, and improvement?
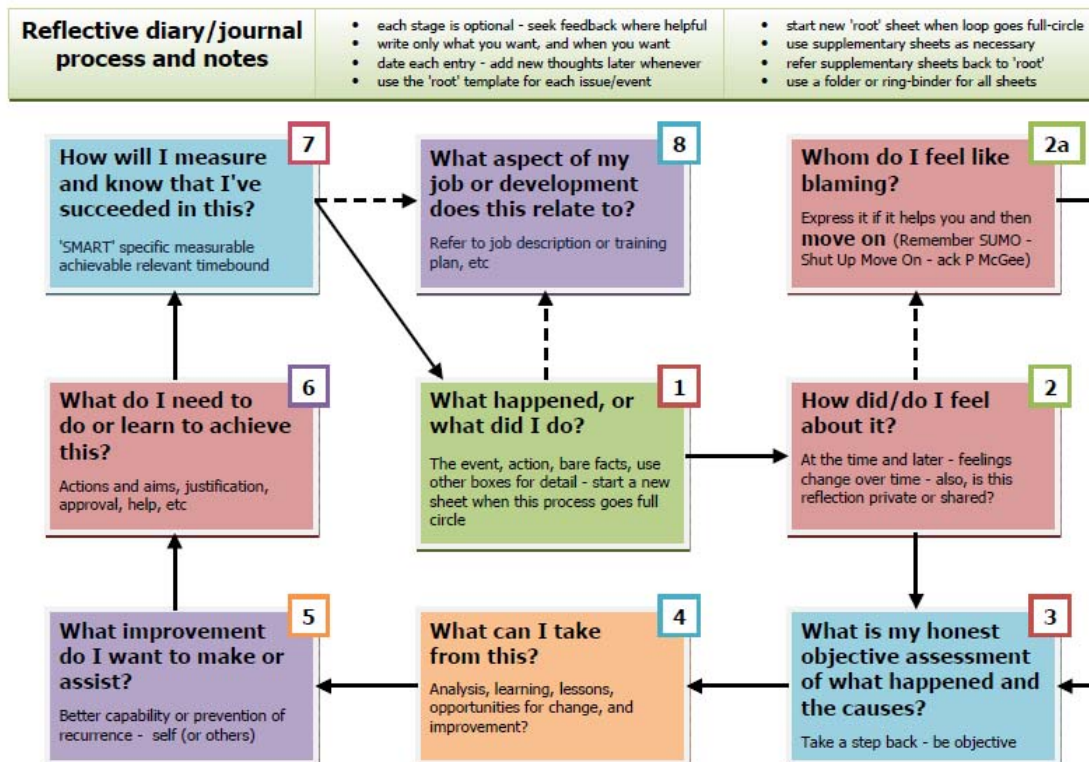
3 What is my honest objective assessment of what happened and the causes?
Take a step back - be objective

© Alan Chapman 2006-10. J Watts improved design. From the free resources website www.businessballs.com. Not to be sold or published. Sole risk with user. See website for further details.

YOUR LAB

Self reflection tool was used during all training programme

Learning Achievement Book

The book is about your learning achievements. And since you are the only one who really knows what your learning achievements are… you are the one who will produce the content!

It is a personal book, just for you. So you can write, draw, include whatever you want. We invite you, however, to use it as a place to describe your learning process. Not only about "what" you learned but also "how" you learned it. Sometimes experiences stay with us, keep us busy, reflecting and talking about them – even if we cannot make sense of them yet. Put them in your LAB – perhaps later they will make a lot of sense!

In a way it's a learning achievement and reflection book (but LARB does not sound very cool!)

Some questions that might help you to write:
- What was a striking moment for me today?
- What helped me today?
- Was there something I didn't get?
- Did hear/see something I want to talk more about?
- What do I want to take up tomorrow?
- Is something blocking me?
- How can I deal with that?
- Something I shouldn't forget about today?

ENJOY YOUR LAB!

Youthpass as structured education tool

Process. Recognition of learning style, learning process and naming of outcomes

Creation: reflection with youth; self assessment; feedback; dialogue; observation

Aims/tasks for learning → **To organize— to structure** → **Why? How? With whom? Where?**

for work.

TIME

LLL — **self development. How can we increase social inclusion?**   **self development**

Youthpass

for education

Assessment — **to give a value to experiences Helps to structure experience of learner**

model of 8 competencies

Level of self responsibility of learner? Level of needed support? Competencies of youth worker?

Certificate: www.youthpass.eu