



Public Report

"Guess what... it's non-formal education"

Palermo, Italy, from 11th of July 2011 to 19th of July 2011

Action 4.3 of the Youth in Action Programme
Training and networking of those active in youth-work and youth organisations



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Introduction

The Training course about the non formal education – **Guess What...it's non-formal education!** – started on 11th of July 2011 and finished on 19th of July 2011. During the eight days of training, 40 participants – volunteers, young people, trainers, social workers – from 14 European countries (Austria, Bulgaria, France, Germany, Greece, Hungary, Lithuania, Malta, Portugal, Romania, Spain, Turkey, UK and Italy) took part in different activities giving their voices to non formal education theme, enriching their own skills and competences in this field.

The project was funded by the Youth in Action programme – Action 4 Youth support systems – sub action 4.3 Training e Networking – and it involved social and youth workers, trainers and volunteers (18-68 years old) from European Civil Society in a Training Course on non-formal education, participation, cooperative learning and social inclusion. The participants, who are in touch with youth world, because they are young or because they work with young people in different education fields, during the whole project, had to use their knowledge, skills and capabilities about non-formal education, and by using this kind of approach they tried to increase the creation of other projects and training course in this field.

PROGRAMME OF THE TRAINING COURSE

	MONDAY 11th July	TUESDAY 12th July	WEDNESDAY 13th July	THURSDAY 14th July	FRIDAY 15th July	SATURDAY 16th July	SUNDAY 17th July	MONDAY 18th July	19th July
Breakfast 8h30-9h30									
Morning 10-13h Coffee break at 11h15	Arrival day	Presentations of project, programme, Learning objectives and CESIE Team building Expectations & concerns	1 st input on non formal education: What is learning? Competences of the trainer/facilitator in non-formal education process Communication & team work / Intercultural learning	Methodology: experiential learning Methodology: cooperative learning (jigsaw) about Maieutic	Cultural visit to Cefalù and non formal education activities	Theatre of the oppressed- Conflict resolution, participation and inclusion	11h Practical activity The Albatross culture (simulation game)	Open Space Technology: project development	Departure day
Afternoon 15-18h Coffee break at 16h15	19h: Knowing each other & ice- breakers activities	15h30: GUIDED VISIT of the city Non formal education activities	Methods...or methodology Organisations' bazaar	14h30: Maieutic session	Cultural visit to Cefalù and non formal education activities	Theatre of the oppressed- Conflict resolution, participation and inclusion	White paper on youth Youth in Action Project design and management + exercise	Educational evaluation Final evaluation Youthpass	
Evening 20h	Dinner and activities	Dinner and free night	Intercultural evening	Santa Rosalias' party in Palermo	Dinner and free night	Dinner and free night	Dinner and free night	Dinner and farewell party	

What is “Guess What...it's non-formal education!”?

Guess what...is non-formal education! is a training course aimed to increase the quality of youth work in Europe.

The themes of the Project were:

- ⤴ Non-formal education
- ⤴ Youth policies
- ⤴ Participation
- ⤴ Learning democracy
- ⤴ Social inclusion

The **objectives** were to:

- facilitate the attainment of knowledge, skills and attitudes in the framework of non-formal education;
- increase the quality and quantity of projects using non-formal education approach;
- boost non-formal education reputation and sensitise about its value and impact in the field of youth work;
- promote young people’s active citizenship in general and their European citizenship in particular;
- contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
- promotes European cooperation in the youth field.

Some of the partners of the project had expressed a desire to learning more about non-formal learning and its implementation in order to improve the quality of their work. This is in line with CESIE’s mission which is to support capacity building and competence acquisition.

CESIE has been working since diverse years with the Youth in Action Programme and would like to share the acquired experience through the development of this training course related with the main priorities of the Programme and its main educational approach, i.e., non-formal education.

So, **Guess what...is non-formal education!** aimed to foster the cooperation between all partners, and also inside the CESIE Federation. During the TC and through the new follow up projects it has been possible to increase the cooperation between the new partners. The project has given therefore a great opportunity to the partners involved to increase their networks and to cooperate with new youth organisations in Europe, contributing to the construction of a stronger Europe.

We were very glad to be able to correspond to their needs as, in one sense, we feel responsible to support them as coordinators of the CESIE Federation.

Working methods and activities:

Introduction

Coherently with the main theme of the course all methodologies and methods promoted participants active participation and active learning. The course was based in learning by doing, which means participants learned about non formal education by experiencing it in the own person and not through receiving information. However information sessions were also integrated but always in an interactive way.

The main methodological approaches used were: Reciprocal Maieutic Approach, experiential learning, cooperative learning, participation and peer learning. The main methods we implemented were: brainstorming, buzz groups, teambuilding and energisers, presentation, role play, case studies, Open Space Tecnology, etc.

Here there is a summary of the main methods used during this TC:

Methods

1- RECIPROCAL MAIEUTIC APPROACH

Is a "...process of collective exploration that takes as a departure point the experience and the intuition of individuals" (Dolci, 1996). This way Reciprocal Maieutic Approach promote the group processes and the plurality of experiences and points of view.

The Reciprocal Maieutic Approach emphasizes the following main aspects:

- Nonviolent communication (listening, honest expression of oneself, respect of others when speaking)
- Sharing of power (in contraposition to domination and concentration of power)
- Individual responsibility
- Active participation of all
- Cooperation
- Nonviolence
- Building complex images of reality (with the point of view and contribution of all)
- Confrontation
- Valorizes the individual and group experience
- Creativity
- Awareness/self awareness
- Ask questions and analyse problems instead of impose solutions – ask the good questions

Reciprocal Maieutic Approach is a process that aims to bring change in the group and in the social, political, economic and educational spheres. In order to develop this complex process we need to pass from the Maieutic in the group to the Maieutic planning. What is this? It happens when we start not only to experience the Maieutic process but also to plan the change to achieve Maieutic structures (always in a Maieutic way). It means all structures in all systems: from the relations in the smallest social nucleon, the family, to the political structures, passing through work and friends.

If you want to learn more about RMA visit the web site <http://reciprocalmaieutic.danilodolci.it/final-products/final-manual/>

Barnga Game

Themes: in Barnga, participants experience the shock of realizing that despite many similarities, people of different cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

Duration: 60-80 minutes

Materials: cards

Instructions: Set up depending on the number of people participating (about 4 people per table). On each table there should be a copy of the rules for that table per player plus a deck of cards (use only A-10, no face cards). To start, let the participants play a few rounds with the rules and with talking allowed. Next, EVERYTHING is removed from the playing tables. Play continues with everyone at his own table. From now, talking is prohibited. Winners will receive one popsicle stick.

After allowing a few rounds without talking at the home table the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. What the players do not know is that each table has learned a different set of rules.

Depending on the number of players, rule sheets can be altered or discarded for the number of tables being used.

Debriefing: After playing a number of rounds—either use a set time limit, or allow the number of rotations according to the number of tables in play; students should be aware that they were playing by different rules (es.: If you could describe the game in one word, what would it be?) So ask them different questions in order to let them understand the aim of the game.

Outcomes:

- ✦ Realization that different culture perceive things differently and/or play by different rules.

If you want to know more about this game visit the website <http://www.thiagi.com/games.html>

Jigsaw in 10 Easy Steps

Themes: Jigsaw is a method used as an example of the cooperative learning methodology, with the information about the Maieutic Approach.

Instructions: The jigsaw classroom is very simple to use.

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments regarding the subject you want to teach.
4. Assign each student to learn one segment, making sure that students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

Outcomes:

Learning without studying in a classical way (reading the book).

To know more about it, visit the website <http://www.jigsaw.org/>

The Road Exercise

Themes: this game is about building roads

Duration: 30 minutes

Materials: papers and pens

Instructions: In four groups distribute the description of the communities to each group. Each group can ask one question after a period of reflection. Answer by reading the rules.

RULES: You can only build roads in the territory of others with their permission. For this reason, each group will appoint a builder and a representative.

The builder is the only person allowed on the land, and the representative is the only one allowed to negotiate with the other groups. None of these people can do anything without the agreement of their own population. You are allowed to change these people every 10 minutes.

For the roads to be counted, they have to satisfy 3 criteria:

They have to start from your own periphery and end in the periphery of another community.

They cannot cross other roads.

They have to be constructed between the indicated start and finishing time.

Outcomes: Team Building activity: understand any role in a team and work together in order to obtain good results. The participants will understand how is important working in a team.

This exercise has been found in the SALTO Youth training and resources website. You can find tools for trainers, and many training course in: <http://www.salto-youth.net/>

Forum Theatre – Theatre of the Oppressed

Themes: Forum theatre is a way of studying peoples' needs and identifying possible decisions through acting a concrete situation people face, the way they feel it. Forum theatre gives people opportunity to act their problems, to try to understand the situation they are, to look for reasons for it and to resolve it.

Duration: 30 minutes

Materials: no materials just the participants.

Instructions: After the first acting of the play, known as a "model", it is acted again following exactly the same line of development but slightly quicker until someone from the audience shouts "stop", takes the place of the oppressed and get the upper hand over the oppressor. The point is the spectators-actors to try to lead the play to an end different from the initial one.

Outcomes: the participants will have a different point of view about the situation and find new solutions.

Visiting the Albatross culture

Themes: This game aims at bringing the participants into a situation in which they are confronted with things, behaviour, experiences etc., new to them.

Duration: According to the number of participants 1 to 1.5 hours

Materials: Chairs (in accordance to the number of male participants), water, glass, pieces of bread.

Instructions: a circle of chairs is put in a room. Only the workshop leaders are in the room. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him. The participants enter the room (the only information they are given beforehand is that they are now visiting a new culture as guests).

Outcomes: to bring out the fact that many things are interpreted wrongly at first sight, and points out once more the complexity of culture.