



Non-formal education in action

*Building democracy
and social inclusion*



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I. About the project:

Non-formal education in action: building democracy and social inclusion

The project was realized thanks to the funding granted by the European Youth Foundation (EYF), established by the Council of Europe to provide support for European youth activities.

The project wants to promote the transnational exchange of practice in the field of Non Formal Education (NFE) with youth, considering the importance of NFE as a complementary tool in the life of youth people.

The final product of the project is a training manual which aims to explore and prove the validity of the Non Formal Education methodology. The manual includes four methods/workshops in the field of democracy and social inclusion that have been developed by the four partners of the project.

During the activity each partner filmed and took pictures that are collected in the DVD as audio-visual support of the manual.

The target includes young people from 14 to 25 years old. At the end of the workshop one participant from each country was interviewed, giving own opinion about the impact of Non Formal Education in the own life. The interview has been set in the DVD.

Each partner has based the activities on different topics: democracy, social inclusion, respect for the environment by using different kind of activities all related to the Non Formal Education; moreover the partners have developed an intercultural and sensitive evaluation tool, coherently with the NFE.

The manual has a flexible structure: it is open to be completed and updated with new methods in order to

improve it and consequently its impact. The updates will be added in the electronic version.

I.1 The coordinator and the partners

Italy: *Centro per lo Sviluppo Creativo “Danilo Dolci”* is a non-profit organisation composed by youth and adults. Its main field of interest is education and promotion of Reciprocal Maieutic Approach. It was born from the educational and working experience of the great pacifist Danilo Dolci and his collaborators that operated in Trappeto and Partinico, two small towns near Palermo, and in all the region of Sicily.

Armenia: *World Independent Youth Union* is a non-profit, non-governmental educational organization. Its mission consists of: development and promotion of culture; mechanisms of dialogue and co-operation between the civil society through international activities, assistance of consolidation of the “culture of peace” in our region and in the world.

France: *Pistes-Solidaires* is an organization founded in 2002 which mission is to encourage the exchange and meeting between young people through: sharing of experiences and practices; setting up a network of youth exchanges; promotion and awareness of new forms of consumption; education at any time and any age.

Greece: *Mediterranean SOS Network* is a Greek environmental and social NGO, active since 1990 for the protection of the natural and cultural heritage and the promotion of sustainable development of the Mediterranean Sea area, for the dialogue between the people of the region.

II. Recognition of NFE (Non Formal Education)

In parallel with the acceleration of the development course of all the domains of life and the crucial transformations of social relations in the 1960s, the concept of “Non Formal Education” (NFE) penetrated into the educational sphere. Further on, European countries have adopted concepts and strategic projects of non-formal education.

NFE is a peculiar form of education that allow learners to develop skills, competences and knowledge corresponding to the demands and/ or conditions of the ever social and environmental changing. The main goal of the NFE is the finding of the adequate response to such challenges of the century in the educational sphere as are the decrease of the social and civil participation, the demands of the informative society, international integration, promotion of the globalization processes, and the gradually deepening partition between the system transformations of the economy and the existing formal educational system.

NFE, together with the Formal Education, is part of the educational *iter* of each person, from the childhood to the adult age. The two methodologies balance each other out as they deal with different fields of education. The main difference is that while Formal Education is the specific methodology applied to institutional school system, the NFE can be used in many other contexts, more often NGO, associations, working environment. However, in the last years, the both educational approaches are exchanging some tools with each other, so that in some countries we can find that NFE is successfully used in institutional contexts (school/university).

We can summarize the two methodologies as follows:

Aspects	Non Formal Education	Formal Education
Setting	NGO; associations, working contexts, etc	Institutional systems (school-university)
Methodology	Based on active & cooperative learning and on experience & volunteering	Frontal teaching, Extrinsic motivation
Certification	Often there is not a certification	Diploma and recognized qualification
Content	Different fields of learning activities	Specific subjects
Duration	Lifelong learning	Till the end of school/university
Who is the educator	Each participant can be the educator, as it uses the cooperative learning	The teacher, using <i>curricula</i> that the school system and government have designed with specific aims
Type of learning	Autonomous learning, focused on learners' needs	Coercive learning: the learner cannot choose what to learn neither impact on the learning process; pre-established hierarchy between teacher & student
Objectives	Development of skills that learner will keep and improve during all life.	Development of competences and knowledge that are tested at the end of learning process

III. NFE and Arts/Democracy/Social Inclusion

The NFE, together with the Formal and Informal Education, has a key role in the learning process, in the promotion of some important educational principles as: education to democratic citizenship, to human rights, to intercultural dialogue, all having as goal the attainment of democracy and social inclusion. Art is one of the most precious fields where NFE has produced great results in reinforcing the process of social change, attitude, behavior etc.

Especially theatre has been experimented in many ways as instrument for working in various horizons: social, educational, health, linguistic, conflict transformation. The theatre has long served as a place for a society to gather witness of their own conflicts, and reflect upon possible solutions.

Participatory Theatre is a good example of this potential. It has its roots in the Theatre of the Oppressed (a form of social theatre), conceived by Augusto Boal (for more information: www.theatreoftheoppressed.org). *Participatory Theatre* productions offer communities the opportunity to actively reflect together by using the stage as a place to explore new ways of living and to express new visions of the future. The creation of the scenes takes place in an open way and anyone can 'problematise' the scene more, make suggestions, add characters. The aim is to reach a scene that would affect everyone and increase the wish of social change.

Forum Theatre, which also comes from the Theatre of the Oppressed, can be considered as a sort of brainstorm on social issues. By performing a social conflict (for example in

the schools the problem of bullying), spect-actors are called to find creative solutions through the collaboration with the community and the participation of everybody, something that encourages the social inclusion process.

Music is also successfully used as instrument for the socio-cultural inclusion, according to its power to trigger virtuous mechanisms which help people, improving the self perception and the relation with others. Music allows people to express the most inner feeling and to put out the best they have inside.

This is a very important starting point for the process of social inclusion and democracy: the NFE methodology, in all its facets, gives the opportunity to everyone to express him/herself, which means to improve the self knowledge and consequently the knowledge of the others as fundamental step to the intercultural dialogue and therefore to the democracy and social inclusion.

IV. Implementation of Non Formal Education Methodology: the activities

The following activities were established by each partner according to the theme chosen. They are an example of the application of NFE on a young target with the aim of social inclusion, which can be started from different points of departure.

1) Armenia: World Independent Youth Union

ID for conflicts

Themes: conflict prevention and resolution

Complexity: Level 1

Group size: any

Time: 60 minutes

Overview: this is a discussion activity in which participants explore their experiences of inter-personal conflicts. The ID of the Conflict helps to reduce to emotional tension, to identify the components of the problem, so that we can develop ways to address it.

Objectives: to develop conflict resolution skills; to use and develop skills of effective decision making, analytical thinking; to develop crises management skills; to promote values of solidarity and responsibility

Materials Preparation: handouts and pens

Instructions: explain that this task is an individual one, not group. Ask participants to focus on one current conflict situation in which they are at the moment. In order to

understand the conflict (easier to start from inter-personal one) it should be clear for all what we are dealing with.

Each participant receives the “ID of conflict” form to fill in 20-30 minutes <http://danilodolci.org/?p=14>

At the end of the exercise, group should come together and voice the emotional, intellectual or other problems, which appeared in the work assignment.

Debriefing and Evaluation: start with a short discussion about the activity itself and whether or not it was difficult, and if so why. Then move to analyze the causes and effects of the conflict situations. Ask for volunteers offer their “ID of the Conflict” for general discussion. Let them say what happened and how they feel about it and then open the discussion to everyone.

Why did the conflict situations happen? How would other participants have behaved in the similar situation? Why?

How could you have behaved differently? Have other participants other suggestions?

Was it possible to prevent the conflicts? Would the promotion of values of solidarity and responsibility change the situation? What first steps could be taken to address the promotion of values of solidarity & responsibility?

Tips for Facilitators: the trainer should create a working atmosphere, sufficient space for a comfortable and focused work of each participant.

Treasure box

Themes: participation, citizenship, democracy

Complexity: Level 3

Group size: 20-30

Time: 2h

Overview: this is a simulation of unfair society where 3 social groups try to find common ground for prosperity exploring issues about: the right to equality and discrimination; how to claim the right

Objectives: to stimulate feelings of responsibility, solidarity, justice and equality; to promote human rights activism; to develop critical thinking about complexity of the problems

Materials Preparation: 3 rooms (preferably one of them be in poor condition); materials (like sweets, flowers) to turn environment of one of the rooms much better one than the other two; one box; instruction for the groups (1 copy for group A, 5 copies for group B and 7-9 copies for group C); playing cards: prepare the cards so you have one card per person, minus 4, use only hearts and diamonds, but in a way that diamonds should be bigger group than hearts (2-3 people).

Instructions: ask all participants to put into the box the most of valuable things that they have with them at the moment.

Choose 4 people to be in the group A (people who are artistic and who are the leaders of the group).

Split the remaining participants into 2 groups by asking each person in turn to pick a playing card.

Give the box and instructions to the members of group A and lead them to the “best” room.

Ask the biggest group B to stay in the plenary and give them the instructions.

Lead the group C to the “worst” room and give them the instructions.

Give all groups a few minutes to read their instructions and realize their roles.

At the end of the game do a small action and give participants a couple of minutes to come out of role before debriefing in plenary. <http://danilodolci.org/?p=11>

Debriefing and Evaluation: start by asking participants about what happened and how they felt about the activity and then go on to talk about the issues raised and what they learnt. The game reflect on the emotional part of the discrimination and injustice which occur in real life. You can ask more: did anyone have negative feelings? What caused them? How did the group A feel when got the “treasure box” and power? How did the group B feel when they where handicapped? Which aspects of the game link with reality?

Which groups in your society have the situation of the groups B and C? In which situations are the victims blamed for their situation? What should be done to change the rules for the game? What could be done to improve the situation of the fairness in our societies?

Suggestions for Follow-up: explore discrimination and other issues that can be raised (aggression, violence) further. Invite a representative of an organization that works with most vulnerable social groups to come to talk with the group.

Exclusion is not a destiny

Themes: Social inclusion, Stereotypes

Complexity: Level 2

Group size: Any

Time: 20-60 minutes

Overview: This activity is a simulation dealing with issues of: stereotypes about disability and people with special needs

Objectives: to generate empowerment of excluded young people; to generate empathy and tolerance; to reflect upon the stereotypical models; problems of social inclusion; to analyze our attitudes toward exclusion and isolation

Instructions: this activity is in three parts:

part 1 sharing study cases (15-20 minutes), *part 2* simulation of catastrophes, *part 3* simulation of meaningless nonsense.

Ask each group to find a real case study from their lives on exclusion Divide the participants into small groups (preferably not more than 6 participants per group and isolation of a young person or a group Each of the groups prepare a simulation of the case study as a catastrophe.

Each of the groups prepare a simulation of the same case study as meaningless nonsense.

The trainer will have to decide how long to let the simulation run depending on the way of development: 15 minutes is a good length of time.

Give a clear signal to indicate the end

Debriefing and Evaluation: start the evaluation with a round of the actors saying how they felt. Then ask each person from whose life was the case study and what they learned. It's important to hear the opinions of that person who faced exclusion and had the opportunity to witness two ways of dealing with the exclusion. You can ask more:

Has the simulation change your attitude to the exclusion? If yes, how? Does not it seem that the problem, voiced and provided on-site colleagues, identified some new features of

the most conflict situations, to explain the behavior of its real players? What first step could be taken to overcome exclusion and isolation and who should do it

No reason to be out

Themes: citizenship, participation and democracy

Complexity: Level 1

Group size: 16-20

Time: 60-90 minutes

Overview: this activity is a reframing exercise to promote civic participation

Objectives: to appreciate civic participation; to stimulate interest and motivation in democratic participation; to help participants to overcome internal barriers, fear and uncertainty to active citizenship

Materials Preparation: flipchart papers; marker pens of different colors; a pair of scissors; sticky tape

Instructions: divide the group into pairs; in each pair, ask partners for 10 minutes to share with each other information about themselves with focus on any character or habit that they consider as negative and an obstacle for their active civic participation.

Then within 20 minutes each pair of participants will need to prepare their views on that negative character or habit from the positive side.

Any other material that can stimulate creativity will be plus Redefined character or habit should be presented to the rest of the group in a creative way: it can be a song, drawing, poster, etc. The success of the exercise is in the level of the empathy of the partners towards each other.

Debriefing and Evaluation: start by asking participants how they feel about the exercise and then go on to what they learnt.

You can ask more: was it hard to decide which were the most significant characters or habits that make them give up their rights? Were participants surprised to see their characters or habits as a potential motivation for the civic participation?

Where there any characters or habits of others that surprised you?

Did participants learn anything new about the issue?

Were there any fundamental disagreements over the idea of participation in decision making?

Suggestions for Follow-up: to multiply the effect of the exercise as a follow-up you can offer participants to prepare posters that using reframing will motivate participation and citizenship of young people.

2) France: Pistes - Solidaire

The following four activities are parts of a single workshop which aims to create a moment of reflection about the issue sustainable development encouraging the participants to develop some ideas and actions for a sustainable future. It will be achieved through the valorization of self ideas, emotions and actions that will be discussed in group through different tools: photos, drawing acting and contact with nature. These activities allow the full participation of the people involved, because the subject is led by their ideas.

Photolangage

Themes: responsible consumption; consume of water; energy transport; clothes and food

Complexity: Level 3

Group size: from 8 to 15

Time: 2h 30

Overview: photolangage is constituted by three complementary aspects: personal expression, attentive listening, and photographic language. It implies the integration of visual language as the opportunity for a new expression, and thus a new way of looking, specific or not, at a photo. This method is used to work with groups; thus, it interacts with other psychical processes which are stimulated by the interactions between the members of the group.

Objectives: to discover, learn and focus on the subject “responsible consumption”; to stimulate reflections on the subjects “responsible consumption”; to improve communicative skills; to know each other in a setting of respect and inclusion; to share with others own experiences and ideas.

Materials Preparation: 30 photos (coloured or b/w) or pictures of papers linked to the subject 'responsible consumption', one table, one paperboard, papers/pens/markers

Instructions: a session with Photolangage consists of a minimum of three steps:
1) Introduction and presentation of the work to the group (around 10 minutes);
2) Individual choice of photos (between 5 and 10 minutes);
3) Group work (from 1 to 2 hours).

The group is seated in circle; facilitator presents the method of Photolangage and explains how the work will proceed.

Facilitator displays the photos on a table, participants will freely move, observing all photos.

He asks participants to choose a photo that is related to the subject of 'responsible consumption'(they can choose the same photo).

They take the photo and bring it with them in the circle and explain the reason of this choice.

Facilitator notes the key-words that every participant says.

A group-work starts: 5 more representative photos will be chosen (between the photos already chosen) by the whole group and they will be attached on the paper board together with the key words noted by the leader in order to facilitate the reflection phase.

Debriefing and Evaluation: analysis and reflection time: the members of the group can give their impressions about the method and about what has been said. The facilitator asks the participants how they have felt about working with photos, what it has aroused in them, what it meant to them. Everybody can speak freely, the facilitator should ensure that each member of the group can express him/herself without being interrupted by another person.

Tips for Facilitators: the facilitator should motivate the participants and arouse their interest. Clear and precise

instructions regarding time, methods of work, step-by-step procedures will allow effective participation and group autonomy.

He is first a listener; he facilitates the listening within the group. He should not judge, evaluate, or comment what is said; he should help every member of the group to express him/herself and make sure that each member has the attention and comprehension of all. As the photo allows personal expression, facilitator will make sure that the question's framework is respected. He calls the attention of participants when necessary.

Variations: participants could have the task of choosing the thematic and selecting some photos related to it since the beginning.

A dream in a drawing

Themes: sustainable development

Complexity: Level 2

Group size: 10-15

Time: 1h 30

Overview: this activity asks participants to dream about a better future for their locality, allowing them to focus their minds on a sustainable future. During and through the activity, priority issues for people will emerge, together with concrete strategies to be applied in the reality.

The process of envisioning provides space for people to engage in a meaningful interpretation of sustainability, linking and channeling this information into a shared common vision for the future.

Once completed we can ask a second question: What action can we consider to make the first small step towards making your dreams reality?

This leads into a second step of the activity called 'Making Dreams Reality': by draw participants can image some actions to think about a future that respect each part of life: society, culture, economy, environment.

Objectives: to widen and explore the subject sustainable development; to help people to discover their possible or favourite futures, and to uncover beliefs and assumptions that underlie their visions and choices; to use and stimulate the envisioning, which offers direction and energy and provides impetus for action by harnessing deep aspirations to motivate what people choose to do in the present.

Materials Preparation: scarves, cloths or anything the participants can use to blindfold themselves, drawing materials (pencils, colouring pens, etc), printed copy of the 'Dream Sheet' for all participants .

Instructions: Step 1 – Dream Phase

Put on your blindfold and clean your mind; Now start to dream the change you want for your city; Choose an issue that is close to your heart (food; medicine and health, education, diversity...); Think about 25 or 50 years into the future; Do not think practically about how this dream can be achieved; Take a few minutes to move through it in your mind.

Step 2 – Illustrating your Dream on the ‘Dream Sheet’

Please fill in your ‘Dream Sheet’ with: one sentence which sums up your dream; a drawing representing your dream; five keywords you associate with your dream.

Step 3 – Presenting our dreams

Everyone gets the chance to present their dream to the group; The leader of the groups can then broadly summarize the dreams, pointing out the themes that people have in common.

Step 4 - Discussions

Discussion can vary from group to group, location to location, age to age. You are of course free to conduct the discussion about the dreams how you see best. (See the variations below).

Debriefing and Evaluation: Ask the participants how they felt about the activity and then go on to talk about the issues raised and what they learnt.

Ask if they find this method simple and clear and if they achieved new knowledge about the subject sustainable development.

Tips for Facilitators: the leader has to give space and time of personal expression respecting time to complete each steps of the work.

During the first step of the activity the leader can create a calm atmosphere talking whispering but clearly.

Variations: *Dreaming in pairs*

1. Break the group into pairs of young people who have similar dreams for the future;

2. In these pairs ask the young people to discuss their dreams together and how to realize them;
3. Ask the pairs to give a short story or sketch about a day in their life where their dreams have come true;

Building a Common Dream for the Future

1. The dreams are shared with the whole group;
2. Discussion on the common ideas;
3. Leader finds with participants three common issues that will be used in the next workshop

Suggestions for Follow-up: collect all the ideas for the Action and start to think about a project in order to realize these ideas.

Ideas for Action: during the third step, when participants presents their dream they could be hang on the wall so that everybody can see it.

The Land Art

Themes: responsible Consumption, Environment, Nature

Complexity: Level 3

Group size: 10-20

Time: 2h

Overview: the land art is a methodology that uses the set and materials of the nature (wood, ground, stones, sand etc...).

It's a methodology used in group. The group works in open air and discover all the environment around and try to create an artistic product (objects, portrait, jewel) with the elements of the nature.

The main value is the respect of nature, so the material used cannot destroy nature.

This kind of methodology allows people to create a contact with the natural environment, to deepen the knowledge of nature and to discover how much is precious.

Objectives: to deepen the theme 'environment', to discover creative skills, to create a dynamic of group

Materials Preparation: notebook, pens, knife, camera

Instructions: the activity takes place in open air (close to a river, on the beach, in a park...).

The facilitator divides the participants in small groups and asks them to go around discovering the environment.

He gives them a note-book to be used to write questions or curiosity about natural elements ("what is the name of a flower" ...).

After the research of materials, participants share with the group what they found.

Each group-work has to choose what they want to create and represent with the material found and has to name it in artistic way.

After the creation of the artistic work, there will be a sort of exhibition: the new artists can explain to the group their creation.

Every “art work” will be photographed and during another session of the work all pictures will be hanged in a poster with all the impressions of the participants.

Debriefing and Evaluation: Facilitator asks to the participants how they felt during the activity about: the contact with the nature; the creation of something from the own; the working group; if/what they noted something on the notebook; if there have some questions about what they saw during the walk in the nature.

Tips for Facilitators: The facilitator should allow the free expression of the participants. It’s important to respect the time and to give a limited space for the free discovering.

In order to facilitate the creativity of participants, the facilitator should choose a place rich of elements.

Suggestions for Follow-up: You can organize an exposition of the pictures taken during the activity.

The Forum Theatre

Themes: responsible consumption, using of transport, sustainable tourism

Complexity: Level 4

Group size: 10-15

Time: 2h 30

Overview: Forum theatre is used as a means of bringing people together, building confidence and solidarity, stimulating discussion, exploring alternative options for action and building a collective commitment to change: it encourages reflection on the issues chosen and possible strategies for change.

Objectives: consciousness-raising about the subject of responsible consumption; to reflect and find new ideas for a change in the subject proposed; to debate and share solution on the subject; to set free from the oppression of the society, by playing an active role with own ideas.

Materials preparation: a big room for the performance, a big stage, clothes, papers, board to create a scenography in accord to the subject.

Instructions: three are the main characteristic of Forum Theatre: A basic performance on a specific subject, a “joker” who leads the play, the public is at the same time spect-actor and actor because after the play of the basic performance, people from the public can choose to go on the stage re-playing some role, and changing in this way the story thanks to the personal contribute.

The activity is divided into different parts: first part: the joker works with few participants to build two performances (one on using of transport and one about the way of travelling) of 15 minutes on the subject of “consumption” which oppresses people’s life; during the second part the performance is played in front of all participants. After the play the joker asks to the participants what in the play touched them more and

encourage participants to discuss about their emotions related to the play. Then the joker asks who wants to take the place of one of the actor in the stage and asks if they would act in a different way and if they have a solution to the hard situation presented during the performance. The performance and the exchange of roles in the play could last 1 hour. During this part it will start the active participation of the people, creating a dynamic debate.

Debriefing and Evaluation: after the interactive play the joker asks the participants to seat in circle and to talk about their emotions related to this kind of methodology and to all the discussions raised up. It's a free space where who wants to tell something can speak without fear.

Tips for Facilitators: the role of the joker is very important because it has to respect the time in order to complete every part of the activity. He should give space to the participants that want to act a role in the performance, be able to manage the strong emotions that can arise during the acting and give the time for a calm debriefing where participants can have a look on what happened during the performance.

Variations: the piece of the theatre could be created by the participants or could be a real story taken from a newspaper article.

Ideas for Action: take a large time for the debriefing: participants who didn't act could want some space to express the emotions kept inside.

It's important that everybody is involved in all the process.

3) Greece: Mediterranean SOS Network

The following four activities are parts of a single workshop, whose subject is the protection of coastal and marine environment. The target group was a group of people who were drug addicted and during the project they were in the rehabilitation period. The target was to sensitize the group on the Environmental Problems and the role that young people can play in order to propose possible solutions. Besides that, at the last activity they found, through participatory processes, diverse ideas for seeking work.

Role play

Themes: role play

Complexity: Level 2

Group size: 20-35

Time: 3h

Overview: everybody feels that what he/she believes is the most fair and correct. Through the process of 'role playing', everyone has the ability to change point of view and understand the ideas of others. How difficult is it to make a decision and how well informed do we need to be on any issue before we can in turn have an informed opinion?

Objectives: to inform the participants about the subject tackled; to practice forming arguments; to understand the process and difficulties of decision-making; to discover their fundamental role as active citizens; to learn to work in teams

Materials Preparation: the scenario photocopied for all participants; articles and informational material about the

activity's subject that would express all the opinions; 1 cardboard; white paper for taking notes; pens; 1 marker pen

Instructions: 1. Role-play: a short discussion with the group about the object of the activity; appointment of the institutions/groups involved

2. Creating the scenario: the instructive scenario is distributed to the group; the involved institutions / groups are introduced according to the initial proposals (as institutions, residents, NGO'S, Ministry, etc); selection of the role-playing game's frame (for example a television transmission) and definition of the discussion rules, the speakers' order and the arguments' and rejoinders' duration

3. Groups' composition and roles' elaboration: creation of groups and definition of the discussion's coordinator; the groups formulate their arguments, trying at the same time to think and contradict against the possible arguments of the other groups; the coordinator goes around, listening to every group's discussion

4. Implementation/role play: the participants formulated their arguments, disagreed and agreed on all cases and they try to come up with a viable and realistic proposal in regard to the particular issue; a discussion is made about the role every citizen can play, and how decisive they can be in each case.

Debriefing and Evaluation: in order to facilitate the reflection on the themes faced, is advisable to seat in circle, in this way all participants will have the possibility to look at each other and to exchange opinions in a peer condition.

Ask participants how they felt during the activity, let anyone free to say what he/she thinks.

Start a discussion about the meaning of the role play: how is to be in a different role? Does it stimulate new reflections? Does it help to consider other points of view?

Participants should express their opinions, value their experience regarding the issue tackled and understand the important role of the individual responsible on the issue.

Tips for Facilitators: At the beginning of such activities the educator has to take some time to get the group members to participate actively.

To have sufficient informational material representing all the opinions.

The educator should not give his point of view and intervene during the activity, should summarize the opinions that were presented and reflect upon the problems that were not mentioned.

Variations: according to the thematic that you can choose, the roles and the institutions will change.

Ideas for Action: each team will create a file/folder on the issue which will include a description of the above activity, information that the group has gathered for the study of this issue to be kept it in their library.

They could also send a letter to all concerned bodies to submit their views and suggestions regarding this issue.

Debating

Themes: the role of active citizens

Complexity: Level 2

Group size: 20-35 individuals

Time: 3h

Overview: the group works on a very important issue that combines social, economic and environmental factors, trying to find solutions respecting the human and environmental rights .

Objectives: to understand the process and difficulties of decision-making; to discover the important role of being an active citizen; to learn to work in a team

Materials Preparation: photocopies of the scenario, articles and informational material about the activity's subject (3-4 copies), 1 cardboard, white paper for taking notes, pen, and 1 marker pen.

Instructions: debating is used for the analysis of contradictory subjects: two groups of participants have to talk about the same subject to an audience. The first group is placed in favour of the subject and the other one against it. Both the teams have the same time in their disposal in order to develop their opinions and at the end the most important presented points should be gathered up.

It is a very effective way of presenting contradictory opinions and evaluating the advantages of different believes and value systems.

The coordinator is appointed and the discussion can start.

Debriefing and Evaluation: all participants seat in circle, in this way a peer conversation can start.

Ask to each participant how I felt during the activity and how he/she feels now and stimulate a discussion on these feelings, trying to involve everybody.

Start from the initial opinions, making a comparison with the final positions they took.

Invite to reflect on how contradictory opinions can stimulate and shake our value systems.

Tips for Facilitators: the members of the group should be encouraged to express their views and their questions freely. Also, apart from a rich background material, the instructor should have studied the issue enough to be able to resolve the questions of members of the group. The educator should not rely on their own positions and intervene during the activity. The educator will have the time to debate and summarize the views that have been expressed and highlight concerns that were not mentioned during the discussion.

Environmental protection Human Rights: friends or enemies?

Themes: Human Rights and environment

Complexity: Level 1

Group size: 20-35 individuals

Time: 2-3 h

Overview: we are all equal. But what is it that brings us to a moment where we challenge human rights? Do the other bodies on this earth have rights? And which right is more important?

Objectives: the discovery of the numerous Human Rights; the appreciation of each one's own value; to reflect on the question: who has rights? To understand the relation between Human Rights and Environmental protection and every person's role as an active citizen.

Materials Preparation: copies of the Declaration of Human Rights, as many as the number of the members of the group, cards with suggestions and sayings of the participants from other activities related to Human Rights, cardboards or board, markers

Instructions: use the method of discussion: initial presentation from the educators and then, the whole group of educators presents their views and speculations on whatever is presented, as well as on the subject in general.

Ask participants to report some of the Human Rights by brainstorming, which will be then written on boards or cardboards.

Afterwards distribute the declaration of Human Rights and reflect on how well does a citizen know his rights, which rights of the declaration are implemented nationally and internationally, and finally, in what degree does each person claim his rights.

Use phrases/statements of the group's members from earlier activities and ask them to decide whether they are related to the Human Rights and to the environment or not.

Debriefing and Evaluation: ask participant to seat in a circle.

Start the discussion from the emotional issue: how did you feel? How are you now?

Investigate the level of learning: what do you think you have learnt? How do you think you will use this new knowledge?

Active the reflection on how is important to know our rights as human being in order to be good citizens and to respect the environment.

Tips for Facilitators: the educator has to study the declaration of Human Rights in depth and he/she has to come up with scientific information about the issue of relating the rights with environmental protection.

Ideas for Action: the team could create a new charter of rights which link human rights to environmental protection

Green Professions, an alternative perspective

Themes: Green Professions, looking for and finding work

Complexity: Level 2

Group size: 20-35 individuals

Time: 2-3 h

Overview: when we look at our profession from an environmental perspective, we have as a result the respect for the environment and the other practical results in many other levels (social, economic, liveable, etc.)

Objectives: to discover new ways of vocational rehabilitation, to learn and understand Green Professions, to inform on the necessary training and education in order to exercise a Green Profession, to find a new interest, to gain an environmental approach to life, which affects working life.

Materials Preparation: cards with several professions, 1 cardboard, blank paper for taking notes, pens, 1 marker and

Instructions: *Brainstorming*

the group reports all the professions that considers being green, try to give a definition of them, based on pre-existing knowledge, take the cards with various professions and ask the group to separate them in green and not.

Debriefing and Evaluation: Seated in circle, participants start to answer to the question of how they feel. Then lead the conversation on what they have learnt and discovered about the green professions. Reflect on what make a profession a green profession.

Suggestions for Follow-up: each participant could choose a job that he/she prefers and then he/she will think of him/herself to green this job. At the end, he/she could make a brief presentation of this job.

4) Italy: Centro per lo Sviluppo Creativo "Danilo Dolci"

The following four activities are parts of a single workshop which aims are to create the conditions for realizing 'personal attitudes' and to start with the participants an iter of knowledge and confrontation.

It will be achieved through the valorization of self and social well-being, by increasing: self-confidence; relationship skills; communication skills; ability to relate with 'the other'; tools useful to fight stereotypes and prejudices.

Story with personal objects

Themes: Knowing each other, stereotypes and prejudices

Complexity: Level 1

Group size: 10

Time: 1h 30

Overview: this activity represents the first step to begin our reflexion process with the group. Through their personal objects, the participants will know better each other and discover more about their personality. This activity constitutes as well a way to introduce the reflexion about stereotypes and prejudices, which will be an important topic during the workshop.

Objectives: to know more about others trying to be the others, to go beyond stereotypes and prejudices.

Materials Preparation: each participant should bring five personal objects which tell some about him/her. Paper and pens if necessary.

Instructions: facilitator puts the seats in a circle.

Participants leave their own objects on their own seat, then they move and choose by chance other seat with unknown objects: the objects are secret from the beginning.

For 5 minutes each person observes the new objects he/she found and start to think in his/her mind about the personality he/she is discovering.

Finally they try to build their new personality using the objects. They can write if it make it easy.

Debriefing and Evaluation: seated in a circle, participants reveal their own objects and compare the real identity to the new one. Each one will have the opportunity to speak about his/her feelings, if he/her recognized him/herself in the description, if not explains why.

They will reason out the stereotypes, how easy is to be categorized from the external just by the appearance.

Tips for Facilitators: depending on the target, facilitator should help participants in expressing his/her own emotions, creating a relaxing and comfortable setting, giving to everybody the feeling he/she is listened and accepted, doing the right questions without being intrusive.

The first questions should be: how did you feel? How are you? Then facilitator can support the emotional flow by stimulating the person during the speech.

Variations: in order to facilitate the chose 'by chance' of the objects, in case some people in group already know each other, you can hide the objects in bags and assign before a seat for each one. It will not be 'by chance' anymore, but in this way you will be sure that each one will find objects belonging to someone they did not know.

Ideas for Action: it is important that all participants have always the possibility to look at each other in the eyes. So the circle is the best position for seating. During the debriefing, the two people involved each time should go in the centre of the circle.

Take a step forward

Themes: Identity / Diversity, discrimination and prejudices.

Complexity: Level 3

Group size: 10

Time: 1h 30

Overview: in this activity participants experience what it is like to be someone else in their society. The issues addressed include: social inequality being often a source of discrimination and exclusion, empathy and its limits.

Objectives: to promote empathy with others who are different, to raise awareness about the inequality of opportunities in society, to explore the own identity and prejudices through the discovery of the concept of diversity.

Materials Preparation: an open space (a corridor, large room or outdoors), role cards

Instructions: 1. Make the role cards, one per participant. For example: you are the daughter of the local bank manager;

You are an illegal immigrant from Mali; you are a disabled young man who can only move in a wheelchair; you are a 22 year old lesbian.

2. Hand out the role card at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.

3. Now ask them to begin to get into the role. To help them, read out some of the following questions, pausing after each one to give people time to reflect and build up a picture of themselves and their lives:

What was your childhood like?

What kind of game did you play?

What sort of work did your parents do?

What is your everyday life like now?

Where do you socialize?

What sort of life style you have?

What excites you and what are you afraid of?

4. Now ask to people to remain absolutely silent as they line up beside each other (like on a start line). Tell the participants that you are going to read out a list of situations. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

5. Read out the situations one at time. Review the list and adapt it to the group that you are working with. For example: you have never encountered any serious financial difficulties, you feel that your opinion on social and political issues matters and your views are listened to, you have adequate social and medical protection for yours needs, you feel you can study and follow the profession of your choice, you can fall in love with the person of your choice, you have never felt discriminated against because of your origin.

6. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and Evaluation: start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

How did people feel stepping forward or not?

For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

Did anyone feel that there were moments when their basic human rights were being ignored?

Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion).

How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?

Does the exercise mirror society in some way? How?

Tips for Facilitators: the power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big

distance between those that stepped forward often and those who did not. To contain the impact, it is important that you adjust the roles to reflect the realities of the participants' own life. Look at this web site to find more information about this activity, in particular about the possible situations and questions:

http://eycb.coe.int/compass/en/chapter_2/2_38.asp

Variations: as the target we have worked with included young people from disadvantaged areas, we adapted the characters they had to personify to their possibility to go inside the characters' lives, trying to have a soft impact to their stereotypes. We find it better to respect the cultural limits, considering the restricted time of the activity.

Examples: son of a policeman killed from mafia; homosexual young from a very catholic family.

Suggestions for Follow-up: depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group.

Ideas for Action: tape or CD player and soft/relaxing music

The Bridge

Themes: Cooperation / Competition, Communication

Complexity: Level 3

Group size: 10

Time: 1h

Overview: this activity is based on the competition and the cooperation within a team. Two groups have to build a bridge together in a limited time.

Objectives: to reflect on the group's dynamics about cooperation and competition through a teamwork, to raise the listening skills during the collaboration, to develop non verbal communication.

Materials Preparation: equipment : scissors, sheets of paper, pencils, plastic glass, cardboard, glue, etc. Materials can be chosen by chance, as the objective is not to build a perfect bridge, but the process of building.

An open space (a corridor, large room) in order to separate the two teams.

Instructions: the duration of the game is about 15/20 minutes.

Two teams will be assigned to build a bridge in a limited time. There is one condition: the bridge must provide a plastic glass filled with water.

Each team has to build a portion of the bridge which must be complementary with the portion of the opposing team. For this, each team has a number of tools and materials available to do their mission. Both teams have to choose a « leader » at the beginning of the game who will represent the group.

During the construction of the bridge, several meetings are organized between the two leaders (one meeting every 5 minutes). The two teams can communicate together and speak about their task only during this meeting.

When the time is finished, both teams bring their prototype in the middle of the room and try to unify the two pieces of the bridge.

The game's organizer tests the bridge putting on a plastic glass full of water. The objective could be reached or not

Debriefing and Evaluation: seated in a circle, the participants explain one by one how he/she felt during the game.

You can ask: how can you define your position in the team?

What about the position of the other people in your team?

What do you think about the communication between each group's member? Did you manage the communication in order to cooperate? How could you improve the teamwork?

How did you receive the leader's attitude? Do you think that this kind of experience could be useful for you in the daily life?

Tips for Facilitators: 1. It's very important to respect the game's timing. The duration is limited and it has consequences on the collaboration/competition's dynamics within the team.

2. In order to evaluate better what has happened during the game, you need at least two persons to observe each group and to check the time.

3. You can't help the teams during the game: the participants have to understand and organize their work by themselves. The way they organize themselves and their difficulties they could meet are part of the evaluation.

Variations: we decided to introduce two variations to the Bridge's game :

1.The observer : one person have the task of observing both teams and of noticing the participants' behaviours .

2.For each group, one participant (the troublemaker) has the task of obstructing the process of building the bridge. Another one(the facilitator) has the task to facilitate the connections within the team.

3. Any kind of verbal communication is forbidden during the teamwork. Only the leaders can speak during the meetings.

Ideas for Action: take a large time for the debriefing : the participants are often frustrated if they had not been able to build the bridge, they feel stressed by the short time.

Diagram of the moral

Final evaluation

Themes: game and reflection

Complexity: Level 1

Group size: 10

Time: 1h

Overview: this is an assessment model used to observe and evaluate each activity or workshop, as a final evaluation of the work.

Objectives: to exchange impressions on what the group had experienced during the earlier activities on the topic of stereotypes and prejudices, awareness about the inequality of opportunities in society, social minorities, the concept of diversity; to evaluate the skills acquired by participants in terms of development of empathy, listening skills, cooperation, non verbal communication.

Materials Preparation: the facilitator must have a sheet of paper with questions to ask participants.

Instructions: Diagram of moral: the group stands in a circle.

One after another each of its components is at the centre of the circle and expresses its review or its evaluation on the last activity. Other participants react giving their own feedback: if they agree, they take a step forward, if not they take a step back, if they don't have a concrete feedback, they just turn. Then all return to the starting position in a circle and another component can now go to the center and express his opinion. back, without moving.

Also include the useful questions:

1. Did you enjoy the activities?
2. What have you learned?
3. Do you think it has been helpful to do these activities and why?
4. Do you feel more conscious about the themes?

5. Could you express your personality?
6. Did you have the feeling to have been listened?
7. What activities did you like most and/or less?
8. Among participants you didn't know before, with whom would you like to travel?
9. How do you think you will tell your family and friends about these activities?

Debriefing and Evaluation: in formulating questions, you can follow the results obtained from an observation data and/or from the observation of social and emotional behavior.

For example:

1. Inter-individual dimension (feel good about others);
2. Reliability and Responsibilities: building relationships; empathic acknowledging the needs of others; tutoring;
3. Adaptability and Participation: participating with enthusiasm to the operational proposals; modulating the behavior according to the situations; playing a role in constructive group's activities;
4. Cooperation (Respect for others): agreeing to work with all and respecting the limits and resources of each;
5. Restraint (Self): finding creative solutions to problematic situations.

Tips for Facilitators: the questions to ask participants must be inherent in the latest activity and derived from observation of the characteristics and needs of the group in order to create a moment of reflection.

Ideas for Action: it is important to realize this game in a big space, in this way participants' movements will be clear to everybody.

V. Conclusions

The Non-Formal Education methodology can pull out of learner knowledge he often has but less developed, or activates a process of new knowledge. This, as we have seen, is through the practice of situations that allow the youth to learn from the inner. This is a result we have achieved in each activity: the participants have experienced a perspective that sometimes did not belong to them, they have been able to reflect on important social issues and to come together to proper conclusions. What is certain is that this method achieves a lifelong learning, person does not acquire it as a concept, but keep it as a fact, as an emotion, because he/she had experienced it on him/herself. The young people involved have shown great interest in the activities and during the evaluation phases were able to gather the deeper meaning of what they were doing, acquiring the ability to change opinion about certain issues or to find a creative new solutions to old problems.



Non Formal Education (NFE) is a valuable tool in the field of Education and it has a strong impact on the daily life of people. The Manual with its intercultural nature and thanks to the collaboration between partners from Italy, France, Greece and Armenia, aims to promote the transnational exchange of practice in the field of NFE with youth, to aware for its importance and to develop new evaluation tools, useful for recognizing its value and impact.



CENTRO PER LO SVILUPPO CREATIVO
"DANILO DOLCI"
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