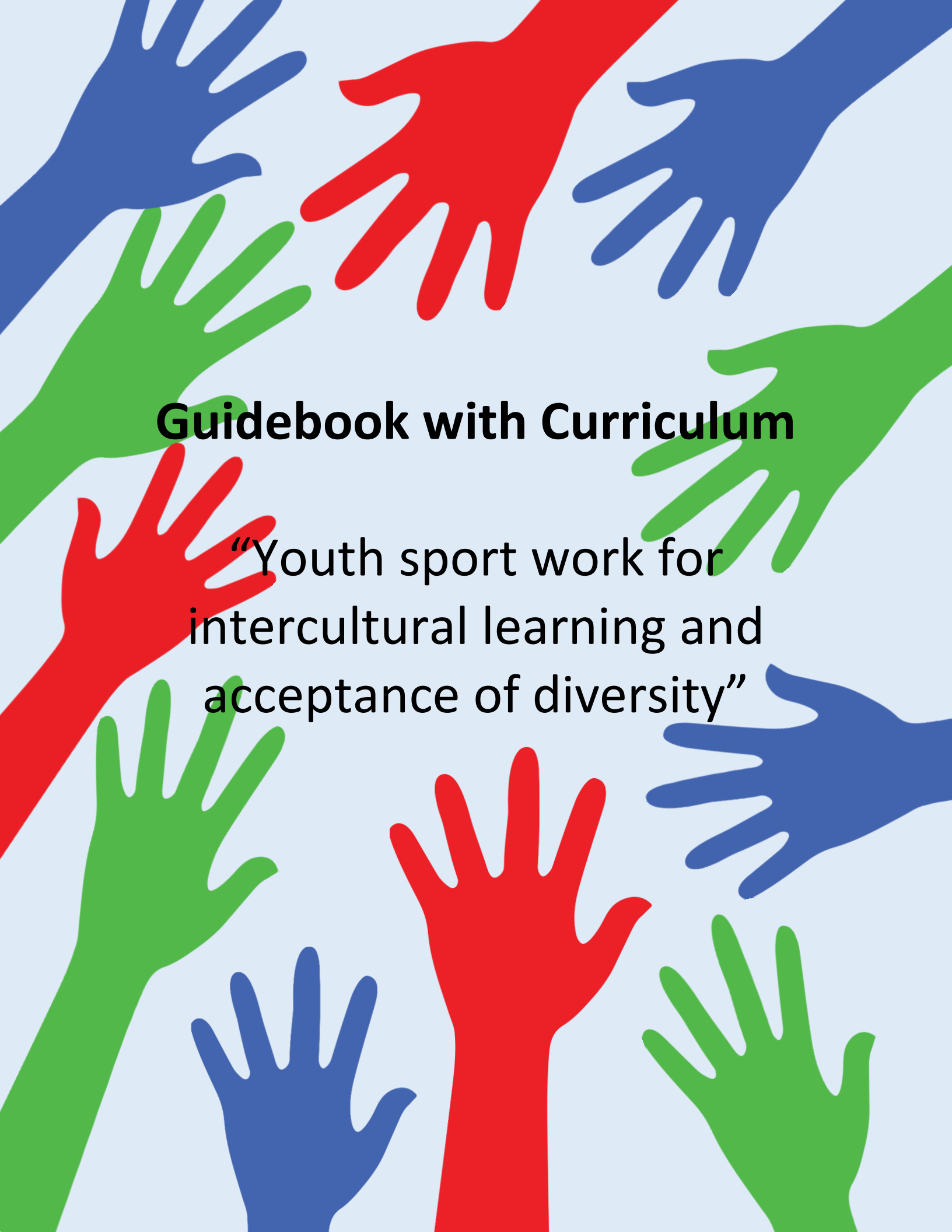


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Guidebook with Curriculum

**“Youth sport work for
intercultural learning and
acceptance of diversity”**



TITLE:

Guidebook with Curriculum “Youth sport work for intercultural learning and acceptance of diversity”

PROJECT:

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INTRODUCTION

This Guidebook with Curriculum “Youth sport work for intercultural learning and acceptance of diversity” is made for future education of additional youth trainers and youth workers in youth sport work methodology for intercultural learning and acceptance, while using innovative and creative adapted sport methodology. Thus, the Guidebook with Curriculum is basis for quality knowledge management and future capacity building in our organisations, as it will allow us to organise proper education of those new future youth trainers and youth workers that will join our organisations later.

This publication consists of two parts:

- A) Guidebook with advices for youth trainers when approaching the relevant topics
- B) Curriculum of sessions useful for organising training courses for future trainers and youth workers

ABOUT THE PROJECT

The project “Youth sport work for intercultural learning and acceptance of diversity” aims at: Building capacity of youth (work) organisations, their youth trainers and youth workers in non-formal education (NFE) for youth SPORT work for intercultural dialogue and accepting diversity among youngsters in our communities and encouraging usage of sport and outdoor activities in youth work for acceptance of diversity.

Objectives of the project are:

- To empower already experienced and educated youth trainers in using sport methods in their NFE work for ICL with other youth workers, by organising mutual training course from youth trainers from all partner organisations, on European level.
- To develop quality basis for knowledge management and future capacity building in partner organisations, as well as other interested youth (work) organisations, by producing freely available Guidebook with curriculum for future education of youth trainers in youth sport work methodology for ICL.
- To build capacity of currently active youth workers in our partner organisations in using sport methods/games in youth work for ICL, by organising education/training of youth workers on local/national level of the partners.
- To develop multiplication tool – booklet of youth sport work games for intercultural learning and acceptance of diversity – for using in youth sport work with youngsters in our communities, by current youth (sport) workers and future ones, of ours and of any other interested youth (work) organisations.
- To develop a community of youth trainers and youth workers, on European level, for youth sport work for intercultural learning and accepting diversity and to exchange good practices among partner organisations.



- To develop further European level partnerships on youth sport work for acceptance of diversity among partners.

Project consists of following activities:

1. Online (Skype) preparation meeting (and regular online meetings throughout the project)
2. Activity 1: Preparatory meeting
3. Activity 2 (Mobility activity): Training of trainers “Youth sport work for intercultural learning and acceptance of diversity”
4. Output 1: Guidebook with Curriculum “Youth sport work for intercultural learning and acceptance of diversity”; for future education of additional youth trainers in youth sport work methodology for ICL.
5. Output 2: Booklet of youth sport work activities / games for ICL and acceptance of diversity
6. Activity 3: Local/National dissemination conference/workshops for youth workers and other stakeholders in our communities/countries
7. Activity 4 (Mobility activity): Evaluation meeting of the project
8. Dissemination and reporting activities

Project will contribute to capacity building and knowledge management of partner organisations, as well as other youth (work) organisations and respective youth workers and trainers. It will contribute to developing sense of tolerance and understanding of diversity, not only among participants, but also among further beneficiaries of different youth sport work activities (with mainstream and marginalised groups) that will be lead and managed by participants of this project activities.

Project partners:

- Active Youth in Happy Europe / Aktivni mladi u srećnoj Evropi (AMUSE), Serbia
- Association for improvement of modern living skills “Realization”, Croatia
- Center for Intercultural Dialogue (CID), North Macedonia
- SNAGA MLADIH / YOUTH POWER; Mostar, Bosnia and Herzegovina
- FERFILO Associazione Sportiva Dilettantistica, Italy





PART A: GUIDEBOOK

“Youth sport work for intercultural learning and acceptance of diversity”



NON-FORMAL EDUCATION AND YOUTH WORK USING SPORT METHODOLOGY

Youth Work - basics overview

According to the European level youth policy documents¹, “Youth work has three essential features:

- Young people choose to participate
- The work takes place where young people are
- It recognises that the young person and the youth worker are partners in a learning process

Youth work encompasses a broad range of activities (e.g. social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning. Its value is recognised in the Council conclusions on youth work² and highlighted in a study released in 2014³.

Youth work helps young people to reach their full potential. It encourages personal development, autonomy, initiative and participation in society.

Youth work provides out-of-school education, as well as leisure activities managed by professional or voluntary youth workers and youth leaders.

It is organised in different ways - through youth-led organisations, organisations for youth, informal groups or youth services and public authorities.

Youth work is delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach, and detached) at local, regional, national, and European level.”

Non-formal education - principles

Sport as a method in non-formal education can be natural combination and serve easily as any other tool needed to provoke learning experiences. But, let's try to understand it step by step. Non-formal education in youth work on European level is slowly ending its second decade. Still, there is no pretension from national, international, institutional, political level to strictly have unified definition of it. Usually, it is explained as a complementary field of education to formal education and informal learning. We usually say that it happens outside of school system but it is not this geography that makes important distinguish between these three forms of learning. Non-formal education should be open for all young people no matter of their previous

¹ https://ec.europa.eu/youth/policy/implementation/work_en ; accessed December 2018

² “Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people”; European Commission, 2013; <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013XG0614%2802%29>; accessed December 2018

³ “Working with young people: the value of youth work in the European Union”; European Commission, 2014; http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf; accessed December 2018



educational, social, economic or cultural background and allow voluntarily participation in learning process, without having fear from evaluation of their achievements by anybody but themselves. Non-formal education has numerous tools and variety of methods which makes learning interesting and fun; still it has a structured and in advance planned programme. It should always be value based, respecting human rights and democracy values, each person/learner/individual and their tempo, styles and learning needs. Flexibility in reaching educational goals in non-formal education comes often from richness of methods used and the fact that one can always find “another way” to achieve the set learning objectives and expected outcomes.

The overlapping between the all three forms of education and learning - formal, non-formal and informal - in demanding world of knowledge-based economies, is very welcome. There are schools with less and less ex-cathedra approach in transmitting knowledge from teacher to students, in which interactive methodology and active participation become everyday practice. On the other hand, there are youth organisations whose educational programs for empowering young people and raising their employability skills, look more as courses for professionals with bottom up approach where all knowledge comes from the lecturer (e.g. software development or digital marketing etc.)

Still, there are some important differences between formal education (FE), non-formal education (NFE) and informal learning (IFL) settings:

- Formal education is classroom-based learning setting provided by trained professionals (teachers, professors) relaying on planned and structured curricula set by respective ministries and defined by learning objectives. From the point of view of the learner, learning is conscious and intentional. Outcomes of learning are assessed from the “outside” - a teacher, and at the end should lead to formally recognised diploma or a degree.
- Non-formal education mostly happens outside the formal system of education. It is planned and structured educational program facilitated/supported by professionals (trainers, youth workers) or volunteers and peer educators based on interactive and experiential learning methodology which uses group of participants, their knowledge and experience, as a main resource to reach learning objectives. It is competence based, meaning it aims to develop not only knowledge, but skills and attitude equally. Non-formal education should lead to personal, social and professional development of participants and at the end they are the one who are assessing their personal learning outcomes. On European level, for participating in international non-formal educational events, participants can get Youthpass certificate about their learning experience in educational event.
- Informal learning is best understood through process of socialisation. It is unplanned and unintentional learning throughout the life. Usually happens on unconscious level by living in culture, society, community, family with friends and accepting beliefs, values, skills and attitudes in life. More and more in modern world all types of media are sources of informal learning.

Non-formal education (NFE) has its structural features (guiding principles for building programme from specific activity toward the whole training flow respecting group dynamic and learning



objectives) and methodological features (experiential learning approach, arsenal of tools and techniques). But, what gives it a potential to change individual lives and communities of youngsters is that it should always be value based fostering personal development, social development and active citizenship (democratic principles, human rights, ethical values).

Learning in programs based on non-formal educational principles happens as a result of multiple and various elements. Here we give some of them that need to be respected and accomplished for quality learning through NFE:

- Learning with, in and from the group: there is a saying that more heads think better and nicer ☺ together! To support learning in a group, team of trainers/facilitators should create collaborative relationships among individual participants within the group of participants and team of trainers/facilitators. This role of a trainer on building group dynamics in a non-formal educational activity should never be skipped. Participants need to feel they are ready for sharing and cooperation within the group and wish to participate willingly in a common task to learn together.
- Interactive learning: learning in a group, with the group and from the group can only begin if people are ready to take an active part in it. Precondition for involvement is a feeling that it is safe to act and share. This is why it is important to build non-judgemental atmosphere so everyone can do their best and at the end feel the ownership over the result.
- Holistic (comprehensive learning) approach – having in mind that people learn in different ways and that the learning is more affective if it involves the whole person - on physical, mental, emotional or social level - it is important to use diversity of NFE methods that answer to different learning needs and styles of participants.
- Experiential learning – this is a pedagogical approach where experience in some activity is transformed into new knowledge, skill or attitude. Learning by doing something together in group and talking about this common experience is facilitated by educators, but the main source of learning lies in learners-participants.
- Contextual learning – this aspect is respected when participants discover new meaning in context of some previous experience from their realities. This is important aspect of non-formal and adult learning because it gives participants the opportunity to internalise something new by respecting it and connecting it to what they already know.
- Trust based – when participants feel safe in a group there is a precondition for exchange and learning. Building a group to become a safe space is crucial aspect for people to step out of their comfort zone and challenge themselves as much as they can in the learning setting.
- Voluntary participation – because participation in non-formal education/learning is voluntary and people are involved as much as they choose to be, the participants become aware that if they choose to be active they start learning on more intense and resilient level.



Non-formal education through sport and youth sport work

In general, with rare exceptions, youth work is defined as a domain of ‘out-of-school’ education and, thus, linked to the non-formal education and/or informal learning. Youth work should aim at creating possibilities for young people to shape their realities through all kinds of activities: social, cultural, educational, political nature and sport as well. In youth organisations who provide activities for leisure time of young people, most usual choices are games, sport, fun cultural activities with wider goal to develop emotional, intellectual, social potentials of young people. Due to new forms of addiction based on technology (gaming, internet, information) that youngsters face today or rapid enlargement of marginalised kids all over Europe living in difficult circumstances, excluded and neglected, above mentioned activities come as prevention actions as well.

In the document report “Socio economic Scope of Youth Work in Europe”⁴ - the joined study done within Partnership of the European Commission and the Council of Europe in 10 countries, youth sport work is mentioned as one of the nine (9) types of youth work classified by the area of work and described as “support and encouragement to young people to experience and participate in diverse physical activities and sports leading to promotion of healthy life styles”. It can offer opportunities for learning, for dealing and coping with success as well as with failures. Also, it offers opportunities to accept and acknowledge success of others, to cooperate as teams, learn to respect rules, or create new ones, have intercultural experiences with other young people from different cultural, social, ethnic background, etc. Through physical movement, active participation and collaboration young people can be challenged to improve their performance, think more on strategic level, gain new skills, try some totally different activities or invent the new ones. Innovative methods in this field of youth work can refresh our educational approach and make it more adventurous. It is as any youth work, open to all young people and especially suitable for disadvantaged and socially excluded young people.

Not visible at first, but sport and physical activities can have educational character as any other non-formal educational activity for young people. But, what sport we actually talk about - football, swimming or something else? Here, we mean, sport for everybody, “sport for all”. Opportunities for young people to practice different sports (recreationally or professionally) are still limited by different facts as - do they have a place for it (local sport clubs), can they afford to practice sport or are they talented enough. This typical kind of sports are still accessible just for some youngsters that have those privileges. On the other hand, sport as a physical movement, exercise or game, is open for all and is a perfect method for young people to meet with their peers from different backgrounds, as it offers quality basis for starting the intercultural exchange among them that can result in quality intercultural dialogue and learning.

⁴ “The Socio economic Scope of Youth Work in Europe, a Final report”; Partnership between EC and COE in the field of Youth, 2007; https://pip-eu.coe.int/documents/1017981/1668203/study_Final.pdf/642c51c1-34d7-4f03-b593-317bf1812009; accessed December 2018



Good example of narrow and broader understanding of sport can be found in SALTO Inclusion publication “Fit for life”⁵, comparing “typical” sports and youth sport work activities. The “typical” sport is happening in a sport club gathering athletes and lead by their coach to improve their performance become better in the discipline(s) they train and as a result - if they do not improve significantly they can be kicked out. The goal is promotion of the sport/discipline. On the other hand, using sport in youth work have different objective - not to help somebody to be better than other athletes and win over them, but rather to improve quality of life of diverse groups of young people.

Before embracing this different understanding of sport than the conventional one, it is always good to explore what actually is there, in reality. For that purpose, we can start with realising how sport organisations and clubs on one side and youth organisations and clubs on other side use sport (activities). According to Schroeder in the above mentioned “Fit for life” publication, the same sport can be used differently in different types of organisations. For example, running in local athletic club have an objective to strive toward better results of young athletes, through training, discipline and competitions. On the other hand, local youth club can use running for empowering young people to overcome certain issues (e.g. anxiety, addiction to internet and gaming, unhealthy life styles) as one of the outdoor activities they offer (eco-camping, orienteering, etc.). The essence of change in perspective lies in the shift from understanding sport as traditional competing each-other activity, towards aspects of cooperation on all levels - physical, mental, social, strategic. Using sports for competition purposes only, usually comes from school context and professional sport where the physical results are the primary aim.

It is obvious in our line of youth work that the focus is rarely on winning or scoring points. For the learning in non-formal education process our mistakes and learning from them are far more important. Understanding sport more inclusively embrace dance movements, capoeira, hiking, eastern activities as tai-chi or yoga... or adopting traditional sports to different rules and aims and by this using elements of famous sport/disciplines in innovative health-enhancing physical activities. This is where creativity of trainers, youth educators and youth workers is important, valuable and very welcomed. This is, also, where youth sport work opens physical activities to all, even for those who have always disliked it. For some communities where young people are excluded or segregated for different reasons (Roma youth, immigrants etc.) building bridges through using youth work and adapted sport methods may be the only way for inter-group and intercultural acceptance in a neighbourhood. Trough cooperative sport activities with mixed groups of local youngsters, youth work can provide fun and engaging experience as a starting point for bringing young people from different backgrounds closer together. So, beside keeping young people in good health, sports can have diverse, positive personal and social impact on individuals and communities.

⁵ Schroeder, K.; “Fit for Life”; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>; accessed December 2018



There is a long list of benefits of sport in the above-mentioned publication “Fit for Life” (page 29) which goes beyond physical health:

- Encourage healthy lifestyle
- Offer a positive way/option for spending leisure time
- Enable break through social isolation
- Create a sense of personal identity
- Create a sense of belonging and change thinking patterns from “me” to “we”
- Foster development of emotional intelligence and management
- Provide structure
- Break fear from “new”
- Teach to embrace challenge and accept limitation
- Offer experience of winning AND losing
- Positively reinforcing specific values

As youth workers, we can find enough reasons in the list above, to include sport as a method/tool in our non-formal education and youth work.

To achieve that, youth workers need the encouragement, as there is a severe lack of youth NFE trainers and youth workers with experience of using sport activities as methods in non-formal education of young people. Hopefully, this guidebook with curriculum will inspire and equip lots of them with enough information and motivation to start. Why? Sport is close to heart of people throughout continents and countries. It is important element of our lives, just as speech, dance or other behaviours which characterise us. It is deeply rooted in our genes and can bring outside all the different emotions and behaviours, effecting good and bad on a person. That is the reason why this tool addresses using sport methodology in youth work and non-formal education. Sports enriches our educational youth work with most valuable aspect of learning - it provides young people with the way to have FUN and grow simultaneously.

Intercultural learning (ICL)

When working with young people in the field of intercultural learning and discovery, it often happens that they present something they call “my own culture”. They are aware of their origin or nationality, but they feel that it does not define them. From that first question: “Who am I?” or “What’s my cultural identity?”, it is obvious that we deal with a complex and relative term of culture. When we start discussing it, we find out that it is always about something personal and something more than simplified in the definitions.

“The main purpose of intercultural learning – to reduce ethnocentric perspectives, fight prejudices and promote solidarity actions that support equality in human dignity and respect for the plurality of cultural identities – remains fully valid and more relevant than ever in European





societies whose futures are ever more intertwined with and interdependent on the rest of the world”⁶.

Through the intercultural dialogue, which is the first step of the intercultural learning (ICL), it is equally important to reflect about oneself, as well as to put a focus on understanding “the world of others”. When young people from different backgrounds encounter each other as a part of an educational program, and their process of discovering each other’s is facilitated by the competent educators, it can lead to the so-called collision of the two (or more) icebergs. In the Iceberg model of culture, if iceberg represents a person, it means that through social interactions and developed relationships between young people they can discover both visible and less visible parts of their identities. Intercultural context gives us opportunity to discover ourselves in a presence of different people through social exchange. The more diversity young people recognise the more they rediscover themselves.

“For many years, a popular representation of culture was what was known as the “iceberg model of culture”. This model shows that certain aspects of culture are visible (like the tip of the iceberg above the water), while others are hidden (under the water). The visible aspects are artefacts and behaviours, such as food, art, dress, language and celebrations, while the invisible aspects are values, beliefs, norms and assumptions. As the understanding of culture has evolved from essentialist to constructivist, the inconsistencies of this model became clearer. The model assumes that culture is a “thing”, failing to represent the dynamics of culture, its fluidity and how it manifests itself in relations between people. The model views culture as something very compact and isolated, leaving little room for personal choices and interpretations or for the changes that culture goes through when its members interact with members of other cultures or with the environment. Additionally, the model provides an implicit qualitative gap between what is above and visible and what is underneath and hidden. It gives the impression that the visible elements, the cultural “folklores”, are superficial and bad, whereas what really matters is under the water. This is a very simplistic and superficial way of separating various elements. Culture is a dynamic combination of all these elements, an important aspect to take into account when planning intercultural learning activities.

If we view our identity and the identities of other people as something that evolves and reshapes continuously in interactions, we allow ourselves to continuously reshape our identity according to our expectations from the world, not according to what the world expects from us. More importantly, we allow other people to construct their own identity and we refrain from putting them into boxes, from labelling them, from looking at them through the lens of stereotypes. Identity can then be defined both as belonging to certain groups and differentiating from others, with variations in these feelings of being “inside” or “outside”. Depending on the contexts we are in, we constantly redefine our identity. For example, as the only woman in a group of men, the awareness about gender identity might be stronger than in a gender-mixed group. Various researchers therefore speak about the concept of “multiple identities” (Burke and Stets 2009).

⁶ Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>; page 21



Although this concept is mainly used to describe people growing up with various cultural backgrounds, it can be extended to any human being in changing social contexts.”⁷

Within the youth work framework, the Intercultural learning is an active process of reflecting and sharing supported by facilitators/trainers’ questions like: “Why are some things normal and acceptable for me, while for others are not?” or “Why are some things so important for people from other country or region?”. Only through interpersonal/intercultural experience, we learn about and how to deconstruct our stereotypes, appreciate diversity and rediscover common humanity.

Still, the intercultural learning of our participants does not end with gaining/improving these intercultural competences. It is an on-going process of re-discovering us and others and should at some point lead to a social change outside of non-formal education context. This further means that when young people from different backgrounds develop capacities for mutual understanding, empathy and respect for different ways of looking at life, values, costumes - they become aware of discriminations, injustice and inequality towards some groups. This is where intercultural learning process can go beyond our educational program and can foster a social change on local or even political or structural level.

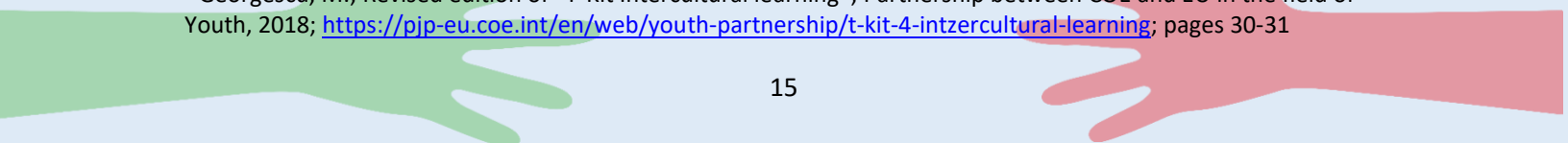
It is up to the educators to choose some topics when making programs for intercultural learning. According to the authors of the T-Kit for Intercultural learning, (2018)⁸, the topics can be: Identity, Culture, Social and political context, Differences in perspectives, Stereotypes, Prejudice, Discrimination, Intercultural communication and dialogue. Sure, all of them can be approached in many ways. There is a question how far we can go within one session or a whole training course - what actually can be reached as an aim of the educational work and what is / should be left to the youngsters later on, because intercultural learning is a lifelong learning process.

How we understand the aim of the youth (sport) work in this process is to support young people develop knowledge, skills, values, attitudes needed for living in a diverse society where diversity is seen as a richness. As mentioned in the 2nd Edition of COE and EU Partnership in youth field T-Kit 4, Intercultural learning (Sandu O.N, Lyamoury-Bajja, 2018)⁹, one of the theoretical backgrounds helpful for understanding how people experience and perceive differences, as something good or bad, something that scares them or they are open to discover and accept, is Milton Bennett’s **Developmental model of intercultural sensitivity**. The model is relevant for us because it can offer a framework for educational programs. It describes a development of the intercultural sensitivity as a continuum of increasing cultural awareness, understanding and adjustment. Person can recognise himself/herself on one of the six stages and go back and forth. Moving through ethnocentric (first three) stages towards the ethno-relative ones, means that

⁷ Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>; page 16

⁸ Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>; page 44

⁹ Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>; pages 30-31

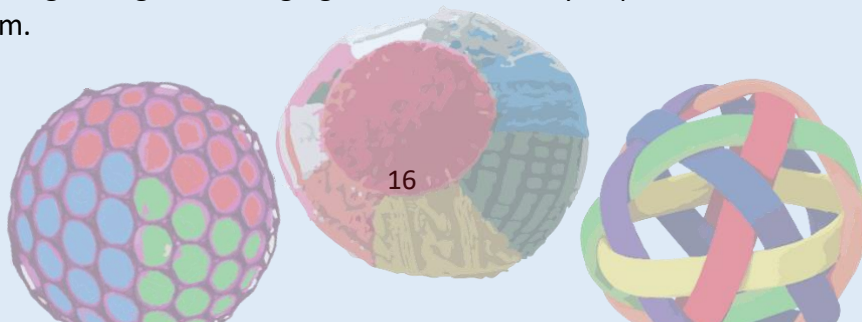




people learn how to stop avoiding “others” with different cultural backgrounds and start understanding, respecting or internalising aspects of different cultures as a part of own individual culture. The ethnocentric stages are: denial, defence and minimisation; and the ethno-relative ones are: acceptance, adaptation and integration. Moving through different steps can look like this:

1. **Denial:** One’s own culture is experienced as the only real one. Living in isolation from others within a homogenous group, uninterested to experience differences and purposely separating from “others” because it can harm own worldview.
2. **Defence:** When people move beyond denial and realise that cultural difference does exist, but are threatening and need to be fought against. Cultural difference is experienced in a stereotypical, racist manner. The world is perceived in categories of “us” and “them”, where mine is always better valued. Differences are reasons for blackening other people and groups and feeling the superiority over the others.
3. **Minimisation:** In this stage, difference may not be fought against, but there is an attempt to minimise its meaning. The cultural differences are minimalised in a way they are trivialised and perceived as irrelevant by the fact that we are all human beings and have similar biological needs and share “human values”.
4. **Acceptance:** The curiosity towards differences appear and people start showing respect faced with behaviours and values different than theirs. There is both an acceptance of different behaviours and their underlying values. Acceptance does not mean agreement, but the differences are not judged based on ethnocentric and hierarchical world views. Cultural relativity is accepted and one’s world view is considered to be just one of many complex world views.
5. **Adaptation:** Culture is not seen as something one has, but more as a process. New behaviour that is appropriate to a different world view is learned and added to one’s repertoire of behaving, with new styles of communication being at the forefront. Being able to adapt aspects of different cultures through empathic understanding of others (ability to put ourselves emotionally and cognitively in “other people shoes”) without giving up of your own.
6. **Integration:** Stage that demands an ongoing definition of one’s own identity in terms of lived experiences and one’s own relationship to a given context. Individuals in this stage are marginal to all cultures and therefore create their own realities. People consciously choose different alternatives and actively create their identities without having one culture as a base one. Integration of different cultural frames into personal one demands constant reconsideration of identity in relation to experience of world and is life long process.

Through the educational programmes based on non-formal education and intercultural learning, with developing intercultural competences as main objectives - we can actually reach the stage of the acceptance stage. After the acceptance, the stages of adaptation and integration are a personal process of growing and changing one self’s identity, a process of inner-reflection and individual freedom.





HOW TO PREPARE NON-FORMAL EDUCATIONAL PROGRAMME USING SPORT METHODOLOGY FOR INTERCULTURAL LEARNING AND ACCEPTANCE

According to the group of authors in “Move and Learn”¹⁰ publication there is a distinction between 3 concepts of education for, by and through sport. Not all of them can go along with the interest of youth work and NFE.

Education for sport is typical for already mentioned sport clubs and organisations. Sport itself is the reason why these places exist and the ultimate aim is winning, though they spread positive values all around the world like Olympic Games do. These values can be in a line with youth work but still from the field of non-formal education this concept is at least of our interest.

Education by sport goes wider than professional sport. Its educational goals move toward improving social welfare. Exercises and sport activities are used to benefit health, wellbeing or inclusion. Examples of this concept are different national or international campaigns for promotion of sports among citizens as the Move Week is.¹¹

Education through sport is a concept that brings the best of sport and NFE into the same field. Using sport here means performing all different forms of physical activity to improve physical fitness and mental wellbeing as it is expressed in the revised European Sports Charter 2001¹²: “Considering that sport is a social and cultural activity based on voluntary choice which encourages contacts between European countries and citizens, and plays a fundamental role in the realisation of the aim of the Council of Europe by reinforcing the bonds between peoples and developing awareness of a European cultural identity”.

This understanding of sport is an inclusive concept that goes along with the values underlying the educational approach in social education of young people, as well as it shows open access to all, no matter of situation or background, physical or mental status, cultural, socio-economical context youngsters come from.

Pedagogical approach of education through sport

It is up to youth trainers and youth workers, sometimes supported by sport coaches, to see how to use sport as a tool for carefully planned educational purposes like intercultural learning and acceptance of diversity is. It means adapting sport activity or inventing new ones, create physical exercises to serve the purpose as a starting point for achieving specific learning objectives.

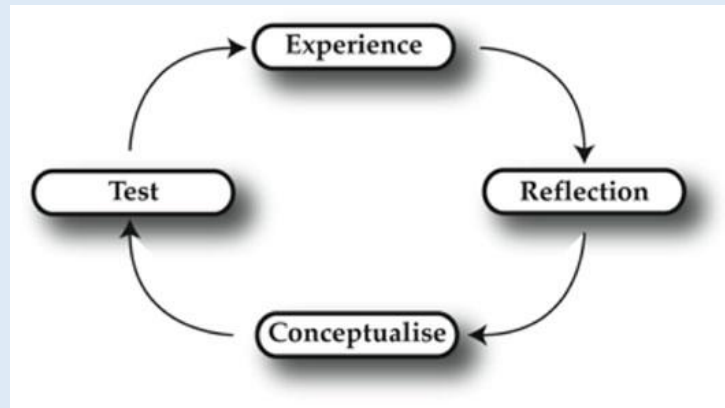
¹⁰ Foldi L.; “Training manual for NFE through sport and physical activities with young people”; International Sport and Culture Association, 2013; <https://www.moveandlearn.org/files/Move&Learn.pdf>; accessed December 2018

¹¹ “Move Week”; Annual Europe wide event; <https://moveweek.eu/>; accessed December 2018

¹² “On the revised European Sports Charter”; Council of Europe, Committee of Ministers, 2001; <https://rm.coe.int/16804c9dbb>; accessed December 2018



In non-formal education, trainer/youth educator knows that it is not the concrete exercise that makes learning successful. It is what one does after the participants have enjoyed the activity - the quality of debriefing of an exercise. In this way, the physical activity that one introduces when using sport methodology in youth work, is just a first step of learning process, better known as EXPERIENCE part in Kolb's spiral of experiential learning cycle¹³.



Picture: Kolb's spiral of Experiential learning cycles

This Experiential learning cycle makes pedagogical approach of education through sport and it follows the same steps of transformation of concrete experience into learning outcomes defined by objectives.

According to the "Training manual for NFE through sport and physical activities with young people"¹⁴ there are some principles for using sport as a learning tool:

1. Sport can be essential part of experiential learning which is the core methodological feature in NFE
2. Planned steps of communication - the debriefing after an activity is the essential part of education through sport, the same as in any session or workshop of non-formal education. True learning impact and outcome of the exercises depends on how facilitator connects this physical experience with other stages of experiential learning cycle towards learning objectives.
3. Non-formal education, as a value based education, matches well with implicit sport values. On "sport" side there are fair play, team work and responsibility for oneself and others and on "youth work" side there are active participation, taking initiative and inclusion. Matching all these values in education through sport can create even more opportunity for learning of individuals, no matter how implicit or explicit these values in youth trainings and non-formal educational activities are.

¹³ "Kolb's Learning Styles and Experiential Learning Cycles"; Simply psychology, McLeod S.; <https://www.simplypsychology.org/learning-kolb.html>; accessed December 2018

¹⁴ Foldi, L.; "Training manual for NFE through sport and physical activities with young people"; International Sport and Culture Association, 2013; <https://www.moveandlearn.org/methodology-guide/>; accessed December 2018; pages 22-27



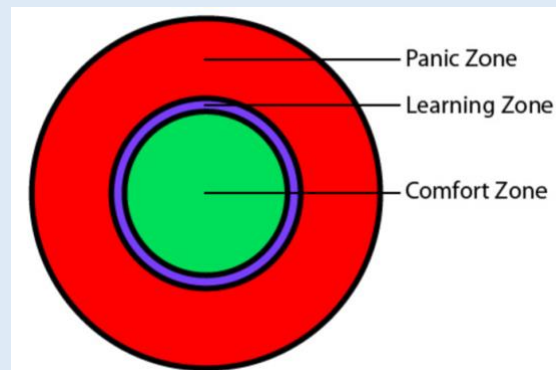
Needed preparation of participants and learning settings

There is no training in non-formal education without building safe space for learning and working together. Physical activities, exercises, old games, new ones, popular sports exercises done in a different way, etc. can offer initial space for group building and first sharing of personal experiences from back home and can easily open channels of communication even at the very beginning of the learning process. For example, instead of classical getting to know each other games, all can play some sport activity like handball or football (or any other), no matter if they like that sport or not. It is just needed for trainers/facilitators to adapt the game with the rules that lead to creating joyful and comfortable space for getting to know each other.

Then, after getting the first feeling of each other within the group of participants, a trainer/facilitator must make a framework for the group to follow further learning activities. There are 3 questions that need to be answered to set a framework for learning:

1. WHO makes the group (participants need to get to know each other, which is as the basis for trust building);
2. WHY are we here (participants need to understand reasons to work and learn together); and
3. HOW are we going to work together (to understand experiential learning approach)?

Creating safe space starts with answering these three questions. People feel more comfortable to learn if they know each other, what's the plan and how will they reach it together. Neither individually nor in a group, the learning can't happen instantly. There are three zones of learning to be aware of: Comfort zone, Learning zone and Panic zone.



Picture: Senninger's Learning Zones Model ¹⁵

The Comfort zone, as the word says, represents the known surrounding where we feel safe and secure, where things are familiar, where we feel comfortable, where we don't have to take any

¹⁵ Social pedagogy in practice: "Education and achievement";
<https://www.thefosteringnetwork.org.uk/sites/www.fostering.net/files/content/spip-education-and-achivement.pdf>; accessed December 2018



risks. The Comfort Zone is important, because it gives us a place to return to, to reflect and make sense of things - a safe haven.

To learn something new, we have to leave our Comfort Zone and discover the Learning Zone, which lies just outside of our secure environment - people need to stretch mentally, emotionally and socially a bit, in order to do and to think differently than what they are used to. Only in the Learning Zone can we grow and learn, live out our curiosity and make new discoveries, and thus slowly expand our Comfort Zone. Going into the Learning Zone is a borderline experience - we feel we're exploring the edge of our abilities, our limits, how far we dare to leave our Comfort Zone. If that "new" experience/finding is too different, too far from what we know in our "comfort" zone, then we might step into panic zone, wherein learning is impossible, as it is blocked by a sense of fear and where all our energy is used up for managing/controlling our anxiety. In a state of panic, there is no learning so there is a natural reaction to "run" back where the person feels safe again.

At the beginning, it is important that the trainer/facilitator provides enough time and (facilitated) experience to establish good working alliance within the group of participants. This creates comfort zone for participants. After this is achieved, participants will, some faster some slower, make a step forward towards the personal growing learning space. If one puts the participants too early in some challenging exercise before they have learned to collaborate and trust each other, probably they will be in a panic state and will not want to participate in the activity. When the participants are not actively engaged, the learning is just not happening! Thus, the recommendation is to start with a space comfortable for everyone and slowly introducing challenging activities, step by step.

These three zones and their borders are different and unique for each person. This further implies that a trainer / facilitator should be careful when motivating participants from their Comfort into their Learning zone. It is dangerous to push someone into their Learning Zone, as we cannot see where it starts or begins. This further complicates as we usually work with a group of participants who all are unique also in relation to their Learning zones. The trainer/facilitator should not push anyone, but rather invite them into the Learning zone, value their decision, take them seriously and give them support so they won't enter their Panic Zone.

The responsibility for learning between the trainer and the group changes through time. If we look at the programme of the training course / educational activity as a whole, the trainer takes more initiative at the beginning - preparing the group for the learning and leaving their personal safe spaces towards sharing in a group. After that initial period, the trainer introduces different topics and activities towards the group of participants in order to provide "food for thoughts" and materials for further exchange among participants. The full learning engagement of participants happens just when they start exchanging their opinions, points of views, emotions, and experiences. Somehow, they take over the learning process and that's very welcomed. It is

important that the trainers / facilitators plan enough time for this sharing among participants, especially when we use physical activity as a starting point. The sport activity, as a physical and



mental movement, can awake great amount of personal involvement and interaction on different levels - bodily, emotionally, cognitively, socially. Even if the process of transforming experience into learning does not include all those aspects, it is recommended to have enough space for reflection and then continue further.

Choosing an activity for provoking experience can be a question of creativity. However, from our experience, it is better to keep them simple and clear and in line with the set learning objectives of the session. The only way to ensure this is to plan in advance the debriefing questions, step by step. Setting the learning objectives is a starting point for every debriefing. Setting objectives for the session means thinking about what knowledge, skills and attitude, behaviour the trainer / facilitator wants that their participants can/will demonstrate, develop, create, and apply through activities trainers/facilitators plan for them.

Sometimes, the trainer / facilitator needs to prepare the group of participants for expressing their opinions and sharing experiences, as expressing in front of number of people can be challenging for anyone, including the participants. As sharing of perceptions, emotions, beliefs is the essence of the learning process in a group, it is very welcome for the trainers / facilitators to introduce some communication principles, like active listening and constructive feedback, and get the group agree to respect those principles and each other in the mutual communication. Reaching those group agreements on communication and respect at the beginning of the training course / educational activity, contributes to building trust among the participants and to creating safer space for each of them within the group. This further contributes to quality learning processes within the group. It is important that all communication, within the group of participants and with the trainers / facilitators, supports sharing and shows that the non-judgmental attitude and open-mindedness need to be respected and applied. The trainers are the first ones to show this communication model full of respect by practicing it and setting the tone of the educational process communication.

Communication becomes the crucial part of learning, especially during the debriefing. It is a part of the activity which usually follows participant's experience when group reflects about what has happened during the experiencing the activity. It is facilitated by the trainer / facilitator and guided by a list of questions planned in advance and according to the set learning objectives.

How to plan the **debriefing** after experiencing the activity - which in our situation is rather a sport activity / game / method? Just like in any other non-formal education methodology used, the trainers / facilitators should just follow the already-mentioned Kolb's cycle of the experiential learning and following their recommendations for planning the debriefing questions:

- a) Reflection questions - direct participants to observe and think about specific experience that they have just had (what has happened; how they feel/felt; how they behaved; how others behaved; how they see the process, result if any, communication between them; any inconsistencies...)

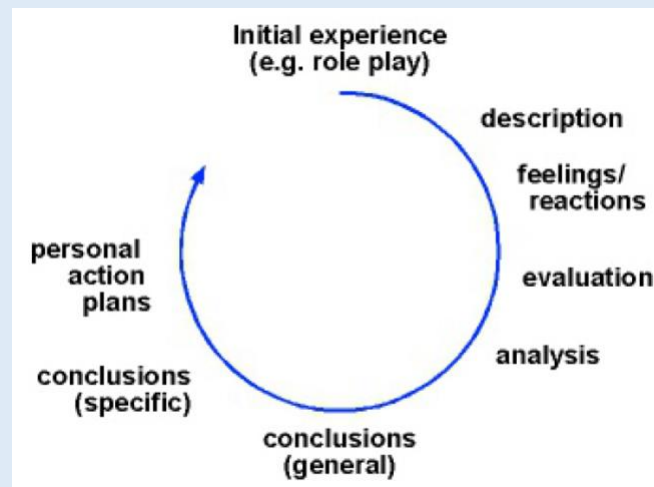


- b) Conceptualisation questions - direct discussion from the specific experience closer to the topic, trying to achieve understanding what has actually happened and why. These questions are leading towards the generalising different opinions towards a new concept and the conclusion based on the experience and the reflection that the participants have just had. The trainers/facilitators should ask questions about the reality outside of the session / activity as a learning context.
- c) Applying questions - for testing or experimenting the new concept, the trainer / facilitator can ask questions about the situation in everyday life where some skill or behaviour, conceptualised from our activity, can be put in practice. Trainers / facilitators should ask participants to imagine doing something different in familiar situations: what can help; what support is needed to give chance for what was learnt, etc.

According to Gibbs (1988), the common problems with discussions, or 'debriefings', after an experience include:

- they often lurch from superficial descriptions of what happened to premature conclusions about what to do next, without adequate reflection or analysis;
- if the experience has been especially powerful then discussion may never get further than description of what happened or of the feelings associated with the experience;
- if description and feelings are not dealt with adequately, learners may return to these at a later stage when they should be considering implications and action plans.

The Gibbs's (1988)¹⁶ diagram below relates the stages of a full structured debriefing to the stages of the experiential learning cycle.



Picture: Structured debriefing (Source: Gibbs, G. (1988); page 50)

¹⁶ Gibbs, Graham; "Learning by Doing: A Guide to Teaching and Learning Methods"; Oxford: Oxford Further Education Unit; 1988 (First Online Edition, 2013; page 50; <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>; accessed December 2018)



Gibbs (1988)¹⁷ gives recommendations on questions to be asked throughout the different phases of a structured debriefing:

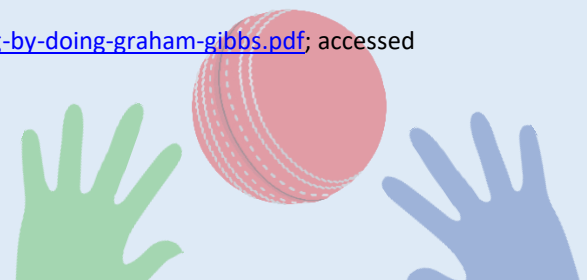
- Description: *What happened? Don't make judgements yet or try to draw conclusions; simply describe.*
- Feelings: *What were your reactions and feelings? Again, don't move on to analysing these yet.*
- Evaluation: *What was good or bad about the experience? Make value judgements.*
- Analysis: *What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in important ways?*
- Conclusions (general): *What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?*
- Conclusions (specific): *What can be concluded about your own specific, unique, personal; situation or way of working?*
- Personal action plans: *What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?*

And even when the debriefing process has been facilitated perfectly and when participants have been responsive and feel they have learned a lot throughout the experienced activity and the debriefing afterwards, the learning process does not stop. Sometimes, people start asking new questions to themselves, faced with new realities and new experiences after the training programme has finished, and inspired by the experiential learning process started during the training course. That is the reason why mentoring learning and support to social transformation of participants after the specific event, can come as a natural follow up and youth trainers / facilitators should be ready for it.

Personal learning styles and using sport as a method / tool

As already mentioned, the non-formal education tries to be as comprehensive as possible in a way that is engaging different aspects of individuals. It can be playful like many energisers offer; it can reach for self-expression using body language, dancing; it can be demanding with practicing strategical thinking, acting, mental reflecting, observation, emotional sharing, etc. Why is it that we, who work as educators in non-formal education, like to use such diversity during the educational process? When people participate in this way as a whole person, the chance that they will really learn something for their lives, is greater. Because all human beings do not prefer the same ways of learning, the educators need to know how to make educational programmes as dynamic and various for people with different preferable learning styles. However, even in

¹⁷ Gibbs, Graham; "Learning by Doing: A Guide to Teaching and Learning Methods"; Oxford: Oxford Further Education Unit; 1988 (First Online Edition, 2013; pages 49-50; <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>; accessed December 2018)





NFE with such diversity of methodology and addressing different learning styles, still there is more weight being put on using verbal, linguistic and intellectual aspects. Sport and physical activities bring to our arsenal of tools more opportunities for participants with different learning styles to step in. If we follow the list summarised by Carla Lane¹⁸ of Gardner's learning styles, it gives us a chance to say that when using variety of sport activities (healthy competitive team sports as football, teambuilding exercises like making a group sculpture, strategic games like chess, fishing or yoga for concentration, relaxation, etc.) as a tool we can put in practices almost each of individual's learning styles:

- **Visual-spatial** - think in terms of physical space, as do architects and sailors. Very aware of their environments and they like to think and learn by drawing, maps, photos, charts... In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: models, graphics, charts, photographs, drawings, 3-D modelling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs. When enriching the NFE with sport methodology, then the outdoor orienteering, treasure hunts with health-enhancing physical activities are great examples of methods for this preferable intelligence / learning style.
- **Bodily kinaesthetic** - use the body effectively. They have keen sense of body awareness and they like to think and learn by making movement, making things, touching, dancing, expressing through body language. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects. When enriching the NFE with sport methodology, then the cooperative group building exercises with different forms of body movements and adapted sport games/disciplines will suit them perfectly. They are the ones that enjoy most when using sport methodology within the NFE learning setting.
- **Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They like to think and learn with music in the background, by turning lessons into lyrics, speaking rhythmically, tapping out time, etc. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: musical instruments, music, radio, stereo, CD-ROM, multimedia. When enriching the NFE with sport methodology, then the capoeira or similar sport-musical/rhythmical activities are great examples of methods for this preferable intelligence / learning style.
- **Interpersonal** - show understanding; enjoy interacting with others. These students learn through interaction from and with others. They have many friends, and developed empathy for others; they are street smarts. They like to think and learn through group activities, seminars, dialogues. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: group discussions and reflections (debriefings), interactive discussions, audio/video conferencing, time and attention from the instructor, conferencing, etc. When enriching the NFE with sport methodology, then

¹⁸ Lane, C.; "The Distance Learning Technology Resource Guide"; "Multiple Intelligences"; <https://www.tecweb.org/styles/gardner.html>; accessed December 2018



any activity is welcome, as long as it demands group engagement (in teams or groups) and includes the reflection / debriefing afterwards and keeping the positive and friendly atmosphere in the group. When engaging into the sport activities, people with this preferred intelligence / learning style are very good at supporting their colleagues and cheering their team members.

- **Intrapersonal** - show great understanding of one's own interests/goals. They are intuitive, wise and shy. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. These participants need a bit of a space from others and independency. They like to think and learn through independent study and introspection. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: books, creative materials, diaries, privacy and time. When enriching the NFE with sport methodology, then any activity is welcome, as long as there is a role of observer or judge in an activity for persons with this preferred intelligence / learning style.
- **Linguistic** - the ones with highly developed auditory skills; usually think in words and are using words effectively. They like to think and learn through reading, playing word games, making up poetry or stories, or just by encouraging them to say and see words, read books together. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: computers, games, multimedia, books, tape recorders, and (interactive) lecture. When enriching the NFE with sport methodology, best is to engage participants with this preferred learning style with the task to make a training diary or make written collection of games people presented for cultural exchange of traditional games. They also like any adapted sport method when combined with verbal expression.
- **Logical-Mathematical** - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to think and learn through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details. In preferred NFE methodology, the tools educators use for addressing these learning styles are usually: experiments, puzzles, computers, systematisation of lecture/topic, budgeting and using numbers whenever possible. When enriching the NFE with sport methodology, the participants with this preferred learning style love if there is a good logic of an adapted sport activity/method, as well as if the activity includes some puzzles, experiments and/or cosmic questions. It is also good to engage these participants more with the task to adapt even further the sport activities according to the logical findings throughout the debriefing.

Gardner has put quality basis for understanding of the multiple intelligence and learning styles of individuals. According to McKenzie¹⁹, he has been developing his theory constantly thanks to the fact that there is a constant flow of new information on how the human brain operates, how it differs in function between genders, how emotions impact on intellectual acuity, even on how genetics and environment each impact individuals' cognitive abilities. Thus far, Gardner's work suggests nine intelligences. He speculates that there may be many more yet to be identified. They

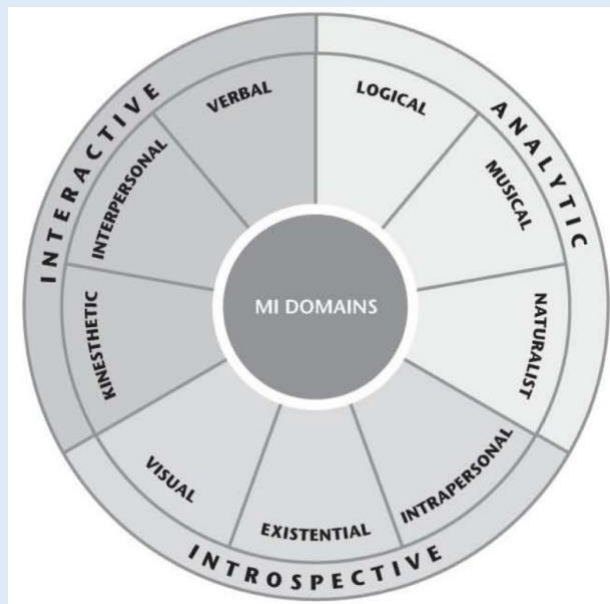
¹⁹ Walter McKenzie <http://surfaquarium.com/MI/index.htm>, accessed December 2018



are the seven already mentioned above, with two additional ones as updates of the Gardner's theory:

1. VISUAL/SPATIAL
2. VERBAL/LINGUISTIC
3. MATHEMATICAL/LOGICAL
4. BODILY/KINESTHETIC
5. MUSICAL/RHYTHMIC
6. INTRAPERSONAL
7. INTERPERSONAL
8. NATURALIST - learning through classification, categories and hierarchies. The naturalist intelligence picks up on subtle differences in meaning. It is not simply the study of nature; it can be used in all areas of study.
9. EXISTENTIAL - learning by seeing the "big picture": "Why are we here?" "What is my role in the world?" "What is my place in my family, school and community?" This intelligence seeks connections to real world understandings and applications of new learning.

Walter McKenzie worked on the instructional applications of Howard Gardner's multiple intelligence's theory and its use in education and technology media selection. He uses the Wheel of MI Domains to visualize the fluid relationship among the different intelligences.²⁰



Picture: "Wheel of MI Domains", by Walter McKenzie (2005)²¹

²⁰ McKenzie, W.: "Multiple Intelligences and Instructional Technology (second edition)"; ISTE, 2005; pages 25-27

²¹ McKenzie, W.: "Multiple Intelligences and Instructional Technology (second edition)"; ISTE, 2005; page 25



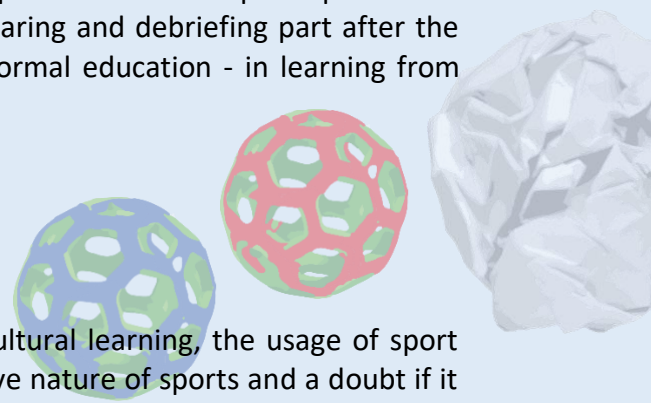
According to this Wheel of MI Domains by Walter McKenzie (2005), the intelligences are grouped into three regions, or domains: the interactive, analytic, and introspective:

- The interactive domain consists of the verbal, interpersonal, and kinaesthetic intelligences. Learners typically employ these intelligences to express themselves and explore their environment. Each of these three intelligences are characterised as interactive because even though they can be stimulated through passive activity, they typically invite and encourage interaction to achieve understanding. Even if students complete a task individually, they must consider others through the way they write, create, construct, and arrive at conclusions. The interactive intelligences are by nature social processes.
- The analytic domain consists of the musical, logical, and naturalist intelligences, which promote the learner's analysis of data and knowledge. These three intelligences are characterised as analytic because even though they can have a social or introspective component, they most fundamentally promote the analysis and incorporation of data into existing schema. The analytical intelligences are by nature heuristic (speculative formulation) processes.
- The introspective domain consists of the existential, intrapersonal and visual intelligences. These intelligences have a distinctly affective component. McKenzie characterises these three intelligences as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by nature affective processes.

No matter which are the preferable styles of learning, it is important to stress that all of us can learn through different learning styles, even if we prefer some of them less than the others. We are all capable to learn through diverse methodology and each of us can practice even more to utilise our different intelligences more often. That is why the non-formal education, with such a diversity of methods used and learning styles addressed, is a great base for quality learning of our participants. Thus, it is always important to remind all your participants, even those who do not prefer specific (sport) method you present, about the importance of active participation not only in a specific method / sport activity, but also in the sharing and debriefing part after the activity / exercise, because there lies the essence of non-formal education - in learning from others and one selves on so many levels.

Youth sport work for intercultural learning and acceptance

For us youth workers and educators involved in the intercultural learning, the usage of sport methodology can immediately raise a question of competitive nature of sports and a doubt if it can help or make even bigger distances and potential aggressions among young people beneficiaries of our youth sport work activities. This question comes from our understanding of traditional sport disciplines that are by their nature always competitive.





Using sport methodology in youth work and non-formal education for intercultural learning and acceptance will test our conventional understanding of “sport” and challenge our capacity to shift perspective and embrace the new understanding of “sport” - admitting that there is a wonderful world of sports beyond football, basketball or similar well-known sport disciplines. Using sport methodology in youth work and NFE for intercultural learning allows us to experiment with adaptation or innovation of well-known sport methods/games by using just some of their elements and combining them with adequate elements of different other known sport disciplines / games. When experimenting / adapting / innovating in this way, we have a possibility to develop the “attractive” sport methods / games that are combination of different known sports, promote teamwork more than competition, and by default are promoting intercultural dialogue and learning, just as they are showing the “dialogue” between those combined known sports. When combining different known sports into one adapted/new method, we are showing and promoting breaking down stereotyping and breaking the way of thinking. Thus, we are already in the field of intercultural learning which shows that there can be different understandings of the same phenomena without judging which one is more relevant. This will be very appealing for our participants, to have a chance to get involved in a new / creative and attractive sport activity. That will further contribute to the consistent involvement of beneficiaries in our youth sport work activities. As a long-term impact, this will result in an increase of the intercultural learning and acceptance of the youngsters / beneficiaries in our communities.

When using sport methodology in youth work for intercultural learning, it is important for educators to carefully plan which physical activity can fit into such learning process of mainly attitudes, but also skills and knowledge of intercultural learning and acceptance.

In Coyote magazine article “Intercultural dialogue through sport”, the author says: “It takes more than sport and physical activity to facilitate useful and valuable intercultural dialogue. It takes:

- an objective beyond the pure sport activity;
- an educational perspective and process;
- settings where the educational perspective is transformed into action.”²²

This educational framework for most projects dealing with intercultural dialogue and learning is based on the experiential learning within the non-formal education and the informal learning. “Through working as a group, debating issues, and taking part in sport activities that are suitable for the promotion of intercultural dialogue, we are able to develop a deeper understanding of diverse world views and practices – to develop intercultural skills.”²³

²² Frast J.L.; “Intercultural dialogue through sport”; International sport and Culture association; <http://isca-web.org/files/Coyote.pdf>, accessed December 2018, page 43

²³ Gasparini W. & Cometti A.; “Sport facing the test of cultural diversity”; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>; page 29, accessed December 2018



Based on social psychology, there is one more different approaches of looking at relation between sport and intercultural learning done by school sport educators. It can easily be respected in a framework of non-formal education. In Council of Europe's publication "Sport facing the test of cultural diversity", the authors Gasparini and Cometti have tried to define conditions under which a sport (conventional one, school sport) can develop intercultural skills. The result that they have got was that sport can develop some intercultural skills. However, the conditions that they saw as necessary for that to happen - can easily be respected in the process of intercultural learning through organised non-formal education for young people and the youth sport work, as well.

According to Dr. Petra Gieß-Stüber (2010)²⁴, "when considering the picture of sports education aimed at creating an intercultural dialogue, the development of a physical and motoric dimension does not stand alone in the foreground. Social concerns, value judgments, emotions and cognitions of the pupils are also relevant. Promotion of an intercultural dialogue in and through sport is paramount, rather than the teaching of different types of sport. The diverse content of both international and regional movement cultures is taught in such a way as to encourage the desired social learning processes simultaneously." The didactic guiding principles for implementing educational programmes through sport are based on several theories and one among them is **sociology of strangeness** (cultural differences can be possible cause of experiencing strangeness, as well as different gender and other circumstances can cause it).

These didactic guiding principles include:

1. Experience of strangeness as a starting point for education

To provoke experience of strangeness by using sport, methodologically can be done easily by introducing into the session/workshop any familiar movement in a different way or in unfamiliar movement forms, games, unknown dancing styles. All those alienated movement forms and sport activities help the process of decentralisation from one point of view. Participants can realise that the usual way of doing some sport, movement, body culture (as any part of their cultural identity) is just one of many. After that realisation occurs, searching for commonalities or understanding of differences can start.

2. Team tasks as challenges

For adapted and redefined sport games or complex physical exercises that have to be solved creatively in teams, it is always good that the educators promote and encourage participants to use different aspects of verbal/nonverbal communication and conflict management skills while their teamwork. This can actively lead to the development of capacity for empathy or accepting existence of different perspectives, tolerance to ambiguity - all are essential intercultural competences.

²⁴ Gasparini W. & Cometti A.; "Sport facing the test of cultural diversity"; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>; page 23-30, accessed December 2018



Giving participants opportunity to be creative in further adapting some sport game(s) and developing and varying (new) rules of the games - can again shift perspective about process of shaping and reshaping reality (norms, rules, habits, customs) as a result of consultation, negotiation or cooperation. This creates experience of changeable nature of cultural identity and something so deeply rooted in us, just as our culture is.

3. Experience of recognition and belonging

This principle accents the importance of communication on all levels. After performing physical activity, reflection and sharing in a group serves as a social mirror and promotes identity. No matter if the activity is done good or less than expected, looking back at joined experience with a critical eye creates a sense of belonging and recognition among members. It positively influences identity image, especially if the group consists of excluded youngsters, members of minorities. Here, in this safe context, they can start developing the sense of belonging to something new and constructed by their active participation in the process.

4. Reflection on the experience of strangeness

If compared with a Kolb's cycle of learning, this reflection principle would go in a line of the last phase of experimenting with gained skills and knowledge in a wider context. It is of equal importance to offer a space for reflecting again at the end, imagining how to use the built intercultural competences - decentralisation, empathy, tolerance of ambiguity in a different context in life, and where these skills or changed attitude can be helpful - school, youth club, community... or not.

All these didactic guiding principles need to be incorporated when planning the youth work NFE programme and the details of the adapted/developed sport games/methods to be used in the workshop for intercultural learning and acceptance through sport methodology.

If we follow the "Guidelines for Intercultural dialogue in non-formal learning / education activities"²⁵ by Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth, in order to organise non-formal learning/education activities that contribute to intercultural dialogue, the tool of indicators for intercultural dialogue is developed around the three main phases of an activity (preparation, implementation, and follow-up), can serve as a reference point:

"In the **preparation phase** of non-formal education activities, the focus is on setting objectives, selecting and preparing participants, providing a strong team of trainers and planning the programme. Looking at these aspects through the intercultural lenses means specifically

²⁵ "Guidelines for Intercultural dialogue in non-formal learning / education activities"; Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth; <https://pjp-eu.coe.int/documents/1017981/8492613/ICD2014.pdf/73add476-4e8e-4522-8fb5-67df5e4ccfc8>; page 7; accessed December 2018



mentioning the intercultural dialogue in the objectives, ensuring a certain level of diversity of participants, involving trainers that are able to facilitate intercultural learning processes and plan activities that go beyond the 'celebration of diversity' to tackling stereotypes, prejudices, discrimination and other challenges of diversity.

In the **implementation phase** of non-formal education activities, the main focus is on creating learning environments that are both safe and challenging, on delivering relevant contents and contributing to the development of competences. Some of the indicators may seem repetitive to those already mentioned in the preparation phase but they should be considered as a way to check if what was planned actually happens. With regards to intercultural dialogue, besides the aspects mentioned in the preparation phase, the focus should be on linking local and global aspects, while ensuring transferability to the daily reality of participants; allowing them to explore aspects of identity and power relations while developing skills like critical thinking and multi-perspectives.

In the **follow-up phase** the focus is on reflecting over the actual output and continuing the development of competences, multiplying the learning and creating/ consolidating partnerships and networks. These aims are very relevant with regards to intercultural dialogue as a continuous process that goes beyond the scope of a single non-formal education activity. Therefore, transferability of intercultural learning is a key aspect to ensure long-term intercultural dialogue in different societies and settings.”

If we compare the already mentioned benefits of sport (like: breaking social isolation through contact made on common ground that sports offer; exploring personal identity through becoming more aware about own strengths or capacity to help others; dealing with the rules, emotions etc.; and have fun at the same time) with the intercultural learning objectives - it gives us a clear picture of how using sport methodology in non-formal education and youth work complements these intercultural learning objectives.

According to the same “Guidelines for Intercultural dialogue in non-formal learning / education activities”²⁶ by Youth Partnership, the “non-formal learning activities create safe but challenging spaces in which learning can happen, in order for participants to develop their **intercultural competences** and more specifically, develop certain attitudes, skills and knowledge related to it, including:

- **knowledge** about the historical and cultural background of the people around us, about the social and political contexts in which we live;
- **attitudes** like respect for otherness, inner-readiness, openness and curiosity, empathy and solidarity; and,

²⁶ “Guidelines for Intercultural dialogue in non-formal learning / education activities”; Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth; <https://pjp-eu.coe.int/documents/1017981/8492613/ICD2014.pdf/73add476-4e8e-4522-8fb5-67df5e4ccfc8>; page 6; accessed December 2018



- **skills** like critical thinking and multi-perspectives, the ability to understand how stereotypes function, in order to avoid using them, and the ability to confront prejudices and discrimination when we encounter them.

These attitudes, skills and knowledge are qualities that empower and enable people to live in a contemporary and a pluralistic society, to engage in a respectful communication, to interact with each other as equals, to understand different worldviews and to contribute to social transformation.”

Recommendations when creating and developing sport and outdoor activities for intercultural learning

- ✓ When working with multicultural group of youths, youth workers have to be aware of cultural barriers (personal space: in some cultures, there is a problem of women and men playing together, as it can be uncomfortable to play a game in which players can or have to touch each other or stand close to each other). Trainers and youth workers need to think about gender equality.
- ✓ Youth workers have to be sure that the games are not too competitive, as it can become stressful and discouraging for some youngsters and they can give up playing.
- ✓ All the activities must satisfy the needs of the target group. Everybody must be included in the sport activity. Youth workers have to adjust and adapt the game so that everybody who wants to can participate.
- ✓ If there is a special role in the game/activity youth workers have to explain this role to all participants and check if all participants do agree with this specific role.
- ✓ Trainers / youth workers must think about necessary equipment before the activity starts.
- ✓ For some sport methods/games participants need to warm up before the activity. For physically more demanding sport games/methods or the ones where participants can injure themselves, it is recommended that they have a person specialised in first aid.
- ✓ Youth workers and trainers be ready to experiment with the adaptation of existing sport methods into a new one - fully adapted to the beneficiaries and the settings. Every game has some basic rules that can be changed to become more suitable for specific target groups.
- ✓ When doing some activities or sport outside, trainers have to choose playground or a “safe place” where there is no traffic, or other disturbance that can be harmful for participants.
- ✓ When organising activities for youth with ADHD, the youth workers and trainers have to take into consideration the duration of the game/activity and the abilities of participants to be involved.
- ✓ Some activities are not suitable for children. For example, games that have stereotyped roles or give any kind of labels (for example communist vs. catholic), as they are not appropriate for their age.
- ✓ It is recommended to do the evaluation after the activity.



Checklist of questions for preparation of a youth sport work activity for intercultural learning and acceptance

In order to be fully ready for the implementation phase of a youth sport work workshop / activity, the educators/facilitators need to have their session plan finalised in details, not just as a frame. They need to develop step by step of the structure of their educational approach from the beginning to the follow up.

This list of questions (related to the objectives, group, space, resources, evaluation, etc.) might help in this final preparation phase of a youth sport work activity for intercultural learning and acceptance:

- ✓ Are you as educator perfectly clear with what do you want to achieve with an activity you choose?
- ✓ Is this method suitable for your group or does some characteristics of the group can prevent somebody to take part?
- ✓ Is the method fully safe?
- ✓ Is there any skill or particular capacity that the group need to know before you introduce the method to them?
- ✓ What impact can this method have on an environment (social, cultural) in which we use it?
- ✓ Do you have enough time for every segment of implementation: exercise, debriefing, evaluation if needed?
- ✓ Is it the right time for particular activity (regarding program flow, group dynamic even the season)?
- ✓ Do you have necessary resources to implement it (equipment, space, additional people to help, etc.)?
- ✓ Do you have relevant skills to use the method and facilitate the adequate learning process?
- ✓ Is there anybody who have any experience with implementing that or similar method already and can you get information from them about how it went?
- ✓ How will you evaluate the process and the (learning) impact?
- ✓ Did you think about how will you support participants in integration of what they have accomplished and learned into their realities further?





WHAT TO HAVE IN MIND WHILE IMPLEMENTING THE ACTIVITIES OF YOUTH SPORT WORK FOR INTERCULTURAL LEARNING AND ACCEPTANCE?

Using sport methodology in youth work and non-formal education activities demands readiness of the educators for physical activities. This includes not only the logistical preparation (adequate clothes, shoes, venue, materials and equipment, etc.) but also the psychological positive attitude of an educator towards the group and the coming activity. Many of the youth trainers / educators have not had a chance to have own professional sport experience in their lives, but rather some occasional recreational involvement in some physical activities. Most of the youth trainers / NFE educators who have been practicing sport only recreationally, are not used to combining sport methods within the non-formal education activities. Thus, when implementing youth sport work activities, it is important for the educators to get ready for something that is a bit challenging for them and is out of their familiar and comfort zone of training. If educators show on their faces and with their posture, the overall non-verbal, as well as with the verbal communication - that they are all into the sport activity / method that the group is about to perform, then participants are more likely to be motivated and willing to take active participation in the activity.

When implementing youth sport work activities, it is important to create learning environments that are at first in the comfort zones of learning of our participants, and that the activity progresses into the challenging zones of participants' learning, so that it contributes to the development of their competences. When combining the intercultural dialogue, learning and acceptance as additional learning objectives in youth sport work activities, the educators should make sure to link the local and global aspects of the topic and connecting them to the daily reality of participants. When allowing participants to explore different intercultural aspects (like identity, power, etc.) through our youth sport work activities and transferring those findings into everyday reality, enables participants to develop skills like critical thinking and multi-perspectives, which are important for quality intercultural learning of theirs.

When organising the youth work for intercultural learning and acceptance, the intercultural learning itself cannot happen if the young person feels he/she will be judged if thinks, looks or acts differently than the others. So, the important role of the trainer is to gradually build the safe space for learning in such environment. Using the methodology of sport and physical cooperative activities, can be just perfect method to establish trust and sense of belonging to a group, where participants feel that the group here is like a new culture with its values, rules, benefits... For successful group building, young people need to be supported in developing attitudes like: readiness to share, openness, a non-judgmental attitude, self-awareness, flexibility, tolerance of ambiguity and empathy.

As young people are used to seeing sport as competitive, it is another challenge that educators/trainers and youth workers in non-formal education using sport methodology have to have in mind while implementing the youth sport work activities (for intercultural learning and



acceptance). Usually, when adapting sport games/methods for usage in youth work, we can use following types of activities related to the competition and/or teamwork:

- **COMPETITION** based activities / sport games - games that assume Individual involvement of participants competing against all other participants, and usually the whole group of individuals / participants are involved in the same specific activities.
- **TEAMWORK** based activities / sport games - games that assume involvement of individual participants as a part of a team, and usually the whole groups of participants are divided in one or more teams, where each participant contributes, not necessarily by being doing same physical activities, but contributing complementarily to the team success and to the building positive teamwork feeling among them.
- **TEAMWORK-COMPETITION** activities / sport games - games that assume involvement of individual participants as a part of several teams, and usually the whole groups of participants are divided in two or more teams, where each team is competing with the other teams in the group of participants. Each participant complementarily contributes to the success of his/her team in competition with other teams.
- **TEAMBUILDING** activities / sport games - games that assume involvement of individual participants as a part of the overall group / team, where all participants are involved in order to build the team feeling and trust level within the whole group.

When facilitating the youth sport work activities for intercultural learning and acceptance, the youth workers, educators and trainers have to continuously juggle with using different types of activities related to the competition and/or teamwork, in order to achieve best possible outcome for intercultural learning among the participants. Even though the word “competition” reminds us of more possible animosities between the individuals or teams/groups involved, still it is useful to carefully use those activities within youth sport work, as they contribute to better understanding of cultures/norms/realities between different teams/groups, as well as help develop feeling of belonging to different groups. This is especially useful when debriefing about these aspects after the activities. It is recommended that the educators / trainers / youth workers use teamwork and teambuilding types of activities after the competitive ones.

As already mentioned beforehand, for quality learning process within the non-formal education using sport methodology, it is important to use the experiential learning methodology and to allow for proper reflection and debriefing after each youth sport work activity. During the implementation of the debriefing, it is important to have following recommendations in mind while facilitating:

- Ensuring proper setting for quality debriefing by:
 - getting the group sitting in a circle, so that everyone can have an eye contact with all other people involved;
 - letting learners stay connected with the activity during the debriefing by letting them maintain the contact with the elements of the performed physical activity (i.e. rope, ball, sport field, etc.);



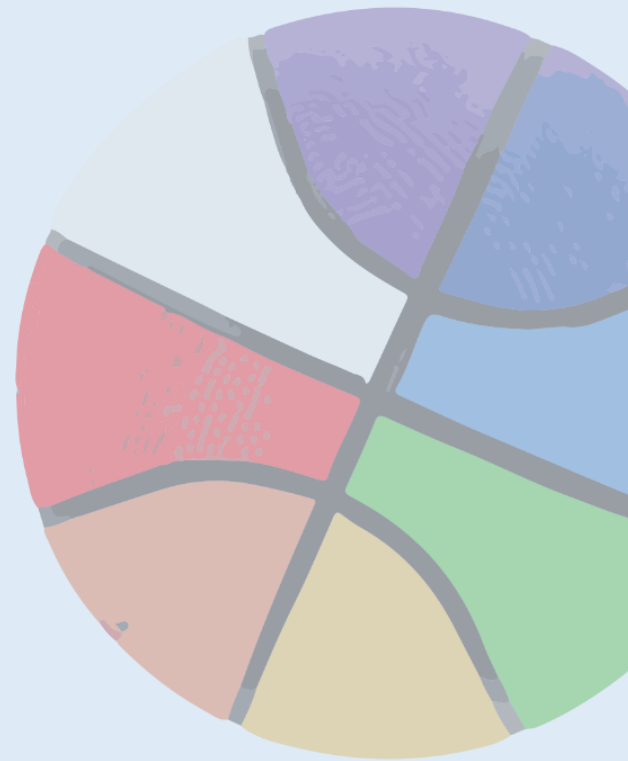
- getting energised and enthusiastic - about the performed physical activity, as well as, about the coming debriefing - as facilitators, in order for participants to get that energy level, as well;
 - having the debriefing questions already planned in advance, printed and at the disposal of the facilitator during the session.
- Ensuring quality facilitation process of the discussion by having educators / facilitators:
- know the learners from before and speaking in a manner adequate for the group of participants and their best possible learning process;
 - keep an open and inviting body posture to the learners by not crossing one's arms, legs, or having adverse facial expressions, etc.;
 - keep aware of others in the circle and nonverbally acknowledge when it's their turn to speak or are becoming distracted;
 - be aware of their voice tone, as it effects the learners' energy;
 - treat what people have to say with respect;
 - be aware of people's non-verbal reactions to dialogue, as they will speak volumes to an experiential educator who is aware of the overall situation and individual postures and reactions;
 - challenge what the learners have said in a developmentally appropriate manner that challenges them to develop their thoughts into meaningful understandings;
 - let people talk without judgements of what is said;
 - keep the dialogue running until the set learning objective is reached;
 - not leave any unfinished business and terminate all issues appropriately for every learner;
 - summarise everything shared/discussed at the end of a session and clarify what was said and learned through the debriefing process.

Sometimes, participants are not so keen on actively participating in the debriefing process, due to different possible reasons, some of them being: they are more into bodily-kinaesthetic intelligence and expression; they find it hard to openly discuss in larger groups; they have difficulties in adequately phrasing their thoughts; they are afraid that they might say something imperfect, if they have tendency towards the perfection; they in general have resistance towards the debriefing process as it is often not a method they are used to when learning and it might take them some time to get used to it; etc. In such situations, the educators / facilitators can do one or more of the following recommended actions:

- encourage those who are not actively participating / speaking, by asking them direct, fair, and inclusionary questions;
- gain a quick group consensus by using scales of 0 to 10, thumbs up or down, etc.;
- present an open-ended statement that learners can complete like, "Right now I am feeling..."; "I was surprised by..."; etc.;



It is important that the educators/facilitators of a group learning in a youth sport work activity for intercultural learning and acceptance, take their time and also reflect themselves on the potential learning of the participants, as well as to make sure to have a solid awareness amongst the group about what has happened in the complex (physical) activity, so that they can effectively and efficiently transfer the learning into everyday reality and thus increase the impact of the intercultural learning and acceptance in our communities.





HOW TO EVALUATE THE TRAINING COURSE

In non-formal education, there are 3 equally important “ingredients” of it: **People, Process and Programme**. Maybe, the simplest explanation of an evaluation according to this 3P model would be - The evaluation is about answering the question “Did our programme and what we did make a difference in persons involved in the process?”



Somehow, the evaluation always comes as a last thing to do and talk about, but it’s among first things that we plan, because it is directly connected with the big WHY we want to do a session / workshop. It starts with the understanding of the situation, the context, the need from which our action to do something emerges. When planning an evaluation process, one needs to answer questions like: how to plan evaluation; what to evaluate; when to do it; how to do it. The starting point for answering these questions and planning the evaluation process is in properly set learning objectives of the session / workshop, as the evaluation is about finding out if and how our objectives have been reached. There are different possible evaluation methods and methodologies that can answer our set questions. From our experience in non-formal education and youth sport work for intercultural learning and acceptance, we suggest at least following types of evaluation to be used for such training courses:

Process evaluation/ Ongoing evaluation

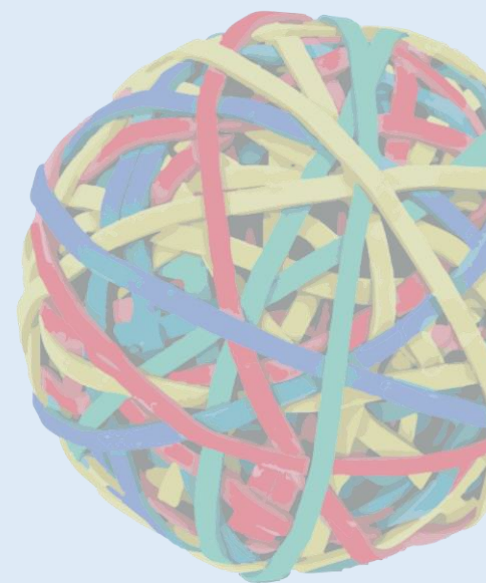
Process evaluation is used to measure the activities of the programme, programme quality and who it is reaching - the direct beneficiaries, on the daily basis. It can be done by participants as individuals, small group discussions or in plenary facilitated by a trainer and/or by organising team members. The process evaluation gives us a feedback how much we are influencing our target group and reaching our goals with the specific activities. It can give us suggestions, coming from the group, on what to adapt and change “first thing tomorrow” or even clarify something on the spot. It can be done through different simple methods and/or quite informally, with examples of methods/tools being: likes and dislikes; bubbles on a daily programme; verbal “sandwich” evaluation; visually as photo of the day; etc.

Impact evaluation/ Final evaluation

Impact evaluation is used to measure the direct effects of the program and is aligned with the set (learning) objectives. The impact evaluation focuses on participants’ self-assessment of what they have learned. Usually, it is organised in verbal and in written. It can be interactive and individualised, as well. Examples of methods/tools for final evaluation are: written evaluation form; visual “darts” evaluation; interactive “hot chair” evaluation method; verbal final evaluation round; etc. For final evaluation is important that it is organised in plenary at the end of the programme and is facilitated by simple questions. Participants can think and share about the general feeling of the group and their place in it, what part of the program made the biggest



impact on them, what would they like to remember the most, etc. Usually, obligatory part of impact evaluation is a written evaluation, as it allows participants enough time to reflect individually and sometimes anonymously about different aspects of the training course. It can be planned by educators, as well as by external evaluators, if we want to be sure in objectiveness of it. Having participants' feedbacks in the final evaluation can be very beneficial, as they can have different perspectives on the implemented educational programme and help us in formulating and presenting the outcomes to partners and other stakeholders for the sake of future cooperation. Impact evaluation measures the programme effectiveness immediately, as well as up to six months after the completion of the program.





WAYS TO MENTOR PARTICIPANTS AND SUPPORT THEM IN THE FOLLOW-UP ACTIVITIES OF YOUTH SPORT WORK FOR INTERCULTURAL LEARNING

Most of us involved in non-formal education based on experiential learning have heard the sentence of Aldous Huxley (1933): “Experience is not what happens to a man; it is what a man does with what happens to him.”²⁷

If we look at our educational programmes / training courses, as an experience, it is important to ask ourselves “What follows after it/the training course?” or “What do our participants do with that experience afterwards?”. Before the training course ends, it is a responsibility of trainers to raise a question of transfer of the experience to the everyday reality of participants – what and how will participants use this new experience in their lives. As already mentioned, the Kolb’s experiential learning cycle is actually a spiral, because the learning continues when we try to apply those new findings and skills in a different reality. This gives a learner the chance to reflect again and gain on the new insights gained on our training course.

Thus, in order to have significant impact on the learning and increase of competences of our participants, it is important to also provide a follow-up support for their further learning, as well. It would be a great added value to every training course organised, to have one or more persons (trainers or organising team members) in an organisation or connected to its work who are able to understand the further learning needs of beneficiaries / participants and empower them in the process of applying the previously gained experience/competences.

If we follow the origin of the word, a mentor is a person to protect and advise. What does it mean mentoring - protecting from what and advising about what - in the context of youth sport work for intercultural learning?

Within a youth sport work educational experience, it is not only mind of beneficiaries that stretches, but also the whole physical person of theirs. Having that in mind, it is our suggestion that after such training courses when enthusiastic youth workers try to apply and multiply some youth sport work for ICL workshops or activities in own community, the trainers / educators and organisers of those training courses offer them a direct mentorship process. Within such mentorship process, the mentors can help their mentees in defining objectives of those local actions, planning steps, reflecting on their emotional readiness to tackle different issues, widening their perspectives in some potentially challenging situations, etc.

In educational work where body is involved much more than usual, there are less verbalisations and more physical involvement and participation. Everything goes much quicker and directly

²⁷ Aldous Huxley; “Texts & Pretexts: An Anthology with Commentaries”; Harper & Brother Publisher, 1933; <https://archive.org/details/text00huxl/page/4>; accessed December 2018



honest, as the body of ours doesn't lie, i.e. shows tiredness easily. In such youth sport work educational setting, the relationships between group members / participants build faster. The psychological walls and personal space participants have around them are being tested from the beginning. The trust "when one needs to physically lean onto somebody else" establishes faster and sense of belonging to a new group forms quite strongly and firmly. Confident participants with developed trust towards their peers embrace all differences and diversity within the group, willing to work together on their intercultural discoveries and go further and deeper within one selves. Youth workers, working with youngsters in such youth sport work setting, should be supported in dealing with the described amount of emotions that beneficiaries of those youth sport work activities for ICL can experience and express. The designated mentor, who is usually a trainer / educator of those youth workers during a training course similar to the one given in this publication, can provide their mentees (youth workers, participants of such a training course) the space needed for understanding different emotions and difficult situations and/or reflecting about future actions. This relationship between mentor, as a person with more experience, and a mentee with a little less experience, should be tailor-made for particular individual or group members.

Mentoring in youth work takes a broader view of a person, on his/her personal development, as well as a "mentee's dream". It can be agreed or spontaneous if a beneficiary suddenly needs an advice or support. It can be continuous for a longer period. Mentor can be a "critical friend" who transmits experience in some field.²⁸.

To be able to transmit experience, the mentor doesn't need to be a professional youth practitioner or a trainer. Yes, it should have at least some background within youth (sport) work activities' or project development, experience in realising some local initiatives or actions. However, it is more important that he/she can understand how the non-formal educational programme (and using sport methodology within it) can impact beneficiaries, how could they feel after it, what would be best way to listen to them and help them further develop some skills and knowledge and enhance their personal growth.

For mentoring process, a mentor needs to develop a special kind of relationship with mentees / beneficiaries²⁹:

- based on honesty, trust and confidentiality
- has reciprocity and/in mutual respect
- be supportive and challenging at the same time
- offers space for objective feedback (both ways 😊)
- based on friendly nature and ability to have laughed together.



²⁸ Taylor M., Kezaite-Jakniuniene M.; "One 2 One - Supporting learning face-to-face"; SALTO Training and cooperation, 2018; https://www.youthpass.eu/downloads/13-62-276/Publication_121_Final.pdf; pages 21-23; accessed December 2018

²⁹ Marković D.; "Hopscotch to quality in EVS 2.0: a practical handbook for enhancing quality in European Voluntary Service" - Revised and updated 2nd ed.; Ljubljana: SALTO SEE Resource Centre, Movit NA Mladina, 2015; <https://www.salto-youth.net/rc/see/resources/hopscotch/hopscotch2.0/>; page 71



Mentors often mention satisfaction to work WITH young people rather than ON young people. Sharing their own experience, failures and success related to the issue agreed with mentees, can be a breaking point for trust building. How to further support personal development based on that and put it maybe into some local initiatives lead by young people, can be the aim of mentoring in the follow up phases of the youth sport work for intercultural learning activities.

If the process of mentoring goes well, it can be of a great importance to the mentored individuals as it can build their confidence further. It can help identify what they have learned and help recognise their achievements, as well as it can support beneficiaries - youth workers and young people - in the process of active participation and active citizenship in community, in their actions to change things they want to change in their surrounding for better intercultural learning and acceptance in society.





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PART B: CURRICULUM

“Youth sport work for intercultural learning and acceptance of diversity”



BACKGROUND OF THIS CURRICULUM

This curriculum is closely connected to the Training course **“Youth sport work for intercultural learning and acceptance of diversity”**. It consists of detailed sessions designs from the training course, with recommendations for future implementation and multiplication purposes of the overall training course and the specific sessions/elements of it. It serves as quality knowledge management basis for organising such training courses in the future.

Training course **“Youth sport work for intercultural learning and acceptance of diversity”** gathered 25 participants, trainers and staff from 5 organisations and countries (Serbia, Croatia, North Macedonia, Bosnia and Herzegovina, and Italy). The training course took place in Zagreb, Croatia from 16th - 25th November 2018.

Specific objectives of the training course were:

- To share our realities with the situations about intercultural dialogue and acceptance in our communities and different youth work programmes working on it
- To discuss and understand basic concepts, values and principles of intercultural learning and dialogue
- To promote and explore the concepts “sports for all” and “healthy lifestyle” in relation with youth work
- To explore the youth work and youth trainings in connection to intercultural learning/acceptance and Sport for all!
- To raise competences in organising quality youth work with sport methodology with adequate mental and physical development of beneficiaries, as well as competition and teamwork through sports
- To share different sport methods useful for our youth work in every day work with youngsters mainstream and belonging to different cultural groups
- To share and understand challenges in implementation of quality sport methods in youth work for intercultural acceptance
- To raise competences for adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes
- To define and develop basic plans for local/national workshops of youth workers and youngsters with using sports as methods for intercultural learning
- To establish Community of youth trainers and youth workers for youth sport work for intercultural learning

Training course was based on the approach, principles and methods of non-formal education and approach enriched with sport methods and physical activities. It consisted of interactive and participatory methods tailored to the participants’ profile and needs. The language of the training course was English.



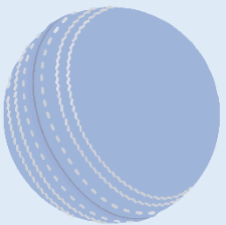
Programme of the training course:

<i>Day 1 – 16th November 2018 – Friday</i>	
PM	Arrival of participants
evening	Welcome evening
<i>Day 2 – 17th November 2018 – Saturday</i>	
AM	Introduction (participants, team, organisations, project, programme, Youthpass); Expectations, Contributions; Group building
PM	Sharing our realities with the situations about intercultural dialogue and acceptance in our communities and different youth work programmes working on it
PM	Reflection and Evaluation of the day
evening	Intercultural evening
<i>Day 3 – 18th November 2018 – Sunday</i>	
AM	Intercultural learning and dialogue
PM	Sport and youth work → Sport for all!
PM	Reflection and Evaluation of the day
evening	NGO fair
<i>Day 4 – 19th November 2018 – Monday</i>	
AM	Mental and physical development of individual through sports
PM	Youth trainings for ICL and Sport for all!
PM	Reflection and Evaluation of the day
<i>Day 5 – 20th November 2018 – Tuesday</i>	
AM	Exchanging sport methods and games from our countries
PM	OUTDOOR AFTERNOON
<i>Day 6 – 21st November 2018 – Wednesday</i>	
AM	Competition and teamwork through sports
PM	Challenges and Development of intercultural acceptance through sports
PM	Reflection and Evaluation of the day
<i>Day 7 – 22nd November 2018 – Thursday</i>	
AM	Adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes I
PM	Adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes II
PM	Reflection and Evaluation of the day
<i>Day 8 – 23rd November 2018 – Friday</i>	
AM	Development of local/national workshops of youth workers with using sports as methods for intercultural learning I
PM	Development of local/national workshops of youth workers with using sports as methods for intercultural learning II
evening	Reflection and Evaluation of the day
<i>Day 9 – 24th November 2018 – Saturday</i>	
AM	Community of youth trainers and youth workers for youth sport work for ICL
PM	Evaluation of the training course, incl. Youthpass
evening	"See you again" party
<i>Day 10 – 25th November 2018 – Sunday</i>	
AM	Departure of participants



The participants have fulfilled the following criteria:

- Active youth trainers already educated in basic NFE principles and methodology, (willing to get) involved in “sport for all” activities and empowering other youth workers and mainstream and marginalised youth through sport and outdoor activities
- Willing to organise/lead local/national workshops for youth workers on the topic of the project
- Able to attend and be active during the entire duration of the TC
- Able to communicate and work in English





RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum “Youth sport work for intercultural learning and acceptance of diversity” is created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations and other youth and similar organisations and their coordinators, youth workers and educators – to further improve knowledge management and capacity building of their youth workers and thus to increase the systematic support given to youngsters in local communities.

This curriculum serves as the resource material and the inspirational tool for those other youth workers and youth organisations to use this curriculum in training of their volunteers/youth workers in the topics of this training course or for organising similar training courses on local and European level.

When organising a training course, based on this curriculum, we expect participants to gain / further develop following competences of theirs:

- Knowledge/awareness on situation and related youth work programmes existing in our organisations/communities about intercultural learning/dialogue and acceptance of diversity in our communities
- Knowledge/awareness about realities and different practices in other European countries when it comes to (combating) intolerance and discrimination through youth (sport) work
- Competences for developing and organising NFE activities / training courses for promotion of Sport for all! And youth sport work for ICL and acceptance of diversity
- Knowledge of different sport and outdoor methods/games to use in youth work with intercultural learning and dialogue aspects
- Competences for adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes
- Competences for development of local/national workshops of youth workers with using sports as methods for intercultural learning
- Awareness about situations and challenges to face when organising youth sport work projects about diversity and youth in Europe

Most of the youth (work) organisations, that we have had experience to cooperate with, need more educated and committed youth workers in order to improve their efforts in organising and leading youth sport work activities for diversity for reaching more youngsters and in a more quality way, in order to work on better acceptance (among youth) in Europe. By sending their participants/youth workers to participate at this and similar training courses, they will achieve this important objective.

For the quality implementation of the training course and for achieving desired learning objectives, we advise to prepare participants as following:



- Before the training course, participants should receive all information regarding it. In the registration/application form, they should have the opportunity to write about their motivation for the participation and to suggest specific sessions if they think they are relevant/needed to be added.
- Project managers (and sending organisations, if participants come from different countries) should have meetings with selected participants in order to prepare them best for the participation at the training course. Participants will need to research and prepare information about situations about intercultural dialogue and acceptance in their communities and countries; on different public and NGO / youth work programmes and measures existing and working on it; and on challenges that youth workers are facing when dealing with the topics. Participants (with the help of project managers and sending organisations) should prepare the presentations (for other participants) with the background information about the situation and the latest developments in each of their local communities / countries.
- Sending organisations should provide their participants with materials for evening sessions where they will present their organisations and projects to each other, taking care that they have necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information.
- Sending organisations should prepare the participants for working and functioning in intercultural surrounding, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.

During the implementation of the training course, the trainers, facilitators and organisers are advised to ensure detailed regular evaluation and learning reflection among participants, as following:

- On the beginning of the training course, participants should be introduced to the Youthpass (or any other learning reflection) certificate and 8 key competences. With the facilitation from trainers, participants should share and discuss their expectations from training course and what do they want to learn in specific. They should reflect and set their individual learning goals and write them down in their learning diaries. At the end of each day they should have time and be encouraged by trainers' questions to reflect about their daily learning and to make notes in their learning diaries.
- Participants should be involved in the regular evaluation of the training course, as every day they should evaluate the day, sessions and methods, and suggest changes and improvements. If they would have some specific learning needs or objectives, trainers should make extra sessions and provide extra materials, and these sessions could be held in evening hours after the dinner, or any other free time available and agreed for by the participants.



DEVELOPED SESSIONS OF THE TRAINING COURSE “YOUTH SPORT WORK FOR INTERCULTURAL LEARNING AND ACCEPTANCE OF DIVERSITY”

1. Welcome evening

Session Title: Welcome evening

Duration: 60 minutes

Background:

This session is necessary in order to welcome the group and create an atmosphere that is welcoming for the group as it is the first contact with the group and the trainers.

Aim of the session: To welcome the participants and introduce them to the team, the working spaces and other important details for the upcoming days and training.

Objectives:

- To create a space for participants to get to know each other's names and backgrounds;
- To get to know the team and working facilities;
- To offer space for participants to introduce themselves to the group.

Competences addressed:

- Intercultural learning competence;
- Public speaking.

Methodology and methods:

- The session will be run using non-formal education methodology, incorporating in the work the values and principles of NFE.
- The specific methods used within this session will be working in plenary.

Session flow:

I. Official welcome and intro to the team (10 minutes)

The team of organisers and trainers welcome the participants and officially open the training course. They introduce themselves, as well the roles they will have throughout the course.



II. Round of names of participants (10 minutes)

All the participants introduce themselves saying their names, where they come from and can share something about them if they want.

III. Name game – Name and an animal (25 minutes)

Everyone stands in a circle and says their names and an animal starting with the first letter of their name. They also do a movement describing the animal they just said.

The next person repeats the name, movement and animal of the person/people before them, and at the end say their own name, movement and animal.

The last person repeats all the names, animals and movements.

IV. Logistical information sharing (15 minutes)

In this part, it is important to share logistical information about the training course, such as the working times and information about the premises, meals and facilities.

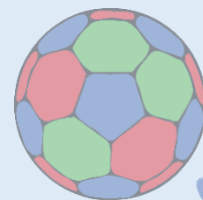
V. Mingle time or pool time

The participants have the following part of the evening free, so that they mingle and get to know each other more.

Materials needed: Flipchart stand with papers and markers.

Recommendations for future trainers multiplying this session:

- It is important in this welcome session to take into account that the group will most probably be tired of travel (if working with an international group) and that this session would have to be dynamic and it doesn't last more than 90 minutes.
- When doing this session, one has to be aware that there might be participants arriving late in the afternoon or evening, therefore the session might require further adjustment in case the group is not complete, or the setting requires such adjustments.
- It is always good to write down the logistical information on a flipchart, because for the visual learners it will be much easier to remember the information, as well for participants who are not that comfortable in using English (or any other working language).





2. Introduction (participants, team, organisations, programme); Participants' expectations towards the TC and their potential contributions to it; Group agreements

Session Title: Introduction (participants, team, organisations, programme); Participants' expectations towards the TC and their potential contributions to it; Group agreements

Duration: 180 minutes

Background:

These introductory sessions are important and need to be organised thoroughly, as they set grounds for the quality group work of the all participants and their quality learning during this training course. The group consists of representatives of different organisations coming from different countries and backgrounds, with very diverse experience in the non-formal education settings and implementing youth work activities.

As some of the participants arrive late in the evening on the arrival day, it is important that they get the chance to also introduce themselves to the group, and get to know the other participants.

As this is the first official session of the training course, it is important that the trainers also introduce the programme and later on explore the expectations, fears and contributions of the group connected to the same.

The second part of the session is about the group building. The idea is to provide space for the group to work together, in order to get to know their different working styles, but also to engage in task-related communication and collaboration. After this session, the group will explore the Youthpass, as well as the different realities linked with the topic. In this regard, with this session we will assure the starting of the group cohesion, from which would depend the group dynamics in the following days of the training.

Aim of the session: To initiate the process of group development and provide the most important information related to the training course programme and the learning process to be organised, as well as to create ownership to the process in the participants and the general feeling of belonging to the same by sharing one's fears, contributions and expectations connected to the programme.

Objectives:

- To introduce the background of the training course, the topic and agenda, the trainers, organisers and the group;
- To offer a space for the participants so get to know each other more;
- To present the programme of the upcoming days in a more elaborate way;
- To explore the objectives of the training;



- To explore participants' motivations to join this training course;
- To determine their expectations from the training course and possible contributions they might give for the quality training course, to the daily and evening programme;
- To stimulate task-related communication among the group;
- To explore the problem-solving and coordinative competences of the group;
- To define rules of working together during this training course;

Competences addressed:

- Communication skills, both verbal and non-verbal; Communication on foreign languages and mother tongue;
- Social and civic competencies;
- Intercultural learning;
- Competence to work in a team;
- Self-reflection on one's fears, expectations and contributions.
- Problem solving;
- Coordinative competences;
- Leadership skills;
- Time management skills.

Methodology and methods:

- Plenary rounds;
- Inputs (presentations);
- Complex exercise with debriefing;
- Discussion.

Session flow:

I. Official Introduction and welcome (10 minutes)

Representative of co-ordinating organisation / project coordinator makes an official opening and describes in a few words events leading up to this training course. S/he introduces the team who would be responsible for incoming days for the training course programme and activities. The team members present themselves shortly.

II. Round of names (5 minutes)

Participants are invited to share, one by one, their names and where they come from.

III. Name games (10 minutes)

The whole group of participants, trainers and staff stand in a circle and play several name games (Ball name game, ZIP-ZAP, etc.) until they learn well all the names in the group.





IV. Getting to know each other – Speed dating (30 minutes)

The trainer gives instructions that group gets divided into 2 smaller groups, standing across each other and facing a pair from the other side. It is presented to them that it is a concept similar to “speed dating” with the idea of having only 3-4 minutes for getting to know each other, but according to the questions that the trainer will read. When the 3-4 minutes’ pass, participants change their place for 1 or 2 to the right or left (depending on the instructions) and meet a new person to talk to and get to know. Questions are:

- My hometown or my favourite town
- My job or studies
- My role in the organisation
- My family
- My favourite book
- Why I am here?
- etc.

V. Agenda of the training course (10 minutes)

Trainers present the detailed programme of the training course in the plenary through the use of visual contents. We create a storyline of the project.

VI. Expectations, Contributions and Fears: Storytelling (25 + 15 minutes)

The trainer tells a story apparently detached from the topic of the project through the use of graphic content. Participants get split in 4 teams to reflect about importance of the story addressed to the project. The group discusses in plenary about the different points of view of why the story is related to the project. The group reflects on importance of having expectation suitable to the context. Participants fulfil the poster/flipchart with their personal ideas with post-it papers for “Fears”, “Contributions” and “Expectations” of theirs for this very training course.

VII. “Mission impossible” exercise (60 minutes)

The group has to achieve 12-15 missions that will make them go around the accommodation/village/neighbourhood and cooperate. The group has to self-organize in order to be able to achieve all the missions. Among the mission the trainers ask for 5 rules of cohabitation. The group presents to the trainers all the mission achieved in order to get the approval of the achievements.

The trainer leads the debriefing and asks participants questions on:

- how was it to work in the group;
- how they divided the tasks in the team;
- was it easy to agree;
- did they manage to finish all the tasks;
- what was more important – to accomplish the task or something else.

The trainer leads the discussion with the participants until the moment in which they find common rules to respect for the week.



VIII. Group agreement (15 minutes)

The trainer facilitates the interactive discussion in plenary and brainstorming on the most important rules for working together during the training course. When agreed, the rules are written on the flipchart and glued to the wall to be visible during the training course itself.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector; Poster and story. Poster with 12-15 missions.

Session results:

After the end, participants will:

- Get to know the organising team better;
- Know each other's names;
- Learn planned details of the agenda of the overall training course;
- Express their motivations, expectations and fears about the coming week and get feedback from organisers, trainers and peers;
- Get good feeling of belonging to the group and learning within it.

Recommendations for future trainers multiplying this session:

- The Speed-dating exercise is full of sound, and personal stories that create warm atmosphere in the group. Sometimes, depending on the space available for this exercise, the sound can be too much to bare and function for the group. Thus, it is advisable that the trainers kindly remind participants that, if possible, we all should speak as silent as possible.
- Storytelling and using graphic content was a creative way to capture participants' attention and introduce them into the topic. Recommendations for future: make larger and more visible graphic content, than A4 paper size. Use simpler words for storytelling to adapt to different levels of English in the group, and repeat segments of the story few times using different vocabulary so everybody can get into and follow the story.
- For the "mission impossible": be clear that participants can't use their mobile phone/laptops in order to motivate them to actually leave the room and explore the surrounding.
- When developing the tasks for "mission impossible", the trainers should adapt those tasks towards the characteristics of the group and the available setting. Whenever possible, as this is a training course for youth SPORT work, there should be as many health-enhancing physical activities, as possible.
- It is important to leave it to the participants to self-organise within the "mission impossible" exercise, even if it starts slowly or chaotically. The facilitator should be constantly around to observe the different elements of their collaboration and take note of them. These different aspects should be raised in the debriefing afterwards, as a question to the group on what happened and how did they approach a certain issue.



3. Youthpass introduction and its relevance to the training course

Session Title: Youthpass introduction and its relevance to the training course

Duration: 60 minutes

Background:

For more than 10 years now Youthpass proves to be more than a certificate of participation in an event. Youthpass supports educational process and shows educational potential of projects developed within youth work. Understanding its broader purpose outside of the sector-related to employment and business is an important part of it.

As a part of the first day, this is an important session that is needed so that participants familiarise themselves with the Youthpass as a tool for recognising and documenting their learning process as a part of non-formal educational activities such as this. It is important to take into account that this session is ought to happen on the first day so that participants will become aware of the 8 key competences and will be able to start keeping the track of their learning from the first day. Moreover, on this session we will also introduce the learning diary, as a structured way to set a learning goal for the week, and a self-reflection method that will later on help the participants to fill in individually the second parts of the Youthpasses. As this is an individual exercise, once introduced the participants will be able to fill in the diary themselves throughout the week, making the exercise not dependant on the group size or the profile of the participants.

Aim of the session: To raise awareness about importance of recognition of personal learning outcomes within youth work and NFE and Youthpass as a tool for social/political recognition of competences gained.

Objectives:

- To introduce Youthpass and the key competences to the participants, as a tool for self-assessment of the learning process and the recognition of youth work and non-formal education;
- To better understand the 8 key competences and their connection to learning and reflecting in this training course;
- To foster learning to learn through practicing reflection on daily bases;
- To provide a tool to reflect and keep track of the ongoing learning process.

Competences addressed:

- Self-reflection on own learning process;
- Team work and collaboration;
- Time management;
- Skill to plan own learning;



- Openness to working in intercultural teams;
- Self-awareness and self-reflection;
- The session also addresses all 8 key competences.

Methodology and methods:

- Experiential learning;
- Complex exercise;
- Debriefing;
- Presentations in plenary;
- Group evaluation;
- Personal reflection.

Session flow:

I. “YOUTHPASS JOURNEY” (40 minutes)

THE JOURNEY: You are the captain of your own ship during this learning journey and this log is for you to write down what you are learning every day. Your Youthpass Compass will help you navigate during the trip and decide your final destination. Youth in Action is based on non-formal learning and for that to be evaluated in your Youthpass you have to assess your competences before, during and after your journey. You will visit different ports of call during your learning itinerary and it is very important that you, as the captain, take down notes and pointers. When it comes to the end of journey, you can look at your compass and log book to see where and how your learning cargo has arrived.

YOUTHPASS ISLANDS: The objective of this activity is to introduce Youthpass and its competences as a tool for self-assessment of the learning process. The objective of the game is for each team to get their “YOUTHPASS-PORT” stamped, after visiting each island and fulfilling certain tasks related to each one of the 8 key competences. This is a “learning-by-doing” activity where the main aspects of Youthpass are addressed and discussed during the game and the debriefing.

DEPARTURE DAY:

1. Divide the participants in groups of 4 participants the most
2. Draw 8 islands (with masking tape) on the walls that correspond with the 8 key competences and place one task card and the necessary materials and equipment on each island.
3. Every group gets one empty passport divided in 8 sections.
4. Explain the objective of the game. The objective of the game is to get the passport stamped on the 8 different island icons within 30 minutes. (Each icon represents 1 key competence)
5. Once they roll the die, they go to the island with the task card that matches the icon they got on the die. If there is another team on the island, they have to roll the die again until they find a vacant island they have not visited before.
6. The game ends when everybody has the 8 stamps or when the time is over



II. Debriefing and Discussion (20 minutes)

- Debriefing about the game and its relevance to the competences and the training course;
- Presentation and discussion about 8 key competencies – give to the participants the handouts with definitions of each competences – participants need to connect it with the specific islands / tasks;
- Explanation about Youthpass process during the training course. This is connected to the Learning Diary as a tool to self-assess their learning outcomes throughout the training course.

III. Learning Diaries (30 minutes)

Following the Youthpass introduction, the participants are presented with notebooks which are going to be their Learning Diaries for the rest of the training course. They are explained with the concept of a Learning Diary as a tool to keep track of their learning process and self-reflection on daily basis.

It is important that the trainer makes a clear connection between the Youthpass and the learning diary, in order to motivate the participants to track their learning on daily basis. The trainer also gives handouts for further reading, and tracking one's learning through the 8 key competences (see Handout Key competence).

After introducing the diary, the participants are asked to set their individual learning goals for this training course and note them down in the learning diary.

There is an open space for sharing at the end of the session, where the participants can choose if they would like to share their learning goals with the rest of the group, or keep for themselves.

Materials needed: Printed assignments for 8 Youthpass islands, Youthpass passport – one for each group, material for each island (Sudoku, Tangram puzzle, empty papers and pens to write lists...), Flipchart, markers, notebooks/diaries, pens.

Session results:

After the end, participants will:

- experience non-formal methodology and experiential learning;
- discover all key competences by experiencing them;
- understand importance of Youthpass as a tool for recognition of non-formal education learning outcomes;
- be able to connect recognition tool with employability and work (enriching CV).



Background documents and further reading:

More details can be found in:

- Youthpass website: Recognition tool for non-formal & informal learning in youth projects <https://www.youthpass.eu/en/>
- <https://www.salto-youth.net/tools/toolbox/tool/youthpass-journey-youthpass-islands-captain-s-log.1223/>
- YIA Key competences for life long learning-European reference framework <https://www.erasmusplus.org.uk/file/yia-key-competences-for-lifelong-learning-european-reference-frameworkpdf>
- <https://www.youthpass.eu/en/about-youthpass/youthpass-impact-study/>
- <https://www.youthpass.eu/en/publications/youthpass-unfolded/>
- Handout Key competence: http://vp-learningdiaries.weebly.com/uploads/9/4/9/8/9498170/key-competences_orig.jpg
- More information about the Key competences: <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>

Recommendations for future trainers multiplying this session:

- When this session is about to start, we already can rely on common experience of getting to know and group being built already, which can be used as experiences connected to some of competences, like interpersonal and social competence or using foreign language and it is as well the introduction for the sessions of tomorrow, when question of relation between NFE and youth work and employability of young people is to be raised.
- When the participants are asked to reflect on their learning goals it is important that you ask the group to do this individually, in silence, in order to enable everyone to reflect more deeply on their own learning, learning plans and goals for the training.
- Whenever possible, do use more input, time, specific and related examples for the Learning diary as some participants are defining their learning objectives for the first time and they need more guidance and time. Also, maybe ask them to define their learning objectives before coming to the training course, and then again to revise them in the beginning of the course and rewrite them.



4. Country realities on the situations about intercultural dialogue and acceptance in our communities and different youth work programmes working on it

Session Title: Country realities on the situations about intercultural dialogue and acceptance in our communities and different youth work programmes working on it

Duration: 120 minutes

Background:

The session is after the group building and the Youthpass session. It is the first session that will go into the topic, and provide the space for participants to share the realities within their countries, and explore their knowledge about the topic of intercultural dialogue and acceptance in our communities and different youth work programmes working on it. This session sets basis for quality future communication and exchange among the participants during the training course.

Aim of the session: To share country realities on the situations about intercultural dialogue and acceptance and the different youth work programmes working on it.

Objectives:

- To get informed about different situations within the countries;
- To explore the different programs and opportunities for young people in the different countries;
- To identify commonalities, challenges and differences in approaches/practices

Competences addressed:

- Knowledge about the situations and realities in different countries, similarities and differences, information about the existing programs;
- Presentation skills;
- Conceptualizing skills;
- Team work;
- Communication skills;
- Research competences.

Methodology and methods:

- Work in national teams, small groups;
- Collage;
- Exhibition and Presentations in plenary.



Session flow:

I. Introduction to the task (10 minutes)

Team introduces **key questions** that should be presented on poster/collages:

- a) An overall picture of who are young people in this context (local or national).
- b) What is the reality regarding the potential discrimination and intercultural dialogue/learning (causes and solutions)?
- c) What are the types of local/national approaches to the issue? Give a couple of examples.
- d) What are the main achievements and challenges?
- e) How do you see your role and of your organisation in this context?

II. Making collages and sharing realities (110 minutes) – 50 minutes in country groups + 30 minutes for presentation in other groups + 30 minutes in country groups again

Group is divided in country groups and invited to identify a facilitator that will be responsible for facilitating the round of presentations. Facilitators stay and host persons from other groups. After sharing, all visitors go back to their country groups and pass the information to his/her group by answering on questions:

- What similarities (challenges) you have recognised in other countries in context of intercultural dialogue and acceptance in our communities and different youth work programmes working on it?
- Most interesting findings? What I am curious to explore more?

Materials needed: Flipchart papers, markers, and scissors.

Session results:

After the end, participants will:

- Have found out about different possibilities offered to young people in different countries available for intercultural dialogue and acceptance and about existing projects of best practice

Recommendations for future trainers multiplying this session:

- For being able to present some statistical data about the topic and programmes for overcoming existing discrimination, trainers need to give research part of the assignment in time - meaning several days before the training course.
- The session is quite to the point. Make sure that you pre-prepare flipcharts for the groups and materials for them to present, so there is not a lot of time spent on assigning materials.
- It is always better if the participants have access to the internet so they could research many of the facts and data they will present.
- Within the presentations, structure them with clear timing, depending from the number of countries present.



5. Intercultural learning and dialogue



Session Title: Intercultural learning and dialogue

Duration: 180 minutes

Background:

We all are different, sometimes we feel proud of the difference and like to show it. At other times, we prefer to hide it either because we fear rejection or because we want to be like everyone else. We are also all equal in that as human beings we share many qualities.

Through the intercultural dialogue, which is the first step of the intercultural learning (ICL), it is equally important to reflect about oneself, as well as to put a focus on understanding “the world of others”. When young people from different backgrounds encounter each other as a part of an educational program, and their process of discovering each other’s is facilitated by the competent educators, it can lead to the intercultural dialogue and learning, as through social interactions and developed relationships between young people they can discover both visible and less visible parts of their identities. Intercultural context gives us opportunity to discover ourselves in a presence of different people through social exchange. The more diversity young people recognise the more they rediscover themselves.

Aim of the session: To raise awareness about the overall intercultural learning and dialogue, as well as different aspects of those within our group of participants.

Objectives:

- To get to know and accept each other in the group.
- To show that we are all different, and still equal to each other.
- To reflect on the ways in which we form our own identity.
- To reflect and discuss about different factors that influence intercultural learning and dialogue.
- To understand how different perception and experience influences intercultural learning.
- To experience basic intercultural dialogue by negotiating the importance of specific values in own lives.

Competences addressed:

- Team work and collaboration;
- Openness to working in intercultural teams;
- Self-awareness and self-reflection;
- Communication skills, both verbal and non-verbal;



- Social and civic competencies;
- Intercultural dialogue and learning;

Methodology and methods:

- Experiential learning;
- Complex exercise;
- Debriefing;
- Small groups' discussions;
- Presentations in plenary;
- Group evaluation;
- Personal reflection.

Session flow:

I. "ONE EQUALS ONE" exercise - PART A "Differences" (20 minutes)

INSTRUCTIONS:

This activity consists of three mini-activities which have been linked together to enable participants to explore the differences between them, to think about what makes each one of us unique and to share some of the things we have in common.

PART A:

1. Make sure you have plenty of space and that the room is as empty as possible.
2. Explain to the group that they have to imagine a line down the middle of the room dividing it into two halves. Stand on the line.
3. Ask everyone to stand at one end of the room, and then say: "Cross the line those who... are wearing trousers".
4. After those who were wearing trousers have crossed the line say another characteristic: e.g. "Cross the line those who...like cooking".
5. Once the group is warmed up, you could include more challenging characteristics related to the topic e.g. "Cross the line those who... have good friends who are openly homosexual or lesbians".

II. "ONE EQUALS ONE" exercise - PART B "Uniqueness" (30 minutes)

6. Ask the group to think about the T-shirts they wear, especially those which have logos or slogans relating to campaign issues on them. Do they wear them because they like the design or because they want to show that they support a particular cause?
7. Explain that each person is now going to design a very personal logo for their T shirt, a logo which proclaims them and says who they are.
8. Share out paper and pens to the members of the group and give them 15 minutes to draw their personal design.
9. When they have finished, ask them to pin or tape the designs onto their shirts and walk round the room so that they can see what each other have done.



III. “ONE EQUALS ONE” exercise - PART C “Seeking things we have in common” (20 minutes)

10. Ask the players to find a partner and identify three things which they have in common; one should be something that they always do, feel or think; the second, something which they sometimes do, feel or think; and the third, something which they never do, feel, or think.
11. Now ask the pairs to try to find another pair who share those characteristics. If they can't find another pair, then they have to make a four and negotiate three new characteristics which they each claim and all share.
12. Then ask the fours to join to form eights and repeat the negotiations. The activity is over once all the participants form one single group and have identified three things which they all hold in common.
13. If the group is very large check that they all share the same characteristics by asking the players to sit in a circle and, once a characteristic is mentioned, those who identify themselves with it must stand up. If somebody does not “fit” try again with another characteristic.

IV. “ONE EQUALS ONE” exercise - DISCUSSION (20 minutes)

Debriefing and evaluation:

- Ask the players if they enjoyed the activity and talk about what they learned:
- What did it feel like to have to cross the line by yourself?
- How did you feel showing yourself as a unique person different from everybody else?
- How did it feel when you saw how many characteristics you share with the rest of the group?
- In our daily lives, when do we like to feel unique and different, and when do we need to feel the same as or equal to everybody else?

Ask people to share some of their own experiences:

- Have you ever had to hide your identity in order to be accepted?
- Have you ever felt discriminated against because you were different or because you were associated with someone else?
- When have you been forced to give up a part of your identity in order to be accepted in a group?

V. “VALUES” exercise (70 minutes)

- Ask each participant to reflect individually on 5 most important values in their lives.
- Dividing participants into groups of 3-4.
- Giving the groups 5 pieces of paper. Asking them to agree on the 5 most important values in their lives (as a group), and write each one down on a piece of paper.
- Asking the group to take away one of the pieces of paper (values) that they do not consider as important as the rest. Continuing like this until there is only one piece of paper left.
- Asking the participants to tell to plenary which value they have left, and why. (writing the values down on the flipchart)



- Letting the groups explain how the discussion took place in each of the groups.
- Debriefing with focus on difficulties of explaining and agreeing on the values and their perceptions by the others - leading into basic agreement on the definition and process of the intercultural dialogue.

VI. Theoretical input on intercultural learning (20 minutes)

Stages of intercultural learning (adapted from Grosch/Leenen):

- 1. Recognize & accept the general cultural-centrism of human behaviour.**
- 2. Reduce culture-centric perspective:** Recognize other patterns of behaviour as strange without marking them as positive or negative.
- 3. Own-culture-awareness:** identify own cultural standards and the impact on meeting with other persons from other cultures.
- 4. Extend knowledge about other cultures:** identify relevant standards and symbolic systems.
- 5. Understand & respect strange cultural patterns. Breaking down stereotypes.**
- 6. Extend own cultural options:** Be flexible with cultural rules. Select from other cultural standards. Choose cultural options adjusted to the situation.
- 7. Establish constructive and mutual relationship with persons from other cultures;** practical management of intercultural conflict

Materials needed: Chalk for and a list of personal characteristics for part A of the “One equals one” exercise; Papers and coloured pens and pins or sticky (scotch) tape for part B of the “One equals one” exercise; A4 papers and markers.

Session results:

After the end, participants will:

- get to know each other better, as well as experience that we are all different and still equal to each;
- reflect on the ways in which we form our identities, as well as on different factors that influence intercultural learning and dialogue;
- experience the complexity of culture and intercultural encounters through our exercises;
- self-reflect on the necessity and ability of intercultural understanding, discuss culture and set basic understanding of it within the group

Background documents and further reading:

More details can be found in:

- Education Pack “all different - all equal”; Directorate of Youth and Sport, Council of Europe, 2nd edition; 2004; <http://www.eycb.coe.int/edupack/50.html>



- Leenen WR, Groß A., Grosch H. (2008) Intercultural Competence in Social Work. In: Auernheimer G. (eds) Intercultural competence and pedagogical professionalism. VS Verlag for Social Sciences.

Recommendations for future trainers multiplying this session:

- In part A of the “One equals one” exercise, try at first to think of personal qualities that are not shared by the rest of the group but which are not too intimate. They can be personal “curiosities” e.g. the way you brush your teeth or sing in the shower. When the group is warmed up move on to personal experiences, ask for people who have felt discriminated against, who have an immigrant, Roma (Gypsy or traveller) or gay friend, who have lived in another country, who have relatives who emigrated or who have been in a wheelchair. Then move on to explore personal likings, wishes, feelings, etc.
- Since the characteristics in the first part (part A) should be special, you should prepare a list before starting the activity. Choose characteristics appropriate to the group and according to what you know about the participants. Alternatively, you ask the members of the group to suggest characteristics, but beware that the group knows each other well and no one will be tempted to try to embarrass anyone else.
- During the PART B and PART C of the “One equals one” exercise, it is up to each person to identify the characteristics. We suggest you join in with this activity so you can follow the group process better.
- During the “Values” exercise, it might be difficult for participants to understand each other fully while reasoning about the values and their meanings to each of us, as not only that the same words mean different things in different settings, but there are also individual differences in understanding of the same terms. The trainers / facilitators should be ready for different experiences coming from different small groups.



6. Sport and youth work → Sport for all!



Session Title: Sport and youth work → Sport for all!

Duration: 180 minutes

Background:

At first glance, the worlds of Sport and Youth Work may appear completely unrelated. Organisations working with youth usually tend to define themselves as belonging to one camp or the other – either they consider themselves as a sports organisation or as a youth organisation. This split can often be seen among young people as well as. Youngsters who attend youth clubs are usually not attracted by the activities offered by sport organisations while young people who are heavily involved in sports are usually not interested in the activities of local youth organisations.

In reality these two worlds have much more in common than first meets the eye. Sport and youth organisations share many of the same basic philosophical aims. For example, each side encourages the health, general well-being and personal development of young people. They both strive to reinforce positive values like health, discipline, honesty, fair play, solidarity, etc. Each of them provides a space for young people to meet and interact; the social element in both worlds is very strong. The distinction between them becomes even more blurred when one stops to consider how many youth organisations include sport and outdoor activities as part of their regular programmes. In some youth organisations, such activities can form as much as 70-80% of their regular programme.

“Policy of Sport for All” identifies sport as a spontaneous activity which should be free and available to everyone.

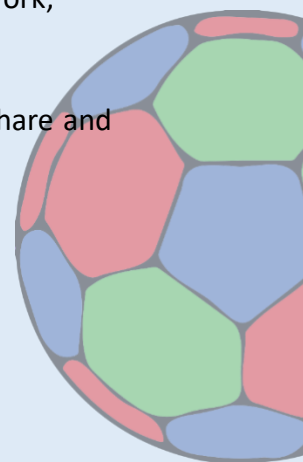
Aim of the session: To achieve common understanding of the concept of “sport for all”, as well as the relations of sport (activities) with youth work.

Objectives:

- To discuss and analyse the relations of sport and outdoor activities with youth work;
- To promote and discuss the concept “sport for all”;
- To discuss the benefits of using sport and outdoor activities in youth work;
- To discuss characteristics of both - sport and youth - clubs/organisations and share and define differences and similarities between them.

Competences addressed:

- Team work and collaboration;





- Openness to working in intercultural teams;
- Social and civic competencies;
- Intercultural dialogue and learning.

Methodology and methods:

- Energiser with physical activity;
- Small groups discussions;
- Presentations in plenary;
- Guest speakers' presentations;
- Interactive discussions.

Session flow:

I. "Dancing Energizer" (10 minutes)

Participants are taking pieces of paper from a hat. Each paper has a dance/music written on it (examples are: lambada, heavy metal, ballet, folk, etc.). There are as many different types of dances/music as many small groups we want to have participants divided into. After the participants have taken the papers, they are not allowed to show it to anyone. As soon as all the participants have taken their own papers, the trainers give sign for the start and all participants should start dancing the dance/music written on their paper. Without saying / talking, participants have to find all other participants who are dancing the same dance/music.

II. Small groups on (A) sport clubs/organisations and (B) youth clubs/organisations (50 minutes)

Participants are divided in the "dancing" small groups from the energiser. Each small group receive the task to discuss either the (A) sport clubs/organisations and (B) youth clubs/organisations. They receive the printed questions for their small groups' discussions:

- How are they defined?
- What is the structure and decision making like?
- Who are the people working in it or for it?
- Who are the beneficiaries/target group? (Be as specific as possible)
- What are the typical activities?
- What are the results?

III. Presentations in the plenary (20 minutes)

IV. Guest speakers from sport and youth clubs/organisations (40 minutes)

The trainers invite guest speakers from local sport club/organisations, as well as from local youth club/organisation. They present their clubs/organisations from their point of views and open the floor for possible questions from participants. The trainers moderate the Q&A part.



- V. Interactive discussion on differences and similarities between sport and youth clubs/organisations (40 minutes)
- VI. Wrapping-up with defining the concepts “youth SPORT work” and “sport for all” (20 minutes)

Materials needed: Printed papers for the “dancing energiser”, printed discussion directions for the small groups, LCD projector, laptop, projection screen, Flipchart table and papers, markers.

Session results:

After the end, participants will:

- reach the common understanding of the youth sport work and “sport for all”;
- meet actors / stakeholders from both sport and youth work sectors in the local community;
- be more aware of the benefits of using sport and outdoor activities in youth work;
- be more committed to and motivated for promotion of “sport for all” in their communities and implementing youth SPORT work activities.

Background documents and further reading:

More details can be found in:

- Schroeder, K.; “Fit for Life”; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>; accessed December 2018

Recommendations for future trainers multiplying this session:

- In order to use the most of the energizer, it should be with some physical activity and it should result with dividing participants into small groups, in which they will discuss following parts of the session.
- When inviting the guest speakers, the trainers and organisers should take care of inviting representatives of both local “sectors” - the sport one and the youth work one.





7. Mental and physical development of individual through sports

Session Title: Mental and physical development of individual through sports

Duration: 180 minutes

Background:

It is safe to say that sport can benefit all young people, no matter what their situation or background. The health / physical benefits of sport are obvious, but the impact of sport on an individual's personal / mental development can also be profound. For instance, sport can benefit youngsters by: Encouraging a healthy lifestyle; Offering a positive way to spend free time; Breaking through social isolation; Creating a sense of personal identity; Creating a sense of belonging; Changing thinking patterns from "me" to "we"; Helping to learn to deal with emotions; Providing structure; Teaching not to fear the "new"; Teaching to embrace challenge and accept limitation; Experiencing winning AND losing; Positively reinforcing specific values like commitment, perseverance, patience, and discipline.

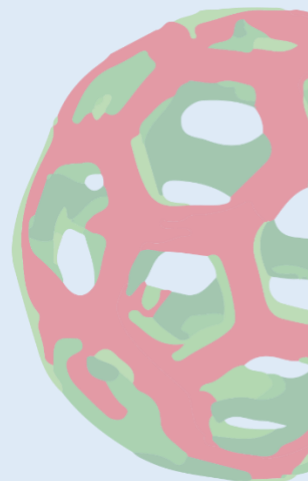
Aim of the session: To raise awareness about the impact of sport on an individual's personal / mental development, as well as health / physical ones.

Objectives:

- To discuss and define personal development on both mental and physical level of individuals in youth work, sport clubs and school activities;
- To understand how schools, sport clubs and youth clubs and organisations are interacting with each other and complementing each other when it comes to personal development of their beneficiaries;
- To achieve common understanding / view point what formal, non-formal education/learning and informal learning is, among the group;
- To understand the general concepts and values of NFE, as well as those in relation with using the sport and outdoor activities in it;
- To discuss recommendations for using sport and outdoor methods in non-formal education and youth work.

Competences addressed:

- Debating skills;
- Conceptualising skills;
- Analytical skills;
- Team work and collaboration;
- Self-awareness and self-reflection;
- Social and civic competencies.





Methodology and methods:

- Barometer / "Where do you stand" exercise;
- Case studies analysis;
- Brainstorming;
- Small groups discussions;
- Presentations.

Session flow:

I. Energizer (10 minutes)

II. Small groups on personal development of individuals through sport activities (30 minutes)

Participants are divided into small groups and some small groups get the task to discuss personal development on mental level and other small groups discuss the personal development on physical level of individuals through sport (activities) within schools, sport clubs and youth clubs and organisations

III. Presentations in plenary with the interactive discussion (30 minutes)

IV. Silent floor brainstorming - defining NFE (20 minutes)

Trainers put in the middle of the plenary group the three flipchart papers with written following "titles" on them:

1. Formal education and learning
2. Non-formal education and learning
3. Informal learning

In silence, participants walk around the room and write whatever comes to their mind on each of the papers. They read what others have written / are writing, as well.

After everybody has written what they wanted, the trainers facilitate the group definition and common understanding of each of the three concepts in plenary.

V. "Where do you stand" on NFE (30 minutes)

Examples of the statements:

- NFE is about learning through attractive and fun activities.
- In NFE the learners have the power.
- In NFE participants learn mainly from each other.
- In NFE process is more important than its outcome.
- Main goal of NFE is to increase young people's employability.
- In NFE there is no need for certification.

VI. Case studies on different sport and outdoor activities within the NFE and youth work (30 minutes)



VII. Recommendations for using sport and outdoor methods in NFE and youth work **(30 minutes)**

Trainers facilitate a group discussion in plenary on how the youth work and NFE is connected to/with sports and outdoor activities and what are the benefits and challenges of using sport methodology in youth work.

The session is wrapped-up trainers facilitating participants drafting some recommendations for using sport and outdoor methods in youth work and non-formal education.

Materials needed: Prepared flipchart stand with paper with statements for the barometer exercise, Printed / electronic versions of the case study examples, Flipchart papers, markers for all participants for silent floor brainstorming.

Session results:

After the end, participants will:

- be more aware of personal development on both mental and physical level of individuals in youth work, sport clubs and school activities; and will understand how schools, sport clubs and youth clubs and organisations are interacting with each other and complementing each other when it comes to personal development of their beneficiaries;
- understand the general concepts and values of non-formal education, as well as those in relation with using the sport and outdoor activities in it;
- improve own skills on analysis of using sport methods in youth work and will draft recommendations for using sport and outdoor methods in non-formal education and youth work.

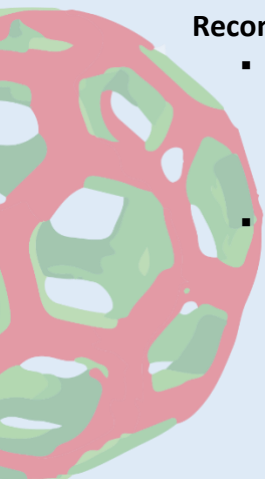
Background documents and further reading:

More details can be found in:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>; accessed December 2018

Recommendations for future trainers multiplying this session:

- When participants are in small groups on personal development of individuals through sport activities, the trainers should be available for additional questions from participants. In order to make sure that the small group discussions are on track, the trainers should be walking around the room and clarifying with participants needed additional issues.
- During the "where do you stand" exercise, we advise trainers not to allow the participants to take the middle position within the debate, but to take one or the other side and advocate for it.





8. Youth trainings for ICL and Sport for all!



Session Title: Youth trainings for ICL and Sport for all!

Duration: 180 minutes

Background:

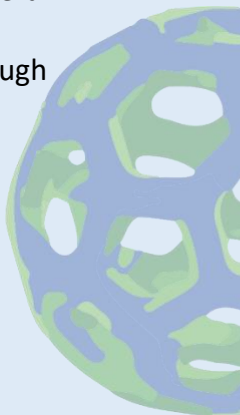
When youth educators and youth workers consider using sport, it is important to understand the difference between using sport as an educational method and using sport as a means to its own end.

Educators working in the world of sport are often trained as sport coaches who within the sport organisations usually have little experience in dealing with young people from fewer opportunity backgrounds (for example from poorer backgrounds, with low or no motivation for sport, who have mobility issues, who are unable to cope with too much structure, etc.). By contrast, many youth workers work with young people with fewer opportunities on a regular basis. They are mostly trained to recognise the social needs of individuals and to propose methods which directly respond to those needs. But youth workers are usually not experts in sport. While they may use traditional activities like football, basketball or excursions to the swimming pool to supplement their programme, they are generally not trained to steer the learning processes which come out of sport activities. Further, youth workers are often limited by their own experience of sport. They might not be aware of alternative sport activities which could benefit their young people. They may not have the knowledge to implement new sports or games; they may not have access to the appropriate facilities or equipment.

Aim of the session: To increase competences of participants and encourage them for quality organising youth work and NFE activities for intercultural learning and Sport for all!

Objectives:

- To discuss basic characteristics of youth work and NFE youth trainings in relation to the intercultural learning (ICL) and Sport for all;
- To analyse different aspects, principles and methodology of NFE and its relation to the ICL and Sport for all;
- To introduce the multiple intelligences concept and different learning styles based on those and reflect how NFE for ICL relates to learning styles and what are the general principles when developing methods within non-formal education setting;
- To discuss and understand how learning of youngsters for ICL can be facilitated through using experiential learning cycle and concepts.



**Competences addressed:**

- Reflection and Conceptualising skills;
- Analytical skills;
- Team work and collaboration;
- Self-awareness and self-reflection;
- Learning to learn;
- Social and civic competencies.

Methodology and methods:

- Self-reflection through questionnaire on learning styles;
- Theoretical input;
- Interactive discussion;
- Experiential learning sport activity with debriefing.

Session flow:**I. Energiser (10 minutes)****II. Self-reflection - A Multiple Intelligences Inventory (20 minutes)**

The inventory can be found at:

<https://www.kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf>

<http://surfaquarium.com/MI/index.htm>

Participants individually self-reflect and fill in the inventory, with the clarification from trainers about phrases that might not be perfectly clear to individuals.

III. Input on multiple intelligences and learning styles (30 minutes)

Input on multiple intelligences and learning styles with reflection on personal results of participants from the questionnaire:

- Linguistic intelligence ("word smart"; spoken and written word):
- Logical-mathematical intelligence ("number/reasoning smart"; reasoning and problem solving)
- Visual-Spatial intelligence ("picture smart"; seeing and imagining)
- Bodily-Kinaesthetic intelligence ("body smart"; interaction with the environment)
- Rhythmic-Musical intelligence ("music smart"; sound and patterning)
- Interpersonal intelligence ("people smart"; interaction with others)
- Intrapersonal intelligence ("self-smart"; feelings, values and attitudes)
- Naturalist intelligence ("nature smart"; classifications, categories and hierarchies)
- Existential intelligence ("big picture of existence smart"; connecting to larger understandings)



IV. Learning styles and Non-formal education (20 minutes)

Discussion about learning styles and how to best use and develop our different learning styles during any NFE activity

V. Sport game “Capture the Flag” with debriefing (40 minutes)

This classic game can be played indoors or out and it is easy to organise it and improvise the needed equipment.

Equipment needed: Cones or other markers to mark the field, two flags or bandanas (can be placed in a cone).

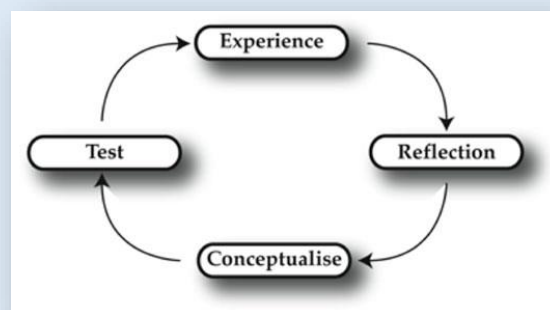
How to Play:

- Trainers/facilitators divide the participants into the two even teams.
- Trainers mark the middle of the field (or gym) with several cones or markers. They place each team’s flag about 50 feet from the middle of the field or gym.
- When the trainer/facilitator blows or whistles or say “go”, each team runs to the other side of the field and tries to grab the other team’s flag.
- If a player is tagged on the opponent’s side of the field, he or she goes to jail (a designated area on the side of the field). One can only be rescued from jail if a teammate frees him/her.
- The game can be played for a designated amount of time and the trainers can say that the team who captures their flags the most times wins the game. Or, the game can be played until one team reaches a certain number of points (scoring one point each time they capture the flag).

General Debriefing questions:

- Description: *What happened? Simply describe.*
- Feelings: *What were your reactions and feelings (without analysing yet)?*
- Evaluation: *What was good or bad about the experience? Make value judgements.*
- Analysis: *What sense can you make of the activity/situation? Bring in ideas from outside the experience to help you.*
- Conclusions (general): *What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?*
- Conclusions (specific): *What can be concluded about your own specific, unique, personal; situation or way of working?*
- Personal action plans: *What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?*

VI. Experiential learning concept and applications to youth sport work (30 minutes)





Trainers present the “Experiential learning” (by David Kolb) concept, as well as common problems with discussions/debriefings and tips on how to plan the debriefing after the experiencing the sport activity/game.

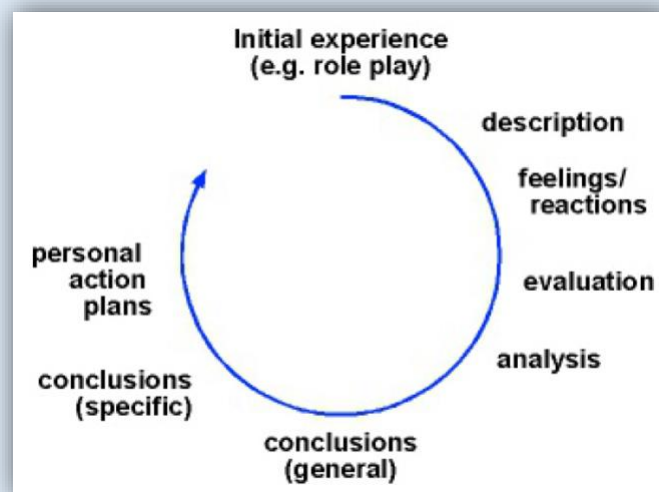
Common problems with 'debriefings':

- they often lurch from superficial descriptions of what happened to premature conclusions about what to do next, without adequate reflection or analysis;
- if the experience has been especially powerful then discussion may never get further than description of what happened or of the feelings associated with the experience;
- if description and feelings are not dealt with adequately, learners may return to these at a later stage when they should be considering implications and action plans.

Recommendations for planning the debriefing questions:

- Reflection questions
- Conceptualisation questions
- Applying questions

The Gibbs’s diagram with the stages of a full structured debriefing in relation to the stages of the experiential learning cycle:



VII. How to choose/adapt methods in NFE for ICL and Sport for all (30 minutes)

Interactive discussion about the objectives of education as the priority for choosing and creating the methods within the non-formal education / youth work activities for intercultural learning and sport for all.

Materials needed: Printed MI Inventories - one for each participant, Cones and Flags for sport activity “Capture the Flag”, Flipchart stand and papers, markers.



Session results:

After the end, participants will:

- reflect about their own learning style;
- understand the difference between methods and methodologies and how those are related to multiple intelligences and different preferred learning styles;
- understand that choosing a method should first of all be based on objectives and not on innovation (although innovation and creativity are needed);
- get to know how learning of youngsters can be facilitated through using experiential learning cycle and concepts;
- be aware of different aspects, principles and methodology of NFE and its relation to the ICL and Sport for all.

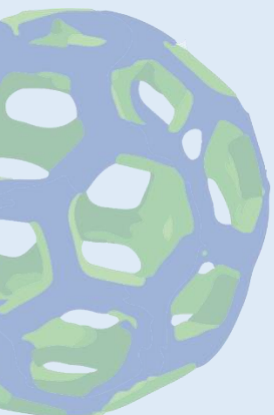
Background documents and further reading:

More details can be found in:

- Schroeder, K.; “Fit for Life”; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>
- McKenzie, W.: <http://surfaquarium.com/MI/index.htm>
- McKenzie, W.: “Multiple Intelligences and Instructional Technology (second edition)”; ISTE, 2005; pages 25-27
- “Kolb’s Learning Styles and Experiential Learning Cycles”; Simply psychology, McLeod S.; <https://www.simplypsychology.org/learning-kolb.html>
- Gibbs, G.; “*Learning by Doing: A Guide to Teaching and Learning Methods*”; Oxford: Oxford Further Education Unit; 1988 (First Online Edition, 2013; <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>

Recommendations for future trainers multiplying this session:

- As the MI Inventory is in English language, which is not native to all participants, the trainers should be attentive and at disposal of participants for any possible question of clarification.





9. Exchanging sport methods and games from our countries



Session Title: Exchanging sport methods and games from our countries

Duration: 180 minutes

Background:

All kids when they are small love to play with the other children, as through the play they learn a lot by growing up slowly. In each country and community there are different games traditionally played and adapted according to the realities and possibilities of the community. Quite often the same (sport) game is played differently in different communities/countries. In today's age when kids are not spending as much time outside, thanks to the today's modern technologies, it is of special importance to be aware of different fun sport games for kids and youngsters that we can learn from each other's, coming from different communities/countries, so that we could use them and/or adapt them for usage with youngsters in our youth sport work for intercultural learning and acceptance.

In this session, participants will demonstrate sport methods, games and activities from their communities/countries that are good to use with youngsters. This part of the programme will be facilitated by participants themselves (each their own sport/outdoor method/game/exercise). Participants will thus have a chance to learn a lot of different sport/outdoor activities from different countries that they haven't known till then. After each presented / exercised activity, participants will also reflect how useful it is for mental and physical development of individual participants, as well as how related it is or can be for promotion of the intercultural learning and acceptance of diversity among youngsters in our communities.

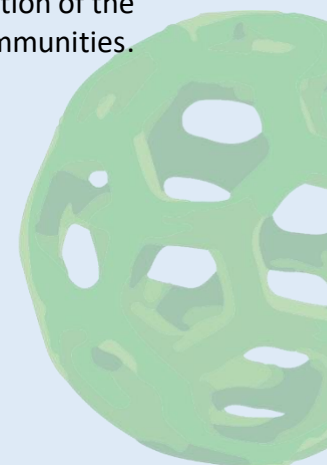
Aim of the session: To exchange sport games and methods traditionally played in our communities/countries and learn from them.

Objectives:

- To exchange and to learn a lot of different sport/outdoor activities from different communities/countries;
- To reflect how useful exchanged sport games/methods are for potential mental and physical development of youngsters, as well as how related they are for promotion of the intercultural learning and acceptance of diversity among youngsters in our communities.

Competences addressed:

- Team work and collaboration;
- Time management;





- Planning skills;
- Facilitation skills;
- Working in intercultural teams;
- Entrepreneurship competences.

Methodology and methods:

- Small groups;
- Learning-by-doing;
- Experiential learning;
- Debriefing;
- Barometer exercise.

Session flow:

I. Preparing the traditional / national / cultural sport games and methods (60 minutes)

In national / community groups, participants have to think and prepare 3-4 sport games/activities, typical for their community, country and/or culture. In this part, for each of the sport activities / methods, participants have to answer following questions:

- Title
- Target group
- Potential physical and mental development
- Needed materials
- Flow of the activity
- Debriefing questions
- Suggestions for facilitators of the activity

II. Implementation of sport games/activities (120 minutes)

All participants are involved in the sport games/activities, some as facilitators (activities initiators) and some as participants. As a regular part of every activity, the initiators/facilitators will also run a short debriefing after the sport game/method, in accordance with the set learning (physical and mental development) of participants for each activity.

After the games' initiators finish their experiential cycle, for each sport game/method/activity presented, the trainers will organise a short Barometer exercise. The participants will have to stay at the centre of the area and go left or right depending on the personal answer of each of the following questions:

- This game improves more physical (left) or mental (right) aspect?
- Did you feel as active part in the game dynamics?
- Did you get any elements of national culture?



- Can we use the basics of this game in/for promotion of the intercultural learning and acceptance of diversity among youngsters in our communities?

Materials needed: A4, A5 and Flipchart papers, Flipchart stand, markers, notebooks/diaries, pens; materials and resources needed for implementation of specific sport games/methods.

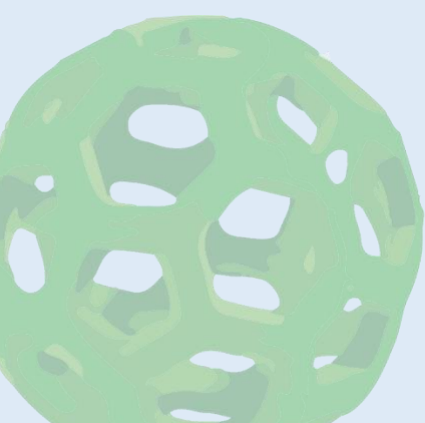
Session results:

After the end, participants will:

- get to know new ones or get reminded of different sport/outdoor activities from different communities/countries;
- be able to plan youth sport work activities for intercultural learning and acceptance;
- be able to reflect how useful different sport games/methods are for potential mental and physical development of youngsters;
- practice team work and collaboration, time management, planning and facilitation of youth sport work activities for ICL.

Recommendations for future trainers multiplying this session:

- The trainers so not have the most important role in this session, as the participants themselves are the planners, initiators and leaders/facilitators of the sport games/activities. Still, the trainers should be at the disposal of participants throughout the whole session, especially in the first part, during the preparation and detailed planning of the sport games/activities by participants.





10. Competition and teamwork through sports



Session Title: Competition and teamwork through sports

Duration: 180 minutes

Background:

Formal education systems divide sport activities into two categories: those that involve competition and those that do not. If an activity is competitive, it is considered a sport. If it does not, it is seen as a “game” or a “hobby”. Such a division may be helpful for sport pedagogues, but it poses a problem for youth workers. Defining sport solely on the basis of competition places an overly high value on performance and on the importance of winning. This is a somewhat exclusive approach which reinforces the stereotypical image that the world of sport is only open to young people who are “athletic” or who have “sporty” personalities. Other youngsters who don’t fit this profile receive a clear message that the world of sport is not the place for them. Such an approach also excludes many activities which involve a lot of physical activity but are not necessarily competitive (tai-chi, hiking and dancing are just some examples). Competition has its place in the world of sport, but if youth workers give too much importance to the competitive element, they risk alienating many of the youngsters they are trying to reach.

Aim of the session: To raise awareness about importance of proper balance of teamwork vs. competition activities within youth sport work for intercultural learning and acceptance.

Objectives:

- To reflect upon and discuss different aspects of teamwork and competition through sport methodology within youth work;
- To understand and draft recommendations on how to develop and implement sport/outdoor activities in order to achieve positive impact of competition ("healthy competition") and quality teamwork of beneficiaries.

Competences addressed:

- Team work and collaboration;
- Openness to working in intercultural teams;
- Time management;
- Facilitation skills;
- Working in intercultural teams;
- Entrepreneurship competences;
- Social and civic competencies.





Methodology and methods:

- Open Space Technology

Session flow:

- I. **Energiser (10 minutes)**
- II. **Open Space Technology on Competition vs. Teamwork in youth SPORT work (130 minutes)**

Trainers introduce the Open Space Technology (OST) methodology to participants and thus introduces the session.

The four principles of OST are:

- *Whoever comes is the right people...*
- *Whenever it starts is the right time...*
- *Whatever happens is the only thing that could have...*
- *When it's over, it's over...*

The Law of OST is - the "Law of two feet" or "The law of mobility":

- *If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet, go someplace else.*

The topics to be discussed during the OST are:

- 1) **COMPETITION** based sport games (Individual involvement; Whole group of individuals involved);
- 2) **TEAMWORK** based sport games (Everybody involved not as individuals, but as a part of the team);
- 3) **TEAMWORK/COMPETITION** activities (Few teams competing with each other);
- 4) **TEAMBUILDING** activities (For building the team feeling and trust level within the whole group).

Participants are welcomed to divide the four topics in as many small groups as they like and can add more topics or sub-topics as they please.

- III. **Presentations in plenary and wrapping-up (40 minutes)**

Materials needed: A4, A5 and Flipchart papers, Flipchart stand, markers, notebooks/diaries, pens.

**Session results:**

After the end, participants will:

- be aware of different aspects of teamwork and competition through sport methodology within youth work;
- understand how to develop and implement sport/outdoor activities in order to achieve positive impact of competition ("healthy competition") and quality teamwork of beneficiaries;
- draft recommendations on how to achieve proper balance of teamwork vs. competition activities within youth sport work for intercultural learning and acceptance.

Background documents and further reading:

More details can be found in:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>
- Open Space Technology; https://en.wikiversity.org/wiki/Open_Space_Technology

Recommendations for future trainers multiplying this session:

- For the quality implementation of Open Space Technology methodology, the trainers should set quality start of the session, in order for participants to understand fully the process and their potential engagement and ownership of discussion results.





11.Challenges and Development of intercultural acceptance through sports

Session Title: Challenges and Development of intercultural acceptance through sports

Duration: 180 minutes

Background:

When working with multicultural group of youths, youth sport workers have to be aware of cultural barriers (personal space: in some cultures, there is a problem of women and men playing together, as it can be uncomfortable to play a game in which players can or have to touch each other or stand close to each other). Besides thinking of potential cultural barriers among participants, youth workers face more different challenges with all stakeholders when developing and implementing youth sport work activities for intercultural learning and acceptance in our communities.

This session will allow participants to get deeper into the potential challenges and barriers for quality implementation of youth sport work activities for ICL, as well as participants will have a chance to use the richness of experience and expertise within the group for discussion about those and coming up with possible solutions and recommendations how to deal with the identified challenges and barriers.

Aim of the session: To explore potential challenges and solutions / recommendations for implementation of youth sport work for ICL.

Objectives:

- To reflect about the meaning of different aspects of full ACCEPTANCE of others, potential challenges to full acceptance and its development stages through engaging in sport activities;
- To discuss about different challenges which make it more difficult to organise quality interethnic / interreligious / intercultural youth sport work activities and programmes with significant impact in our communities;
- To propose solutions for previously defined challenges and recommendations how to deal with them.

Competences addressed:

- Reflection and Conceptualising skills;
- Analytical skills;
- Team work and collaboration;
- Learning to learn;
- Social and civic competencies.





Methodology and methods:

- Brainstorming;
- Interactive discussion;
- Theoretical input;
- Rotating silent floor contribution;
- Small group discussions;
- Presentations in plenary.

Session flow:

I. Energiser (10 minutes)

II. Brainstorming on “acceptance” (15 minutes)

Trainers facilitate the plenary brainstorming introduction on “acceptance” and through that method, the participants reflect about meaning of different aspects of full ACCEPTANCE of others, in general.

III. Interactive discussion on challenges and development of ACCEPTANCE through sport (25 minutes)

In plenary, the trainers encourage and facilitate the interactive discussion on challenges to full acceptance of others in youth sport work and through sport activities. The discussion is also lead through the development stages of acceptance through engagement in sport activities.

IV. Stakeholders of youth sport work for ICL (10 minutes)

Trainers give short theoretical overview of different stakeholders of youth sport work for intercultural learning and acceptance, and the relations between them:

- (potential) Partners (on local and European level)
- Local community (including municipality, citizens, institutions, business sector, etc.)
- Mainstream and minority participants

V. Rotating silent floor - Possible Challenges in preparation, implementation and evaluation of youth sport work activities for ICL (30 minutes)

Trainers prepare the 8 flipcharts / 8 small groups / 8 topics (written below) with common task for participants to silently brainstorm in relation to potential challenges with that topic / target group / stakeholder when preparing, implementing and evaluating the activities of youth sport work for ICL.

The method is organised as a complexed brainstorming, in which participants start in 8 small groups, each group starting with one topic and have 5 minutes of silent brainstorming there. Then the trainers move all groups and each group to the next topic on their right, where they now have 3-4 minutes to read what is already written on that flipchart and add anything



additionally they feel like. This process continues until all groups had a chance to contribute to all 8 flipcharts/topics.

Flipchart's topics:

- Partners (on local and European level)
- Local community (including municipality, citizens, institutions, business sector, etc.)
- Participants - mainstream youth
- Participants - racial and/or ethnic minorities
- Participants - gender and/or sexual minorities
- Participants - religious minorities
- Participants - immigrants
- Participants - people with disabilities

VI. Summarising the challenges and offering solutions (40 minutes)

When the groups of participants have contributed to all 8 flipcharts/topics in silence, they come again at the flipchart/topic that they have started with. Here now they are discussing about what is written on it by all participants, systematising the challenges and summarising them, as well as discussing potential solutions to them and the strategies how to prevent them. Participants are also preparing the systematised presentations of their work in this small group for the plenary.

VII. Presentations in plenary with interactive discussion and wrapping-up (50 minutes)

Materials needed: A4, A5 and Flipchart papers, Flipchart stand, markers, prepared 8 flipcharts with 8 topics for the complex silent floor exercise.

Session results:

After the end, participants will:

- reflect about meaning of different aspects of full ACCEPTANCE of others, challenges to full acceptance and its development stages through engaging in sport activities;
- be aware of different challenges which make it more difficult to organise quality interethnic / interreligious / intercultural youth sport work activities and programmes with significant impact in our communities;
- share different potential solutions and/or strategies for prevention of previously defined challenges and recommendations how to deal with them;
- get inspired to different kind of actions and activities for promotion of intercultural acceptance in their work with beneficiaries.



Background documents and further reading:

More details can be found in:

- Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- Frast J.L.; “Intercultural dialogue through sport”; International sport and Culture association; <http://isca-web.org/files/Coyote.pdf>
- Gasparini W. & Cometti A.; “Sport facing the test of cultural diversity”; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultural/1680734be5>
- “Guidelines for Intercultural dialogue in non-formal learning / education activities”; Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth; <https://pjp-eu.coe.int/documents/1017981/8492613/ICD2014.pdf/73add476-4e8e-4522-8fb5-67df5e4ccfc8>

Recommendations for future trainers multiplying this session:

- This session is based on participants’ exchange and sharing. Thus, it is important that the trainers start the session with more detailed explanation of the coming process, as well as some kind of encouragement for participants to be more committed and serious when doing this session. The type of encouragement depends on specificities of a group, that the trainer is expected to learn by this session being after the group has developed trust towards each other’s and with the trainers.





12. Adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes

Session Title: Adaptation of sport methods for NFE/youth work for intercultural dialogue and acceptance purposes

Duration: 180 + 180 minutes

Background:

This session is important due to the fact that youth sport work is not about traditional sports, as youth workers are not experts in (specific) sports, nor youth centres/clubs/organisations have at their disposal big spaces (halls, venues, etc.) needed for some traditional sports. Also, youth (sport) work is for all youngsters, no matter if they are talented for sports or not, no matter if they belong to the mainstream or minority groups.

Which kind of sport method/game to use within youth sport work (for ICL) depends on different conditions. The sport methods to be used need to be adapted to meet the needs of specific profiles and age groups, as well as our possibilities when it comes to the venue and equipment. Youth workers and educators are encouraged to adjust methods or activities as needed in order to best suit their local situation.

Youth workers should always strive to find sports methods for mixed groups which require a combination of different physical and mental skills. Sometimes, the option is to invent new methods and sometimes the option is to adapt the “traditional” rules and set-up of specific activities in order to level the playing field and make the activity inclusive for all potential participants of the activities.

This session is encouraging our youth sport workers to experiment and feel free to be creative; to adjust and adapt sports and games to suit their target groups if necessary; as it’s not what the method looks like but the learning that counts within the youth sport work for ICL.

Aim of the session: To raise awareness about importance and the competences of adapting and adjusting different sport methodology for usage in quality youth sport work for ICL.

Objectives:

- To discuss and understand different specific characteristics of methods of sport/outdoor activities that can be organised with youngsters in our communities and might be benefitting youth with different cultural backgrounds, but also the ones that might be causing barriers to different individual cultures to get involved on equal basis with mainstream youngsters in such activities;
- To adapt different sport methods and develop innovative methods of sport and outdoor activities for specific target groups including mainstream and youth with minority or marginalised cultural backgrounds and all with the overall aim of increasing the intercultural learning and acceptance of diversity in our communities.



Competences addressed:

- Team work and collaboration;
- Time management;
- Planning skills;
- Facilitation skills;
- Working in intercultural teams;
- Analytical skills;
- Innovating and adapting competences;
- Entrepreneurship competences.

Methodology and methods:

- Experiential learning;
- Complex exercises - non-inclusive and inclusive ones;
- Debriefing;
- Interactive discussions;
- Presentations in plenary;
- Self-reflection;
- Speed-dating;
- Working in small groups;
- Sharing sport methods by demonstration.

Session flow:

I. Energiser (5 minutes)

II. Non-inclusive sport activity - performance (30 minutes)

Trainers design and facilitate this Experiential learning activity, the non-inclusive sport activity for which the trainers have set a goal and some rules that are impossible for some participants to follow/respect and limits their engagement within the overall group and the level of physical activity involvement of theirs.

III. Non-inclusive sport activity - debriefing (30 minutes)

The trainers facilitate the discussion about the feelings and emotions of the participants about the implemented and experienced non-inclusive sport activity, with underlying which emotions have to be avoided in sport education within our youth work with beneficiaries.

IV. (Non-)inclusive sport activity - constructive suggestions for improvement / adaptation (40 minutes)

Interactive discussion in plenary about the goals and rules of the experienced non-inclusive sport activity, with possibility to add more goals / rules and/or adapt the existing ones. The group has



to find the elements of NFE that can be transferred to sport training and implementation of this (kind of) activity in future, in order to avoid emotions of exclusion and to make it an INCLUSIVE activity instead. Then the participants add what they think is important to add/change/adapt in the experienced non-inclusive sport activity so that it would turn into an inclusive sport activity.

V. Adapted ex non-inclusive (and now inclusive) sport activity - performance (30 minutes)

Participants try out the same activity with new/adapted goals and rules.

VI. Adapted ex non-inclusive (and now inclusive) sport activity - debriefing (30 minutes)

The trainers facilitate regular questions within this debriefing consisting of reflection questions, conceptualisation questions and the applying questions. As the result, participants have analysed the adapted elements of the activity and re-adapted them, according to the discussion results.

VII. Self-reflection on target groups (15 minutes of this session, as well as the lunch break)

Participants do the self-reflection on their beneficiaries, the target groups, as well as the setting in the local community of theirs and the goals/mission and the organisational culture of their sending organisations. This self-reflection is to results with the written systematisation of the target groups' composition and description of their (potential) barriers to inclusion within youth sport work, as well as within the community.

LUNCH BREAK

VIII. Energiser (10 minutes)

IX. Sharing / presenting the outcomes of the self-reflection performed (40 minutes)

Trainers facilitate the speed-dating method for participants to share who do they work with (target groups, beneficiaries- their description and potential barriers in youth sport work and in the community) and in which kind of settings (local community composition, stakeholders, threats to ICL and acceptance of diversity).

X. Grouping in small groups (10 minutes)

According to the shared information through the speed-dating exercise, participants are now mingling and forming groups of same/similar interest when it comes to the target groups of some youth sport work activities for ICL.

XI. Small groups work - innovating and adapting specific sport activities (60 minutes)

In small groups, participants have to answer following questions:

- Problems that are surrounding this target groups and their specific needs (depending also on the context)
- Which personal development of theirs would we like to achieve through the sport and outdoor activity/activities of ours



- Develop the new method (sport and outdoor) or adapt the existing ones, in order for it to answer those needs of target groups and personal development desired, AND is respecting agreed recommendations for organising sport/outdoor activities for ICL.

XII. Presentation and demonstration of adapted sport activities for ICL (60 minutes)

Participants who have been developing them, are facilitating the new/adapted activities of theirs, while the participants from other small groups are being participants of the sport activities demonstrated.

Materials needed: A4, A5 and Flipchart papers, Flipchart stand, markers, notebooks/diaries, pens; materials and resources needed for implementation of specific sport games/methods.

Session results:

After the end, participants will:

- understand different specific characteristics of methods of sport/outdoor activities that can be organised with youngsters in our communities and might be benefitting youth with different cultural backgrounds, but also the ones that might be causing barriers to different individual cultures to get involved on equal basis with mainstream youngsters in such activities;
- be able to analyse different pre-conditions needed for adaptation of sport activities for specific target groups and circumstances;
- be encouraged to experiment and be creative when inventing, adjusting and adapting sports and games for quality youth sport work for ICL.

Background documents and further reading:

More details can be found in:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>

Recommendations for future trainers multiplying this session:

- The trainers should be at the disposal of participants for potential (emotional and professional) support throughout the whole session, especially in the first part, when the participants are experiencing the non-inclusive sport activity.
- During the second part, when participants are innovating / adapting the sport activities, the trainers should be available for additional questions from participants. In order to make sure that the small group discussions are on track, the trainers should be walking around the room and clarifying with participants needed additional issues.



13. Development of local/national workshops of youth workers with using sports as methods for intercultural learning

Session Title: Development of local/national workshops of youth workers with using sports as methods for intercultural learning

Duration: 180 + 180 minutes

Background:

This session comes after the sessions on practicing innovation and creativity in developing new ones or adapting existing specific sport methods/activities. After practicing work on specific smaller methods/games/activities, in this session participants will be thinking of a more general picture and framework for those specific methods - the overall workshops with minimum duration of 90 minutes to 3-days-long.

This session is placed at the at almost end of the training course, as it is about putting in practice/planning all other sessions/topics tackled in the previous days. Also, being put at this stage of the training course, it gives great impulse to participants to actually implement those workshops in the follow-up phase of this training course.

Aim of the session: To develop the follow-up local/national workshops for multiplying effect of this training course on other youth workers in our organisations and communities.

Objectives:

- To analyse the current situation of education and level of competences in youth sport work of the youth workers from the respective organisations/countries;
- To define the format and basic characteristics of the local / national workshops to be organised by participants in their organisations upon their return from this training course;
- To provide constant support and mentoring to the teams of participants while developing their workshops.

Competences addressed:

- Team work and collaboration;
- Planning skills;
- Analytical skills;
- Innovating and adapting competences;
- Communication competences;
- Entrepreneurship competences;





- Digital competences;
- Social and civic competences.

Methodology and methods:

- Theoretical input;
- Learning by doing;
- Working in small groups;
- Interactive discussions;
- Presentations in plenary;
- Consultations.

Session flow:

I. Energiser (10 minutes)

II. Introduction to the session - Basics of a workshop (20 minutes)

The trainer introduces the structure and main elements of a workshop; reminds participants of the experiential learning reflection questions and introduces the “fishing” methods (group, flow, learning zones).

III. Analysis of the current situation - Needs analysis (40 minutes)

Participants are divided in national / partner organisation teams and in those teams, they analyse the current situation of education and level of competences in youth sport work of the youth workers from the respective organisation/country. This is done also with the help of the already prepared “homework” of theirs – results of the survey and needs analysis of youth workers in their organisation when it comes to youth sport work.

IV. Local / National workshops - overview format and basic characteristics (110 minutes)

After defining the needs analysis, participants continue and define the format and basic characteristics of the local / national workshops to be organised by them in their organisations upon their return from this training course:

- Aim and objectives of the overall workshop
- Topics, sessions to be held during that workshop
- Duration and plan of schedule of the workshop

LUNCH BREAK

V. Local / National workshops - specific sessions development (120 minutes)

Participants continue their work in national teams from the morning session. They divide the specific sessions among themselves, and in pairs are developing the respective sessions of the



local/national workshop planned. The sessions are to be developed in line with the following elements:

- Session / topic title
- Duration
- Specific learning objectives of the session
- Session flow with detailed description of the specific steps in the session
- Needed materials and resources
- Further reading recommended in connection to the session topic

Trainers offer several check points with receiving session outlines from participants and counselling for continuation of small groups' work on those.

VI. Presentations in the plenary with Q&As and wrapping-up (60 minutes)

Materials needed: Projector and laptop for PPT presentation of trainers, printed session outlines models, electronic versions of session outlines, laptops/computers to be used by teams of participants.

Session results:

After the end, participants will:

- be aware of the current situation of education and level of competences in youth sport work of the youth workers from the respective organisations/countries;
- be able to define the format and basic characteristics of the local / national workshops to be organised by participants in their organisations upon their return from this training course;
- set up what they as youth workers and their organisations want to achieve when it comes to organising the youth sport work activities for ICL and acceptance in community;
- share the possible ideas they have for quality usage of sport methodology in our youth work for intercultural learning and acceptance;
- inspire each other's and will get motivated for defining, planning, organising and leading such activities.

Background documents and further reading:

More details can be found in:

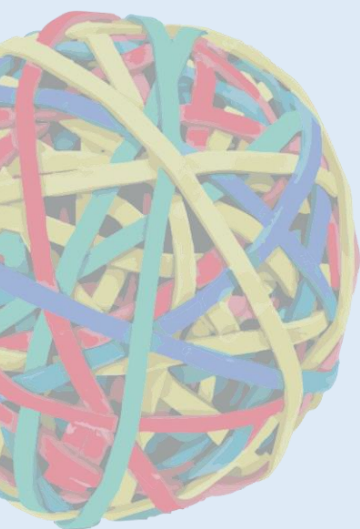
- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>
- Foldi, L.; "Training manual for NFE through sport and physical activities with young people"; International Sport and Culture Association, 2013; <https://www.moveandlearn.org/files/Move&Learn.pdf>



- “Guidelines for Intercultural dialogue in non-formal learning / education activities”; Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth; <https://pjp-eu.coe.int/documents/1017981/8492613/ICD2014.pdf/73add476-4e8e-4522-8fb5-67df5e4ccfc8>
- Taylor M., Kezaite-Jakniuniene M.; “One 2 One - Supporting learning face-to-face”; SALTO Training and cooperation, 2018; https://www.youthpass.eu/downloads/13-62-276/Publication_121_Final.pdf

Recommendations for future trainers multiplying this session:

- The trainers should be at the disposal of participants for potential support throughout the whole session, especially in the second part, when participants are developing local/national workshops for the follow-up of this training course.





14. Community of youth trainers and youth workers for youth sport work for ICL

Session Title: Community of youth trainers and youth workers for youth sport work for ICL

Duration: 180 minutes

Background:

This session is the last one before the evaluation and the closure of the training course. It is important for setting firm grounds for continuation of exchange and cooperation between participants, as well as other youth trainers and youth workers from our organisations and additional partners.

Aim of the session: To initiate the European level community of youth trainers and youth workers for youth sport work for intercultural learning and accepting diversity.

Objectives:

- To develop the basic concepts (name, purpose, objectives, suggested activities, models for exchanging good practices, etc.) of the European level community of youth trainers and youth workers for youth sport work for intercultural learning and accepting diversity;
- To start the digital tools, but with minimum having a Facebook group, of the community;
- To discuss and plan own commitment and future engagement to the developed community.

Competences addressed:

- Team work and collaboration;
- Openness to working in intercultural teams;
- Self-awareness and self-reflection;
- Digital competences;
- Social and civic competences;
- Entrepreneurship competences.

Methodology and methods:

- World café;
- Small groups work;
- Presentations in plenary;
- Social media representation.



Session flow:

I. Energiser (10 minutes)

II. Initiating the community of youth trainers for youth sport work for ICL (80 minutes)

The trainers set the room and facilitate the World café method, in order to allow for participants to discuss in details and set the basic concepts for their European level community of youth trainers and youth workers for youth sport work for intercultural learning and acceptance of diversity (purpose, objectives, suggested activities and resources, models for exchanging good practices, etc.), as well as possible challenges and strategies to prevent and/or overcome them and different digital resources and tools useful.

III. Developing several online tools for our community (60 minutes)

In small groups, participants will start and develop different online tools and social media as a basis for the community:

- Facebook group
- Instagram
- Twitter
- Wiki

IV. Action plan of personal commitments (30 minutes)

Participants will discuss, plan and share own commitment and future engagements to the developed community.

Materials needed: Papers A4 and Flipchart papers, pens, markers.

Session results:

After the end, participants will:

- feel belonging to the newly found community of trainers of youth sport work;
- commit themselves to regular engagement and contribution within the community.

Recommendations for future trainers multiplying this session:

- When organising world café, it is recommended that the trainers get into the role of waiters and get dressed as such, as well. Also, the trainers and organisers should arrange the tables (table cloths, snacks and drinks) in the room to resemble real café / restaurant.



15. Evaluation of the training course, incl. Youthpass



Session Title: Evaluation of the training course, incl. Youthpass

Duration: 170 minutes

Background:

This is the last session of the training course and the idea is to reflect and analyse the learning gained throughout the process, and provide feedback towards the training. It comes at the end, and it serves to close the process.

Aim of the session: To get a chance to evaluate the week and reflect on what participants have learned and get a closure of the training course.

Objectives:

- To reflect on the previous learning within the process;
- To provide space for diverse types of evaluation of the process (written, oral, etc.);
- To provide space for individual reflection through filling in the Youthpass;
- To create a comfortable environment for sharing encouraging messages as a goodbye moment.

Competences addressed:

- Evaluation competences;
- Conceptualisation competences;
- Learning reflection skills.

Methodology and methods:

- Presentation;
- Self-reflection;
- Group evaluation;
- Personal reflection;
- Written, visual and oral evaluation methodology.





Session flow:

I. Opening of the session and going through the training flow as a reminder moment (15 minutes)

The trainer presents the whole process to the participants, the different days and learning moments, so they could refresh their memory and all the training inputs.

II. Self-reflection on own learning (15 minutes)

III. Sharing the first page of the Youthpass certificate, and providing space for the participants individually to work on filling in the second part (60 minutes)

Each participant receives the first page of the Youthpass certificate of another participant. Their task is to go around the room and give each other's the certificates while also sharing a nice personal message.

After each participant gets their own Youthpass, the trainer provides an input on the second part of the Youthpass, and the participants get individual time to reflect on the learning and fill in their Youthpass learning aspects.

IV. Written evaluation method – evaluation form (30 minutes)

The trainers present the written evaluation form and provide space for the participants to fill it in.

V. Visual evaluation method – “target” (15 minutes)

A quick activity to provide a visual presentation/input on different aspects of the training course.

VI. Oral evaluation and final round (35 minutes)

Closing words from the participants (round of final comments) finishing with a group hug.

Materials needed: Helping questions for participants' self-reflections, draw “target” on the flipchart paper, Evaluation form and (Youthpass) certificates printed, projector, paper, and pens.

Recommendations for future trainers multiplying this session:

- Trainers should make sure to ensure enough time for proper evaluation and closure of the group work.
- When starting the session and going through the whole program, make sure that you create a chilled and nice atmosphere where the participants can follow closely. Create the mood by asking them to sit comfortably, close their eyes and put some relaxing music.
- Prepare all the questioners beforehand so it is quite clear. When presenting the online questionnaire, it is good to go through the questions so participants can understand them properly. As participants have different tempo of filling in the questioners assure that no one is feeling rushed, and that even if someone finishes earlier, they do not create a distraction to the group.



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