



Project:

“Heroes and Heroines in youth sport work for inclusion”, funded by the Italian National Agency within the Erasmus+ programme

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Introduction

This “Curriculum: Using sport methods in youth work for inclusion” is envisioned as innovative resource that will enhance the existing youth work training models and curricula with sport methodology and games adapted for the inclusion youth work. It is a quality - innovative training model for youth sport work for inclusion, covering the existing need for adaptation of sport methodology through youth work, as well as the needed learning tools to support a quality education of youth workers for inclusion youth sport work.

It consists of detailed sessions designs for a training course model, 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.

Specific objectives of the training course model are:

- To share our realities with the situations about inclusion and acceptance in our communities and different youth work programmes working on it
- To discuss and understand basic concepts, values and principles of inclusion and acceptance of immigrants
- 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 inclusion 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 inclusion of immigrants
- To raise competences for adaptation of sport methods for NFE/youth work for inclusion and acceptance purposes
- To define and develop basic plans for local/national workshops of youth workers and youngsters with using sports as methods for inclusion of immigrants
- To establish Community of youth trainers and youth workers for youth sport work for inclusion and acceptance of immigrants

About the project

“Heroes and heroines of youth sport work for inclusion” is aimed to target the immigrants, asylum seekers and refugees and the wider community and to improve the quality of life through youth sport activities. With this project’s activities we want the community, youth, youth workers, educators, organizations to be more aware of the immigrants, asylum seekers and refugees and their situation and to enable them to better include the newcomers in their activities. Through the project activities we want to increase all (mainstream and marginalized) youngsters’ competences for inclusion and

acceptance of immigrants, asylum seekers and refugees, making more inclusive and sport-friendly activities through the intellectual outputs of this project.

Objectives:

- Improve the understanding of the needs of immigrants by exploring the current situation of theirs and the (youth work) activities/programmes provided for their inclusion, in the 4 countries of the project.
- Bring positive and long-lasting effects on participating and indirectly on non-participating (youth) organisations and youth workers by enhancing knowledge management with new innovative youth work resources and training models/curricula in order to provide quality youth (sport) work programmes for inclusion and acceptance of immigrants.
- Support youth workers in acquiring and developing key competences as youth trainers (of other youth workers) in the field of youth (sport) work for inclusion of immigrants.
- Develop innovative outputs, and to engage into intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas.

Project activities:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Research Study on situation and activities/programmes for inclusion of immigrants
- M2 – Second project meeting
- O2 – Toolkit: youth (sport) workers and inclusion of immigrants
- M3 – Third project meeting
- O3 – Curriculum: Using sport methods in youth work for inclusion
- C1 – LTTA "Training of trainers for youth sport work for inclusion of immigrants"
- E1, E2, E3 – National conferences and workshops "Heroes and heroines of youth sport work for inclusion"
- E4 – International conference and workshop "Heroes and heroines of youth sport work for inclusion"
- M2 – Final evaluation project meeting

Project partners:

- A.S.D. FERFILO - ITALY
- CENTER FOR YOUTH ACTIVISM CYA KRIK - NORTH MACEDONIA
- ASSOCIATION FOR IMPROVEMENT OF MODERN LIVING SKILLS REALIZATION – CROATIA
- OUTREACH HANNOVER EV - GERMANY

Program of the Training Course Model:

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction session; Common rules; Group building
PM	Youthpass - learning and competence development reflexion certificate in NFE; Understanding Human Rights
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Defining the terms migrant, immigrant, refugee, asylum seeker and sharing relevant county realities
PM	Injustice, marginalisation, discrimination and exclusion of immigrants, refugees and asylum seekers in our communities - 90 min
PM	Reflection and Evaluation of the day
Evening	NGO fair
Day 4	
AM	Inclusion and acceptance of immigrants, refugees and asylum seekers
PM	Principles and values of using sport methodology in youth work for inclusion
PM	Reflection and Evaluation of the day
Day 5	
AM	Mental and physical development of beneficiaries through sport activities in youth work
PM	Experiential learning and NFE for inclusion and "Sport for all" including immigrants, refugees and asylum seekers
PM	Reflection and Evaluation of the day
Day 6	
AM	Sharing and adapting sport methods and games from our countries, in youth work for inclusion of immigrants, refugees and asylum seekers
PM	Using methodologies of competition and teamwork through sport activities in youth work with immigrants, refugees and asylum seekers
PM	Reflection and Evaluation of the day
Day 7	
AM	Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and acceptance of immigrants through youth sport work
PM	Adaptation of sport methods for youth work for inclusion and acceptance of immigrants in our communities I
PM	Reflection and Evaluation of the day
Day 8	
AM	Adaptation of sport methods for youth work for inclusion and acceptance of immigrants in our communities II
PM	Development of local workshops of youth workers and youngsters with using sports as methods for inclusion of immigrants, refugees and asylum seekers in our communities I
Evening	Reflection and Evaluation of the day
Day 9	
AM	Development of local workshops of youth workers and youngsters with using sports as methods for inclusion of immigrants, refugees and asylum seekers in our communities II
PM	Evaluation of the training course, incl. Youthpass
Evening	"See you again" party
Day 10	
AM	Departure of participants

Ideal participants profile criteria:

- Active youth trainers already educated in the 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 training course and the project
- Able to attend and be active during the entire duration of the training course
- Able to communicate and work in English

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “Using sport methods in youth work for inclusion” 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 immigrants, refugees and asylum seekers in local communities.

This publication 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 inclusion and acceptance of immigrants 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 youth work and NFE activities with using and promoting “sport for all” / sport methodology for inclusion and acceptance of immigrants, refugees and asylum seekers in our communities
- Knowledge of different sport and outdoor methods/games to use in youth work when planning activities for inclusion of immigrants
- Competences for adaptation of sport methods for NFE/youth work for inclusion and acceptance purposes of immigrants, refugees and asylum seekers
- Competences for development of local/national workshops of youth workers with using sports as methods for inclusion of immigrants
- Awareness about situations and challenges to face when organising youth sport work projects about inclusion of immigrants 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 inclusion of immigrants, 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 inclusion and acceptance of immigrants 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 an inclusive 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 INCLUSION”

1. Welcome evening

Session Title: Welcome evening

Duration: 60 minutes

Background:

After the long/short journey the participants' have had, it is important the trainers to welcome the group in order to create welcoming atmosphere since this is the first time the whole group is together in plenary with the trainers. This is necessary and important because it is the first impression that the participants will percept.

Aim of the session: The welcome evening has the aim to gather all participants together, official welcome and introducing the working team and responsible people, the working space/s and facilities they can use.

Objectives:

- To learn about each other's names, backgrounds and interests;
- To get familiar with the working space;
- To get to know the working team and all responsible people;
- To give the space to the participants to present themselves to the whole group.

Competences addressed:

- Conscious communication;
- Public speaking.

Methodology and methods: Non-formal education methodology; working in plenary.

Session flow:

I. Welcoming and Introduction (10 min)

The hosts of the training course give the official welcoming to all participants and the start of the training course. Each member of the working team presents themselves and the specific role they have on this training course (trainer, logistics, technical support etc.)

II. Participants introduction (10 minutes)

In circle, the trainer asks the participants to start and present themselves by saying their name, where they come from and to say answer to the question “What makes you different from the others?” (the trainer can give examples to the participants that they can think of any kind of difference, sport you play, the work you do, the instrument you play, the colour of your eyes, the fact that you are emotional, the country where you come from etc.)

III. Name game – Getting back my name (25 minutes)

The participants are standing in circle. The trainer explains them the activity: All the participants start moving in the working space, when the trainer says "GO" they need to stop in front of the first person that they have near and shake hands. When they shake hands, they need to say "Hello my nice is", and the other person needs to response "Nice to meet you...., my name is ...". At this point they have exchanged their name with the name of the person they met. Now they move again in the circle and they stop to another person. This time they present themselves with their new name and exchanging their name with a new one. They are continue moving in the room to find another person, and again exchanging names. They need to continue meeting people in order to get back their name. When they meet a person that will present him/herself with their name they will have their name back and they finish the game. The trainers need to explain to the participants that they shouldn't run, they need to do it slowly and politely.

IV. Technical and logistical information (15 minutes)

The person who is responsible for the logistics share all the important information with the participants, like working times, meals breaks, usage of different facilities, technical information and information about the premises, especially specifies if there are some specific rules that needs to be respected in the place where the training course takes place.

V. Knowing you – knowing me

In this part of the evening, the participants have the opportunity to mingle and get to know each more. If there is the possibility we suggest to provide for the participants different social/board games that they can use during the free time of the training course.

Materials needed: Flipchart stand with papers and markers and social/board games for the free time/evening (optional).

Recommendations for future trainers multiplying this session:

- If working with international group, keep in mind that the participants have been traveling that day and will probably be tired from the travel, that's why we suggest that this session doesn't last more than go min.
- Be aware that many times there are traveling delays and some of the participants may be arriving later than expected, therefore this session might require adjustments in order the group to be complete.
- Writing down the logistical information on flipchart helps the participants to remember the information, especially for the visual learners that will be easier to remember, as well for the participants not that comfortable using the working language.
- For the Name Game activity, you can also ask the participants to say "Hello" and "Nice to meet you" in their mother language.

2. Introduction session; Common rules and Group building

Session Title: Introduction session; Common rules; Group building

Duration: 180 minutes

Background:

This is one of the most important sessions of the training course, because it sets the base and quality of the training course. It is important and needs to be organized thoroughly since it is essential for the quality group work and quality learning during this training course. This is the first official session of the training course and it is important that the trainers and the staff that are working on the training course introduces the programme and objectives in a very clear and understanding way for all the participants. The common rules are to set during this session, which will be created and respected by everyone involved in this training course. During the second part of this session, the group building will provide space for the participants to learn and get to know each other's different working styles, different ways of communication and collaboration. Part of this session is the activity for the exploration of the participant's expectations, fears and contributions in order to have a quality start of the training course. All of the activities of this session are important for creating the group dynamics and group cohesion.

Aim of the session: Providing all necessary and most important information about the training course; creating the common rules and group work, group dynamics, group cohesion and group belonging.

Objectives:

- To define the objectives of the training course, the agenda, the organisational team and the working group;
- To offer a space for the participants so get to know each other more;
- To build up the group work and group dynamics;
- 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 collaborate and respect shared 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: Non-formal education methodology; working in plenary; complex exercises with debriefing; discussions.

Session flow:

I. Opening of the training course and introduction (10 minutes)

The coordinator or the lead trainer makes the official opening and introduces the idea for creating this training course. Presents the programme in details, going day by day, session by session in order the participants to understand the whole cycle of the training programme. He/she introduced the team who will be responsible during the training course and gives them space to present themselves.

II. Repeat my name (15 min) (5 minutes)

The participants are sited in circle. The trainer chooses which participant will start first to say their name, the participant sitting on their right needs to continue by saying the name of the previous participant and adding their name; the next one needs to say the names of the two previous participants and say their name; and so on until each participant says their name and the name of the participants before them. If a participant makes a mistake, he/she starts from the beginning. When you finish this name game, you can play the Ball Name game, where the participants need to throw the ball to one another by saying their names

III. Human Bingo – Getting to know each other (30 minutes)

In order to get to know each other and to learn interesting things about themselves the trainer explains the activity Human Bingo. Each of the participants receives their "bingo ticket". It is an A4 paper with different facts and statements listed. When the trainer gives the signal to start, the participants start to move in the room and ask each other if that statement or fact listed in the "bingo ticket" represents them. If the participant says yes, they need to sign in the box of that statement/fact. When the participant fills in all the boxes of his "bingo ticket" with signatures needs to shout BINGO.

Here you can find examples for the statements/facts:

Someone who plays an instrument (which one?)	Someone who's been in two concerts in the last month (which concerts?)	Someone who's read 2 books in the last months (which ones?)	Someone who's studied your same thing	Someone who can speak more than 2 languages
Someone who can speak more than 3 languages	Someone with your same number of shoes	Someone who knows a clean joke (have him-her tells you)	Someone who works with teenagers	Someone who's born in your month

Someone who works with people in lower opportunities	Find someone and make 30 sec of eye contact without speaking	Make up a secret handshake with some one	Plan the best concert ever with someone where you can have any three artists (dead or alive)	Draw someone's portrait on the back of this bingo card and show it to him-her
Give a hug to some one	Give a 30 seconds' massage to someone	Make a selfie with someone	Ask Someone who comes from Albania how they say "hello" and "thanks"	Ask Someone who comes from Greece how they say "hello" and "thanks"
Ask Someone who comes from Italy how they say "hello" and "thanks"	Ask Someone who comes from Macedonia how they say "hello" and "thanks"	Ask Someone who comes from Morocco how they say "hello" and "thanks"	Ask Someone who comes from Serbia how they say "hello" and "thanks"	Ask Someone who comes from Tunisia how they say "hello" and "thanks"

IV. Agenda of the training course (10 minutes)

In plenary, the trainers present the program of the training course, day by day, session by session in details. It is important to present visually the program and to leave it visible during the whole training course.

V. House, Baggage, Shop (Expectations, Contributions and Fears) (40 minutes) (25 + 15 minutes)

The trainer introduces the metaphor of a learning experience as a journey and invites participants to start together the training/journey. Each participant is asked to fold a sheet of paper into three sections and to write on the top as following:

- on the first section House (which represents "what I left" – the fears),
- then Baggage ("What I took with me" – the contributions)
- and in third section Shop ("What I am looking for – the expectations).

Participants are asked to enrich sentences with images in order to express their feelings and needs related to the training course. Individual reflection time (around 15 minutes) – the participants have time to reflect about each part of their sheet and to draw everything they want. Plenary sharing – when the participants have finished, everyone shares their drawing and explanation to it. All the papers will be hanged on the wall, reachable for the participants during the whole training course.

VI. "Mission impossible" exercise (60 minutes)

Depending of the total number of participants, they are divided in teams of 5 or 6 participants. Each 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. Example for the tasks:

1. How many steps are from the work space (place) to the bar in the beach?
2. The whole team have to drink 6 l of water!
3. Take a photo with!
4. Find a tree with sign X and take a photo of the message on it!
5. Translate the famous song "Bella Ciao" to English!
6. One of the team have to say all the names of the participants!
7. Every team should do 25 push-ups!
8. Write the alphabet!
9. Put all of the participants' birthday chronologically from January till December!
10. Take a photo of every participant individually!
11. Find out what is the local traditional food!
12. Form a group pyramid and find someone to make a photo!

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.

VII. Common rules (15 minutes)

This session is really important for working together during the training course. It is necessary from the beginning to set the common rules. In plenary, the trainer facilitates interactive discussion and brainstorming on the most important rules. Each participant has the space to share what is important for him/her. The facilitator writes all of the rules on a flipchart. All of the participants need to agree on the common rules and commit that they will respect them during the training course. If you want to make it more official, you can ask all of the participants to sign the flipchart with the common rules. The flipchart with the common rules should be placed on the wall of the working room, visible all the time for the participants and trainers.

Materials needed: Printed sheets for Human Bingo and the Mission Impossible; flipchart; papers; pens; markers; notebooks/diaries for each participant.

Recommendations for future trainers multiplying this session:

- For the "Human Bingo" activity, you can create the statements/facts according to the participants' background.
- For the "mission impossible": it is important to 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 - learning and competence development reflexion certificate in NFE

Session Title: Youthpass - learning and competence development reflexion certificate in NFE.

Duration: 60 minutes

Background:

This session is needed in order that participants get familiarised with the Youthpass as a tool to document and recognise learning outcomes from youth work and solidarity activities. During this session, the trainers will introduce to the participants the learning diary, a self-reflection method that will help the participants in defining their learning goals. In this session, the participants will become more aware of the 8 key competences and start keeping track on their learning during the first day.

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 its recognition;
- To better understand the 8 key competences and their connection to learning and reflecting in this training course;
- 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 inclusive teams;
- Self-awareness and self-reflection;
- The session also addresses all 8 key competences.

Methodology and methods: Non-formal education methodology, experiential learning, debriefing and discussion, personal reflection, presentations in plenary, group evaluation.

Session flow:

I. Youthpass and 8 key competences (40 minutes)

The following activity will introduce the participants with the 8 key competences. The trainer explains the activity. Each participant will receive a paper with 8 different tasks that they need to accomplish. They need to resolve the tasks by themselves, not in groups. They have 40 minutes to resolve all the tasks. Here are examples for the tasks:

1 - Literacy competence

Literacy competence is the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact with others. It is the basis for further learning. The openness to critical and constructive dialogue and the awareness on the impact of language on others are important elements of this competence.

TASK

Write on a paper a short poem, and then give it to someone

2 - Multilingual competence

Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

TASK

Ask to participants to help you translating this sentence in 4 languages:

"Dai diamanti non nasce niente, dal letame nascono i fior"

3 - Mathematical competence and competence in science, technology, engineering (STEM)

Mathematical competence and competence in science, technology, engineering (STEM) is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.

TASK

Solve a Sudoku

Solve this quiz: find 2 solutions! <https://www.deejay.it/news/quiz-matematico-wikr/528455/>

4 - Digital competence

Digital competence involves the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. It includes the ability to use information via a range of digital technologies, to question available information; curiosity and open-minded attitude.

TASK

Access to the FB page of the training course/or make an Instagram Story, post a selfie with you with at least two other persons.

5 - Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to learn to learn, to manage one's own learning and to reflect on oneself. It is about time and information management. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include resilience, the ability to cope with uncertainty and complexity and to show empathy. Ability to support physical and emotional well-being is also relevant for this competence area.

TASK

Learn how to create a new model of Paper airplane

6 - Citizenship competence

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.

TASK

Take coffee/tea with one participant and engage a meaningful face-to-face conversation. Some humble hints: listen carefully and don't be distracted by smartphones!

7 - Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value.

TASK

Find four other participants and invent a brand for your social enterprise: work on the idea, the main goal, and the people you want to involve.

8 - Competence in cultural awareness and expression

Competence in cultural awareness and expression is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures and the ability to express ideas and emotions in different artistic and cultural forms. Openness and curiosity are important attitudes.

TASK

With the same group of people of Task 7 create a Logo and a Jingle for your social enterprise

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; how each of the task was connected to different competence. The trainer explains the Youthpass certificate and its importance and use in the future. 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, 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/tasks for the 8 Key competence activity; flipchart; papers; pens; markers; notebooks/diaries for each participant.

Background documents and further reading:

- <https://www.youthpass.eu/en/>
- <https://www.salto-youth.net/tools/toolbox/tool/youthpass-journey-youthpass-islands-captain-s-log.1223/>
- <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/>
- http://vp-learningdiaries.weebly.com/uploads/9/4/9/8/9498170/key-competences_orig.jpg
- <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>
- <https://www.deejay.it/news/quiz-matematico-wikr/528455/>

Recommendations for future trainers multiplying this session:

- During the debriefing of the activity for the 8 key competences, give practical and everyday examples to the participants, so they can connect and recognize them within the whole life cycle. How to reflect on their learning process on daily bases.
- When the participants are asked to reflect on their learning goals it is important that the trainer asks 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, the trainers should 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.

4. Understanding Human Rights

Session Title: Understanding Human Rights

Duration: 90 minutes

Background:

The importance of knowing and understanding the Fundamental/Human Rights is the base for the future work of the youth workers. Understanding them, promoting them, understanding the different terms and concepts. The participants will have the opportunity to share the challenges that they are facing when it comes to working on the acceptance of diversity, justice, acceptance and promoting respect for the Human Rights of different marginalized groups, with the focus on immigrants, refugees and asylum seekers.

Aim of the session: To build the knowledge and to achieve common understanding of the Human Rights.

Objectives:

- To reach (common) understanding of different terms and concepts Human Rights;
- To share the challenges that participants are facing when it comes to working on the acceptance of diversity and promoting respect for Human Rights of different marginalised groups with the focus on immigrants, refugees and asylum seekers;
- To explore the country realities about the human rights in each country.

Competences addressed:

- Exchanging views/realities about acceptance and awareness;
- Ability to appreciate the importance of creative expression of ideas and experiences;
- Presentation and communication skills;
- Critical thinking and Problem solving skills;
- Cultural awareness and expression;
- Social and civic competence (exploring knowledge of what is going on in their respective countries and Europe in general);
- Collaboration with other people.

Methodology and methods: Non-formal approaches; theoretical input and presentations is plenary, working in small group and plenary discussions.

Session flow:

I. Energizer – Turli Tava (10 minutes)

All participants are sitting in circle. The trainer is in the middle of the circle and explains the activity. He/she gives to each participant one of the following ingredients, 1 – rise 2 – tomato 3 – pork meet 4 – peppers 5 – lamb meet 6 – carrots in this order until each of the participants receives an ingredient (also the trainer needs to receive an ingredient). When each participant receives an ingredient, the game starts. He/she chooses one ingredient, for example tomato, and each participant that has that ingredient needs to change their sitting place and the trainer also needs to find a place to sit. The rule

is that they cannot sit if the chair next to them is empty. The participant that won't find a place to sit, stands in the middle and says another ingredient or Turli Tava. When they say Turli Tava every participant needs to change their place.

II. The Park (20 minutes)

The facilitator is telling to the participants to close their eyes, to get comfortable and just use their imagination. He/she then starts reading the following text trying to relax the participants and get them to use their imagination:

"Imagine: You are going for a walk in the park. At the gate, the park guard nods at you when you walk by. You enter the park and hear the birds singing. On the grass a group of children are playing, their parents watching over them. A bit further, on a bench, a young couple are kissing. On the other side of the park you see an ice-cream van and you order a cone..."

The facilitator asks the participants to open their eyes and gives them some time to reflect and to get back to reality, but then starts asking questions:

"While you were listening, you probably created images of the different people in your head. Now..."

- *How many people in the story were with different skin colour?*
- *Did anyone have a disability?*
- *Were the kissing couple gay or straight?*
- *Was the park guard or the ice-cream vendor male or female?*
- *Was the ice-cream seller speaking on some dialect? Etc."*

III. Theoretical input of Human Rights (60 minutes)

The trainer starts this session with an activity. The activity starts with all the participants standing up, and needing to "earn" their "right" to sit down. The facilitator throws a soft ball to one of the participants. The participant needs to say/identify one human right. Then he/she throws the ball to another participant and takes a seat. The participant that has now the ball needs to identify to possibly corresponding responsibilities, duties, obligations in relation to the human right that the previous participant identified. After he/she has explained what the responsibilities are, throws the ball to another participant and he/she can also sit down. The participant that has the ball needs to identify another human right, pass the ball, and sit down and so on. The activity continues until all participants are seated. (Example: the first participant identifies "freedom of speech" as human right; the next participant needs to answer to the question: What is your responsibility, obligation or duty, in relation to freedom of speech? - Forbid, or prevent a person from expressing their opinion (publically))

The trainer gives theoretical input of Human Rights. Starts with a Timeline of Human Rights by using the following Infographic (taken from <https://i7.pngflow.com/pngimage/1017/638/png-universal-declaration-of-human-rights-origins-of-human-rights-history-full-size-text-area-timeline-rights-clipart.png>). Together with the participants they list the Human Rights and comment/discuss each right.

The trainer gives couple of minutes to the participants, to think about situations, realities or challenges that have happened in their country connected with the respect of the Human Rights. Each participant in plenary presents their country reality.

The session finishes with a video about Human Rights: https://www.youtube.com/watch?v=6XXGF_V8_7M and a discussion about it.



Materials needed: Flipchart, markers, paper, pens, Infographic for the Timeline of Human Rights; video for the Human Rights

Background documents and further reading:

- “The park” from Images in Action by SALTO YOUTH: <https://www.salto-youth.net/downloads/4-17-2035/ImagesInAction.pdf>
- Inclusion A to Z by SALTO YOUTH: <https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf>
- Video for Human Rights: https://www.youtube.com/watch?v=6XXGF_V8_7M
- Matorčević, D. at al, (2019), Curriculum for the Training course “Education and mentoring for social entrepreneurship with/for immigrants and asylum seekers”; CSZK Serbia
- Infographic – Timeline of Human Rights: <https://i7.pngflow.com/pngimage/1017/638/png-universal-declaration-of-human-rights-origins-of-human-rights-history-full-size-text-area-timeline-rights-clipart.png>

Recommendations for future trainers multiplying this session:

- Give space to the participants to think and reflect on their country realities about Human Rights, situations that have happened. If some of the participant can't really think of a situation about his/her country, they can share a reality about different country.

5. Defining the terms migrant, immigrant, refugee, asylum seeker & Sharing relevant country realities

Session Title: Defining the terms migrant, immigrant, refugee, asylum seeker and sharing relevant country realities.

Duration: 180 minutes

Background:

Before going further with the training course, it is important the participants to understand the terminology, differences, similarities between migrant, immigrant, refugee and asylum seeker. To have the knowledge which later will be used when talking about discrimination, exclusion and marginalization. With this session, the participants will have the opportunity to share and get to know the different country realities, social context and legal frame regarding immigrants, refugees and asylum seekers. They will compare the situations in the different countries.

Aim of the session: To define the terminology used in regards naming the entities and sharing and comparing the countries realities regarding the situation with immigrants, refugees and asylum seekers.

Objectives:

- To exchange views on regulations and treatment of refugees, immigrants and asylum seekers;
- To acquaint participants with the terminology and raise the awareness of the participants of the importance of using the terminology correctly in order to avoid discrimination;
- To explore the country realities on the topic of inclusion of marginalised groups (special accent on refugees, immigrants and asylum seekers).

Competences addressed:

- Communication in mother tongue;
- Communication in a foreign language;
- Making use of accurate intrapersonal skills when interacting with others;
- Digital competence;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds;
- Social and civic competence (exploring knowledge of what is going on in their respective countries and Europe in general);
- Critical thinking and problem solving skills;
- Presentation and communication skills.

Methodology and methods: Non-formal education methodology, based on participatory approach, work in national groups, interactive discussion, brainstorming and presentations.

Session flow:

I. Energiser (10 minutes)

The trainer asks the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, he/she shouts out a word. The group must form themselves into statues that describe the word. For example, the trainer shouts "peace". All the participants have to instantly adopt, without talking, poses that show what "peace" means to them. Repeat the exercise several times.

II. Guessing the term (30 minutes)

During this session, the participants will have the task to guess which term refers to which story. The trainer divides the participants into mixed groups and gives them 5 different stories of people who have been displaced from their home countries for some specific reason (below examples for the stories). The groups have 10 minutes to discuss and decide which story refers to which of the following terms: refugee; migrant; immigrant; asylum seeker.

When they are done, each group chooses one person to share with the whole group their results. The group discusses about the different terms, why they choose it, how they choose it, if there are differences between the groups etc. The trainer leads the discussion, asks the participants to define the differences and similarities between the terms and at the end gives definitions of the terms.

Examples for the stories:

- (REFUGEE) "I was very young when this happened. My mom started running around the house and my dad started packing, telling me to only grab the most important things. I saw my mom grabbing our passports and pushing clothes into the bag, and I grabbed my teddy bear and waited in the corner of the room, frightened and confused. I didn't know what was going on. We run out of the house and my dad said that we need to reach our uncle in Switzerland as soon as possible. After a lot of time spent walking in the freezing cold and without much food, I am in a foreign country in a place they refer to as camp. Still frightened and confused. I miss home."
- (REFUGEE / ASYLUM SEEKER) "Our homes were destroyed by the hurricane last year. On top of that, floods also hit my city so this was no longer a safe environment to live in. Our lives were in danger so we had to pick up the essentials and move in the nearby country which was more inland. I can't say I don't like it here, but I don't know the language, it's hard for me to make friends, and I am still waiting for my application for asylum to be processed. My mom says 'Home is where the heart is', and I do agree, but I miss my old house."
- (IMMIGRANT) "It was the love at first sight. I'm from Moldova, he's from Japan. I cannot begin to describe this feeling without trembling. It was terrible when we had to have a long-distance relationship, especially because of the time difference. We decided that it was the best to permanently move in one country, somewhere where we would both enjoy it. Now we're happily married and living in Italy. And we're expecting. ☺"
- (MIGRANT) "I really wanted to study International Law and there was no such programme in my country, so I decided to go to France and move my whole life there for 4 years. It was quite expensive to live there so I had to find a scholarship and share a room in a dormitory. It was an amazing experience, and I miss it very much."
- (MIGRANT) "My wife had just lost her job and was unemployed for a couple of years, so we were really running of money and resources to survive, and we already had 2 kids. I applied for many jobs, but I was never called for an interview. I decided to apply for a job position in the Middle East. (Un)fortunately I got accepted. I couldn't afford to pay the ticket and also leave some money to my family, so I had to sell the car. After 4 years of working there, I am

home with my family. We are doing well, but money is running out. I might have to repeat this experience again.”

III. Migration and forms of migration (25 minutes)

In plenary, the trainer shares presentation about migration and forms of migration.

Migration can take the following forms:

- *Internal migration* - or domestic migration is human migration within one geopolitical entity, usually a nation-state. Internal migration tends to be travel for education and for economic improvement or because of a natural disaster or civil disturbance.
- *External migration* - occurs when a person or group of people immigrate to a country from another country. This is a very common pattern of human migration.
- *Emigration* - is the act of leaving a resident country or place of residence with the intent to settle elsewhere.
- *Immigration* - is the international movement of people to a destination country of which they are not natives or where they do not possess citizenship in order to settle as permanent residents or naturalized citizens.
- *Return migration* - or re-immigration, is a political concept of the forced return or promoted return of non-white immigrants, often including their descendants, back to their supposed place of racial origin regardless of citizenship status, in what amounts to a type of ethnic cleansing.
- *Seasonal migration* - is a form of return migration. It is driven by seasonal peaks in labour demand, mostly in agriculture.
- *Displacement*- The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.

The trainer gives explanation to all the forms and also gives examples for each one.

In addition, the following 'labels' of the groups and/or individuals that are part of a specific form of migration, exist: Asylum seeker (Asylee); Refugee; Internally Displaced Person (IDP); Irregular migrant (undocumented / illegal migrant).

IV. Country Realities - preparations (65 minutes)

The trainer divides the participants in their national groups. They are instructed to present their country realities about the situation of the immigrants, refugees and asylum seekers. Each group receives a flipchart and materials to prepare their presentations. They will need to reflect on the following points:

- Laws and regulations in their country (name, year and what they regulate)
- Number of refugees/ immigrants/ asylum seekers in your country? (statistics, where are they - in camps, transition centres, asylum centres)
- What is the treatment that they are receiving by the institutions and/or organizations?
- Existence of inclusive programs and activities for immigrants, refugees, asylum seekers

The participants are encouraged to explore their homework, each other's knowledge and experience, as well as browse the internet for information, and finally to present their outcomes in the most creative way possible. While the participants are doing the activity, the trainer monitors closely each of the groups and is available in case they need assistance.

V. Presenting the Country Realities about immigrants, refugees and asylum seekers (40 minutes)

Each of the teams has the space to present their work. After each presentation, there is the Question and Answer section, where all the participants have the opportunity to ask questions related to the countries realities presented. When each presentation is over, the trainer hangs all the presentations on the wall in order to be visible all the time during the training course.

VI. Closing up the session (10 minutes)

The trainer sums up the session results and closes the session.

Materials needed: Prepared the stories about immigrant, refugee, asylum seeker and migrant; White paper; Flipcharts; Markers; Colouring pens; Pens; Post-its.

Background documents and further reading:

- UNHCR – The UN Refugee Agency - www.unhcr.org
- *Refugee Crisis in Europe* by the European Commission - <http://ec.europa.eu/echo/refugee-crisis>
- Calafateanu, A.M., & López, M.A.G., (2017), T-Kit 8: Social Inclusion, *Council of Europe*.
- Matorčević, D. at al, (2019), Curriculum for the Training course “Education and mentoring for social entrepreneurship with/for immigrants and asylum seekers”; CSZK Serbia

Recommendations for future trainers multiplying this session:

- It is very important for the trainer to do extensive research since in certain countries there is no translation for the concepts offered, which is why it is important that the trainer is familiar with the countries of residence for the participants and perhaps some of the terminology they use.
- These kind of researches, especially those about the home country are better done at home, so it is advisable for the trainer to give ‘homework’ to the participants at least one month before the training course. While giving a task, the trainer must clearly outline to expectations and give guidance to the participants on what exactly is expected from them to do.
- Displaying the participants’ work on a visible place gives acknowledgement to the participants for the effort they have put into and makes it easier for them to have a referral point for other activities, the needs analysis being one of them as well as what they can do through youth projects to contribute to more perfect picture in communities.

6. Injustice, Marginalisation, Discrimination and Exclusion of immigrants, refugees and asylum seekers in our communities

Session Title: Injustice, marginalisation, discrimination and exclusion of immigrants, refugees and asylum seekers in our communities

Duration: 90 minutes

Background:

Getting familiar with the concepts of injustice, marginalization, discrimination and exclusion of different groups especially immigrants, asylum seekers and refugees. The opposite of all of that, the inclusion, intercultural acceptance of diversity. After defining the terminologies about immigrants, refugees, asylum seekers it is important to get more in details about the situations and realities that these target groups are facing with within the communities.

Aim of the session: To understand and get familiar with the countries realities and real situations about injustice, marginalization, discrimination and exclusion of immigrants, refugees and asylum seekers.

Objectives:

- To present different communities' realities when it comes to injustice, discrimination, exclusion and marginalisation of different groups and especially immigrants, refugees and asylum seekers in our communities;
- To discuss about how far their realities from perfect situation are and what they can do through youth projects to contribute to more perfect picture in communities;
- To understand different exclusion situations in different areas in Europe.

Competences addressed:

- Critical thinking and reflection;
- Presentation and communication skills;
- Problem solving skills;
- Ability to gain process and assimilate new knowledge, skills and qualification required for the future goals.
- Making use of social and cultural differences to create new ideas and increase both innovation and quality of work;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds;
- Social and civic competences of exploring knowledge of what is going on in their respective countries and Europe in general.

Methodology and methods: Non-formal education methodology and approaches; small working groups; presentations in plenary; brainstorming; interactive discussions.

Session flow:

I. Introduction to the session (5 minutes)

The trainer explains the session, the topics that will be covered during this session: the first part about injustice, discrimination, marginalization and exclusion of immigrants, refugees and asylum seekers and the second part with the focus on real situations from the countries.

II. Defining the terms (45 minutes)

The trainer divides the participants in 4 groups. Each group has the task to respond and reflect on several questions. The groups receive the following terms: INJUSTICE, DISCRIMINATION, MARGINALISATION and EXCLUSION. Each group needs to reflect on the following questions regarding immigrants, refugees, asylum seekers from their communities:

- definition of the term;
- how are/do we (injustice, discriminate, marginalize or exclude immigrants, refugees, asylum seekers in our communities – with examples)
- why are/do we (injustice, discriminate, marginalize or exclude immigrants, refugees, asylum seekers in our communities – with examples)
- what is the opposite of (injustice, discrimination, marginalization, exclusion)
- activities or programmes that exist in your community for immigrants, refugees and/or asylum seekers
- your perception of the overall situation regarding immigrants, asylum seekers and/or refugees in your community

The participants are working in groups while the trainer guides them. It is important that the groups are consisted of mixed nationalities, so they can share the different countries realities. When they finish, each group presents in plenary their work and outcomes.

III. Needs analysis of immigrants, asylum seekers and refugees in our communities (45 minutes)

The trainer presents the exclusion areas (disability; educational difficulties; economic obstacles; cultural differences; health problems; social obstacles; geographical obstacles) mentioned in the Erasmus+ Youth in Action programme.

There are 7 flipcharts in the working room, each one has one exclusion area. The participants need to go to each flipchart/exclusion area and write the profile of people that enters in that category. When the participants finish their task, the trainer presents in plenary all the flipcharts and a discussion is followed. The trainer adds everything that is missed and explains in detail the exclusion areas.

The next part of the session about the Needs analysis of immigrants, asylum seekers and refugees. The trainer makes a presentation, where he/she explains what the needs analysis is and how it is done. After the presentation, the trainer divides the participants in national groups. He/she hands to each group a paper with Needs Analysis table that they will need to reflect on and fill in. Each group is compiling the Needs Analysis of immigrants, asylum seekers and/or refugees in their communities. When the groups are ready, in plenary each group presents the outcomes, followed by interactive discussion.

Materials needed: Flipcharts; Markers; Projector; printed materials for the Needs Analysis; prepared flipcharts with the exclusion areas.

Recommendations for future trainers multiplying this session:

- It is important before the training course to ask the participants to do some research about the situation in their communities regarding the exclusion, discrimination, marginalization and injustice to immigrants, refugees and/or asylum seekers.
- Explain in detail the process for the Needs Analysis. Give exact examples on how the participants need to do it regarding their communities.
- The trainers should do a research about the situation in the participating countries, regarding the discrimination, exclusion, injustice and marginalisation of immigrants, refugees and asylum seekers.

7. Inclusion and acceptance of immigrants, refugees and asylum seekers

Session Title: Inclusion and acceptance of immigrants, refugees and asylum seekers

Duration: 180 minutes

Background:

Social inclusion means respecting everyone rights and statute within a community, each person should have the opportunity to participate in a relevant way in the life of their community, and to enjoy an equal treatment as the others. Each one of us is different, hair colour, tall or short, skinny or massive, emotional, stronger, different skin colour, we prefer different music to listen or movie to watch, we have different favourite food, different hobby, someone is more suborn, someone has the fear of heights etc. It is important to accept the people as they are. Every person has a different background, coming from dysfunctional family, has experienced trauma in their life, needed to escape from their country because of war or conflict; needed to ask for an asylum etc. Raising awareness about the importance of inclusion and acceptance of the diversities will make a change in people's life and in the societies.

Aim of the session: To raise awareness about the overall inclusion and acceptance of immigrants, refugees and asylum seekers, as well as different aspects of those within our group of participants.

Objectives:

- To get to know and accept each other in the group, as a basis for understanding the acceptance of immigrants, refugees and asylum seekers;
- 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, for better understanding of different identities of immigrants, refugees and asylum seekers, as well;
- To reflect and discuss about different factors that influence inclusion and acceptance of immigrants, refugees and asylum seekers;
- To understand how different perception and experience influences inclusion;
- To experience basic inclusion by negotiating the importance of specific values in own lives.

Competences addressed:

- Team work and collaboration;
- Openness to working in inclusive teams;
- Self-awareness and self-reflection;
- Communication skills, both verbal and non-verbal;
- Social and civic competencies;
- Inclusion and acceptance.

Methodology and methods: Non-formal education methodology; approaches like experiential learning; debriefing, small groups' discussions; working in plenary; group evaluation and personal reflection.

Session flow:

I. The Walk - stories and characters (40 minutes)

The participants are standing in one line. The trainer explains the activity. Each participant needs to pick up from a small box a piece of paper that is folded. They shouldn't open it until the trainer says they can. When each participant has their paper, the trainer tells the participants to close their eyes. To forget about their current life, habits, family, friends, place where they live etc. It gives them some time for this. Then, they can open their eyes and read what they have on their paper. Each of the participants have a different character, role, and story (see below examples). Now again they need to close their eyes and get into their character. To imagine everything possible. Their life, family, hobbies, everyday activities, friends etc. The trainer gives the sometime so each participant can get in their role. Now they open their eyes. The trainer will read several questions (see below), if the participants' answer to the question is "yes" they need to make a step forward, if their answer is "no" they should stay on their place. When the trainer reads the question, he/she needs to give time to the participants to think and reflect so they can answer. During the activity, the trainer reminds the participants that they need to think about the character they have on their paper.

Example of characters:

You are a 25-year-old boy. You live with both of your parents in a 2 floors house. You are in relationship for 5 years with a girl. You are homosexual.
You are an 18-year-old girl. You live in a dormitory. Your parents died in a car accident.
You are a 22-year-old girl, your father is ambassador. You are driving red Porsche.
You are a 20-year-old boy. You are working in a local bar. You are living with your grandma in a rural area.
You are 16. You are victim of a rape. You haven't left your home for more than a year.
You are 17. You have a daughter which is 1 year old. You are living with your partner which is 18 and his parents.
You are 13 living in a camp on the border. You just ran from your country together with your parents.
You are 19, pregnant and have HIV.
You are a 15-year-old girl who is living on the street.
You are a 35-year-old. You have a PhD Degree in Engineering. You are unemployed.
You are 20-year-old. Just left your country and moved in Germany.
You are 29 years old. You have a daughter. You work in a local market without registration papers. (the Government shouldn't find out)
You are young person who is living and studying in France.
You are 15-year-old. You live in a small village.
You are 25-year-old. At your work, you are the only one that has different skin colour.
You are living alone with your five children in a small apartment.
You are 13-year-old boy. You are selling toys on the street.
You are 27 years old gay person. Living in a small city.
You are 16. You are victim of a rape. You haven't left your home for more than a year.

Example of questions:

1. Do you have a place to live?
2. Can you afford studies at the university?

3. Can you invite your friends in your home?
4. Can you afford to travel once or twice per year for a holiday or vacation?
5. Can you express your sexuality in public?
6. Can you communicate everywhere speaking your mother tongue?
7. Can you take credit from the bank?
8. Can you afford to have 3 meals per day?
9. Do you have health insurance?
10. Can you open small business?
11. Do you have permanent residence?
12. Can you go out at least twice per month with your friends in a bar/pub?

II. DISCUSSION and DEBREFING (30 minutes)

1. How did you feel in the beginning when you needed to erase your current life?
2. Was it easy or difficult?
3. How did you feel when you read your character?
4. Was it easy or difficult to get into the character and imagine your life?
5. How did you feel when you were making steps forward?
6. How did you feel when you couldn't make a step?
7. Were you observing the other participants' steps?
8. Were you thinking what kind of life or situation the other participants might have/face?
9. Were you looking back to see how many participants couldn't make steps?

Ask the participants to read their characters and all together in plenary to reflect on the different situations and roles. Do we meet people with these characters in our everyday life?

III. "Seeking things that we have in common" (20 minutes)

The trainer asks the participants 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.

Then 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.

Next, the trainer asks 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.

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. "VALUES" exercise (60 minutes)

The trainer asks each participant to reflect individually on the 5 most important values in their lives. The participants are divided into groups of 3-4. Each group receives 5 pieces of paper. Each group of participants needs 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. When they finish, the participants gather in plenary and they share with the whole group which value they left and why. The trainer, writes the values of each group on a flipchart visible to all.

The trainer is asking the participants how the process of selection of the final value was. How did they decide? 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 inclusion

V. Theoretical input on inclusion and stages of inclusion of immigrants, refugees and asylum seekers in our communities (30 minutes)

In plenary, the trainer gives theoretical input on inclusion. Visually, through images they make the difference between separation, integration and inclusion. After the theoretical input on inclusion, the trainer presents and explains the stages of inclusion of immigrants, refugees and asylum seekers:

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

The trainer is leading the interactive discussion on stages of inclusion of immigrants, refugees and asylum seekers in our communities, and thus encouraging participants to think and share what they as youth (sport) workers can do about it in their own communities. The trainer divides the participants in small groups where they can discuss and write on a flipchart their ideas what can be done or what is done in their communities about the inclusion of immigrants, refugees and asylum seekers. When each group is done, they are presenting their flipchart to the whole group. And pointing the things that already exist in the communities and what as youth workers we can do for our communities and the inclusion of immigrants, refugees and asylum seekers.

Materials needed: Flipchart, pens, markers, paper, prepared roles and characters for the activity The Walk, cut, folded and put in a small box.

Recommendations for future trainers multiplying this session:

- For the activity, The Walk, you can create different roles and characters. You can leave the same role/character twice in order to see how two different participants will respond to the questions with the same role. Give time to the participants, to imagine in details their role/character. Remind them to think about every detail in their life, so it will be easier after to answer the questions. Also, take time when asking the questions, give time for the participants to decide if they are able or not to make a step forward.
- 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.

8. Principles and values of using sport methodology in youth work for inclusion

Session Title: Principles and values of using sport methodology in youth work for inclusion

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 the 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 for inclusion (of immigrants, refugees and asylum seekers).

Objectives:

- To discuss and analyse the relations of sport and outdoor activities with youth work for inclusion;
- 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 inclusive teams;
- Social and civic competencies;
- Inclusion and acceptance.

Methodology and methods: The session will be run using non-formal education methodology and approaches like: 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 receives 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)

The trainers lead the interactive discussion about the differences and similarities between the sport clubs/organisations and youth centres/organisations. The special focus of the discussion is on the impact of those on the inclusion of immigrants, refugees and asylum seekers in our communities.

VI. Wrapping-up with defining the concepts "youth SPORT work" for inclusion 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.

Background documents and further reading:

- 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 energiser, 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.

9. Mental and physical development of beneficiaries through sport activities in youth work

Session Title: Mental and physical development of beneficiaries through sport activities in youth work

Duration: 180 minutes

Background:

In order to implement physical activities, it would be very useful to understand why and to make sure that these activities have a learning and development component in our long-term strategy with young people. It is safe to say that sport can benefit all young people, no matter what their situation or background is. The health / physical benefits of sport are obvious, but the impact of sport on 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. All these benefits are great contributors to development of inclusion among our beneficiaries in our communities. With this session, participants will become aware of different mental and physical development elements within sport activities.

Aim of the session: To raise awareness about the mental and physical development elements within youth sport work.

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: The session will be run using non-formal education methodology and approaches like: 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)

With all the presentations heard, 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.

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:

- Formal education and learning
- Non-formal education and learning
- 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)

The trainers will prepare different case studies from the participants' communities of the projects / programmes using the sport and outdoor activities for inclusion (of immigrants, refugees and asylum seekers). After the small groups discussions on the presented case studies and the sharing / discussions in the plenary, the participants will understand better the general concepts and values of non-formal education, as well as those in relation with using the sport and outdoor activities in it, especially when planning inclusion youth sport work in our communities.

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

The 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 with trainers facilitating participants drafting some recommendations for using sport and outdoor methods in youth work and non-formal education for better mental and physical development of our beneficiaries within the inclusion youth (sport) work of ours.

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.

Background documents and further reading:

- 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 the 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.

10. Experiential learning and NFE for inclusion and “Sport for all” including immigrants, refugees and asylum seekers

Session Title: Experiential learning and NFE for inclusion and “Sport for all” including immigrants, refugees and asylum seekers

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 sports. 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 the sport activities. Furthermore, youth workers are often limited by their own experience of sport. They might not be aware of alternative sport activities which could benefit their beneficiaries, the 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 / experiential learning activities for inclusion and Sport for all!

Objectives:

- To discuss basic characteristics of youth work and NFE youth trainings in relation to the inclusion (of immigrants, refugees and asylum seekers) and Sport for all;
- To analyse different aspects, principles and methodology of NFE and its relation to the inclusion and Sport for all;
- To introduce the multiple intelligences concept and different learning styles based on those and reflect how NFE for inclusion 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 inclusion 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: The session will be run using non-formal education methodology and approaches like: Self-reflection through questionnaire on learning styles; Theoretical input; Interactive discussion; Experiential learning sport activity with the 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 the trainers about the 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:

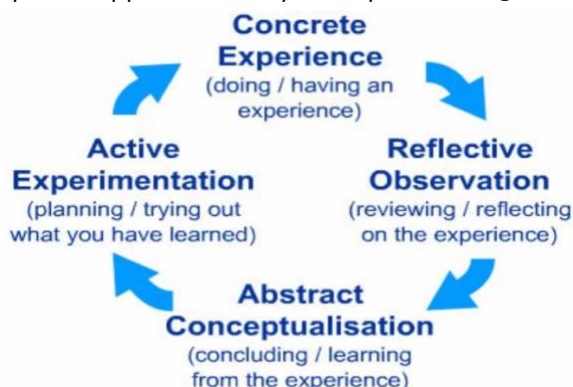
- Trainers/facilitators divide the participants into the two even teams.
- Trainers mark the middle of the field (or gym) with several cones or markers. They place each team's flag about 50 feet from the middle of the field or gym.

- 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?*

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



The 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.

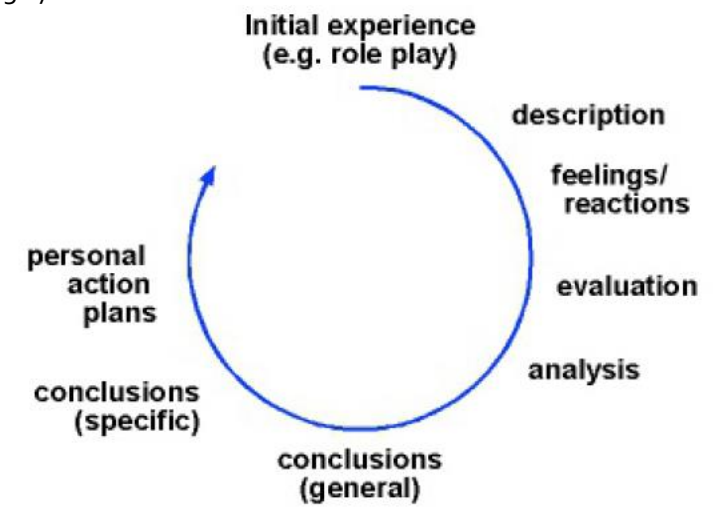
Common problems with 'debriefings':

- 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:



VI. How to choose/adapt methods in NFE for inclusion 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 inclusion and sport for all including immigrants, refugees and asylum seekers.

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

Background documents and further reading:

- 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.

11. Sharing and adapting sport methods and games from our countries, in youth work for inclusion of immigrants, refugees and asylum seekers

Session Title: Sharing and adapting sport methods and games from our countries, in youth work for inclusion of immigrants, refugees and asylum seekers

Duration: 180 minutes

Background:

In each country and community there are different (sport and physical activity) games traditionally played by children while growing up, and adapted according to the realities and possibilities of the community. Quite often the same (sport) game is played differently in different communities/countries. The concept of sharing and exchanging values and knowledge from different countries has key importance in non-formal education and in youth work. By sharing such values, the chance for adaption and expand it in other cultures and countries are higher and it offers youngsters a constant diversified usage of methods in different programmes.

In this session, participants will demonstrate sport methods, games and activities from their communities/countries that are good to use with youngsters and that can easily be adapted for youth sport work for inclusion of immigrants, refugees and asylum seekers in our communities. This part of the programme will be facilitated by the participants themselves (each their own sport/outdoor method/game/exercise). 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 inclusion and acceptance of diversity among youngsters in our communities, and especially for inclusion and acceptance of immigrants, refugees and asylum seekers.

Aim of the session: To share different sport methods and games from participating countries and identify how they can be adapted when working with immigrants, refugees and asylum seekers.

Objectives:

- To share and exchange sport activities and games from different countries and cultures;
- 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 inclusion and acceptance of diversity among youngsters in our communities, and especially for inclusion and acceptance of immigrants, refugees and asylum seekers;
- To empower and encourage participants to plan youth sport work activities for inclusion and acceptance of immigrants while identifying ways on adapting original games and activities to our target groups.

Competences addressed:

- Team work and collaboration;
- Social and civic competences;
- Critical thinking;
- Time management;

- Planning skills;
- Facilitation and Leadership skills;
- Problem solving competences.

Methodology and methods: The session will be run using non-formal education methodology and approaches like: Small groups work; Presentations; Interactive games/activities; Group discussion.

Session flow:

I. Introduction to the task (10 minutes)

The trainers start the working day by giving participants instruction for the task which includes a full contribution and participation from all. He/she explains that in the next 60 minutes, they have to work in their national groups to identify games and sport activities which are popular in their countries, or those they used in their childhood. They can first make a list and then choose 3-4 of those to present in front of the other participants and practice some of them.

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

Participants join their national groups to start working in their task. They are provided with flipchart and different needed materials. 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

III. Presentation and implementation of sport games/activities (110 minutes)

Each national group starts first by presenting shortly the games and then implementing it together with other participants included. 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 inclusion and acceptance of immigrants among youngsters in our communities?

Materials needed: A3, A4, A5 and Flipchart papers, Flipchart stand, markers, notebooks/diaries, pens; materials and resources needed for implementation of specific sport games/methods.

Recommendations for future trainers multiplying this session:

- The trainers should be available to assist and support each group when preparing the task, especially to trigger them to think about the impact the selected games/activities have on youngsters' mental and physical wellbeing.
- The trainers do 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.
- If the programme is implemented during a warmer season, the implementation of the games should be done in an outdoor space. However, if the weather implicates the implementation to be indoor, there should be enough big space for that.

12. Using methodologies of competition and teamwork through sport activities in youth work with immigrants, refugees and asylum seekers

Session Title: Using methodologies of competition and teamwork through sport activities in youth work with immigrants, refugees and asylum seekers

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, which also sends the different message to their beneficiaries when it comes to the exclusion/inclusion (of immigrants, refugees and asylum seekers) in their communities.

Aim of the session: To raise awareness about importance of proper balance of teamwork vs. competition activities within youth sport work for inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

Objectives:

- To reflect upon and discuss different aspects of teamwork and competition through sport methodology within youth work with immigrants, refugees and asylum seekers;
- 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, so to better contribute to the (promotion of) inclusion of immigrants, refugees and asylum seekers in our communities.

Competences addressed:

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

Methodology and methods: The session will be run using non-formal education methodology and the approach of the Open Space Technology.

Session flow:

I. Energiser (10 minutes)

II. Open Space Technology on Competition vs. Teamwork in youth SPORT work (130 minutes)

The trainers introduce the Open Space Technology (OST) methodology to the participants and thus introduce 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:

- COMPETITION based sport games (Individual involvement; Whole group of individuals involved);
- TEAMWORK based sport games (Everybody involved not as individuals, but as a part of the team);
- TEAMWORK/COMPETITION activities (Few teams competing with each other);
- 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 the plenary and wrapping-up (40 minutes)

Participants will present different topics discussed during the OST activity, and will, thus, become more aware of different aspects of teamwork and competition through sport methodology within youth work. Also, they will have a task to ask questions and get involved in the interactive discussion, in order to understand how to develop and implement sport/outdoor activities in order to achieve positive impact of competition ("healthy competition") and quality teamwork of beneficiaries; as well as will draw conclusions on how to achieve proper balance of teamwork vs. competition activities within youth sport work for inclusion and acceptance of immigrants, refugees and asylum seekers.

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

Background documents and further reading:

- 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.

13. Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and acceptance of immigrants through youth sport work

Session Title: Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and acceptance of immigrants through youth sport work

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). The presence of mixed groups having different cultures, backgrounds, needs brings up a higher level of challenges' presence. A challenge is not something that should stop youth workers from having implemented an activity, but instead it is something they should be aware of, to overcome and be able to implement their activities successfully and meet their target's needs. This session will allow participants to get deeper into the potential challenges and barriers for quality implementation of youth sport work activities for inclusion and acceptance, 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. Thus, this session intends to prepare participants for having into consideration the presence of challenges, how to overcome them, and have already some potential data and knowledge for their projects which they are going to develop next for their local community.

Aim of the session: To identify potential challenges and solutions / recommendations for implementation of youth sport work for inclusion and acceptance of immigrants.

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 / inclusive 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;
- Critical thinking and Analytical skills;
- Social and civic competences; Team work and collaboration;
- Learning to learn;
- Problem solving competences.

Methodology and methods: The session will be run using non-formal education methodology and approaches like: Brainstorming; Interactive discussion; Theoretical input; Rotating silent floor contribution; Small group discussions; Presentations in plenary.

Session flow:

I. Energiser (10 minutes)

II. Brainstorming (10 minutes)

The trainer starts the session by asking participants about the definition of diversity and acceptance. They share their opinions while trainers write them down in the flipchart. He/she emphasizes that the reason for this brainstorming is to give them an initial idea to what the next exercise will be which focuses in deeper level in the concept of acceptance of mixed groups in the topic of sport methods.

III. Interactive discussion on challenges (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 through youth work with immigrants, refugees and asylum seekers.

IV. Stakeholders of youth sport work for inclusion and acceptance of immigrants (10 minutes)

The trainers give short theoretical overview of different stakeholders of youth sport work for inclusion 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 on Challenges in different elements of youth sport work with immigrants, refugees and asylum seekers (40 minutes)

The trainers have prepared in advance some flipcharts with different titles and put them in the floor. Before continuing with the task instructions, they divide participants in random small groups according to the number of flipcharts placed in the floor. Each group is appointed to one flipchart. The trainers prepare the 7 flipcharts / 7 small groups / 7 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 inclusion of immigrants.

The trainer starts to give them instructions for the task. He/she informs them that each flipchart has the title for the particular group/actor in implementing inclusive sport activities, while their task is to write down potential challenges they face during the processes.

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 7 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

VI. Summarising the challenges and offering solutions (30 minutes)

When the groups of participants have contributed to all 7 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 and Discussion (50 minutes)

Groups start with their presentations one by one, with the summarised challenges and relevant possible solutions in preparation, implementation and evaluation of youth sport work activities for inclusion and acceptance of immigrants. After each presentation, the trainers and other participants ask questions or some comments regarding the presentations, or some input of theirs in the topic while doing the Rotating silent floor. The presentations result in participants' increased awareness of different challenges which make it more difficult to organise quality interethnic / interreligious / intercultural / inclusive youth sport work activities and programmes with significant impact in our communities. Also, they have a chance to share different potential solutions and/or strategies for prevention of previously defined challenges and recommendations how to deal with them. One of the important results of this session is participants getting inspired to different kind of actions and activities for promotion of inclusion and acceptance of immigrants, refugees and asylum seekers in their youth sport work with beneficiaries.

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

Background documents and further reading:

- 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 trough 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-intercultu/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:

- The topic on challenges and tips required a full concentration by the participants, therefore the brainstorming part in the beginning of the session is very important to be done because it will raise their curiosity on the topic, as well as make them think and reflect on the information and experience they already have.
- 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 the 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.

14. Adaptation of sport methods for youth work for inclusion and acceptance of immigrants in our communities

Session Title: Adaptation of sport methods for youth work for inclusion and acceptance of immigrants in our communities

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 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 inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

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 inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

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 immigrants or marginalised cultural backgrounds and all with the overall aim of increasing the inclusion and acceptance of diversity of immigrants, refugees and asylum seekers in our communities.

Competences addressed:

- Team work and collaboration;
- Time management;

- Planning skills;
- Facilitation skills;
- Working in inclusive teams;
- Analytical skills;
- Innovating and adapting competences;
- Entrepreneurship competences.

Methodology and methods: The session will be run using non-formal education methodology and approaches like: 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)

The 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 of immigrants, refugees and asylum seekers within youth sport work, as well as within the community.

BREAK

VIII. Energiser (10 minutes)

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

The 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 inclusion and acceptance of diversity) related to the immigrants, refugees and asylum seekers in our communities.

X. Dividing in small groups (10 minutes)

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

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 inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

XII. Presentation and demonstration of adapted sport activities for inclusion and acceptance of immigrants (60 minutes)

Participants who have been developing them, are facilitating the new/adapted activities of theirs, while the participants from the other small groups are being participants of the sport activities demonstrated. This will enable all participants to better 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. Also, the participants will be encouraged to experiment and be creative when inventing, adjusting and adapting sports and games for quality youth sport work for inclusion and acceptance of immigrants, refugees and asylum seekers 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.

Background documents and further reading:

- 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.

15. Development of local workshops of youth workers and youngsters with using sports as methods for inclusion of immigrants, refugees and asylum seekers in our communities

Session Title: Development of local workshops of youth workers and youngsters with using sports as methods for inclusion of immigrants, refugees and asylum seekers in our communities

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 for inclusion and acceptance of immigrants, refugees and asylum seekers in our communities. 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 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 and youngsters 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 and youngsters 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: The session will be run using non-formal education methodology and approaches like: 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 and youngsters 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 / youngsters 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

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

The 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)

Participants will present the format and basic characteristics of the local / national workshops to be organised by themselves in their organisations upon their return from this training course. They will share what they as youth workers and their organisations want to achieve when it comes to organising the youth sport work activities for inclusion and acceptance of immigrants, refugees and asylum seekers in their communities. They will share the possible ideas they have for quality usage



of sport methodology in youth work for inclusion and acceptance of immigrants; as well as will inspire each other's and will get motivated for defining, planning, organising and leading such activities.

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.

Background documents and further reading:

- 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.

16. 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:

- I. To reflect on the previous learning within the process;
- II. To provide space for diverse types of evaluation of the process (written, oral, etc.);
- III. To provide space for individual reflection through filling in the Youthpass;
- IV. 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: The session will be run using non-formal education methodology and approaches like: 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 of the overall training course that is now finishing, to the participants, the different days and learning moments, so they could refresh their memory and all the training course 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:

- The 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, the trainers should make sure that they create a chilled and nice atmosphere where the participants can follow closely. It is advised to create the mood by asking them to sit comfortably, close their eyes and putting some relaxing music.
- The trainers should 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, it is recommended to assure that no one is feeling rushed, and that even if someone finishes earlier, they do not create a distraction to the group.