

Final Activity Report

KA2: Volunteers at the Interface between Formal and Non-Formal Education

International Multiplier Training

7. – 11. February 2016

Vienna, Austria



Erasmus+



Contents

Introduction.....	4
Aims and Objectives	5
Programme Overview	6
DAY ONE: 7 th February 2016.....	9
Morning Session	9
Synergies between formal and non-formal education – challenges and opportunities for the education and volunteering sector	11
DAY ONE: 7 th February 2016.....	19
Afternoon Session	19
Experiential learning and formal, non-formal education.....	19
DAY TWO: 8 th February 2016.....	26
Morning Session	26
Intercultural learning.....	26
DAY TWO: 8 th February 2016.....	29
Afternoon Session	29
Designing learning environments (and activities) – What to bear in mind	30
Presentations of the host organizations	33
Trying out non-formal education methods.....	36
DAY THREE: 9th February 2016.....	38
Morning Session	38
Visit to the EVS host project Wohnheim St. Martin, Klosterneuburg	38
DAY THREE: 9th February 2016.....	40
Afternoon Session	40
Developing a NFE process and methods and a one-day training programme.....	40
Mid-term evaluation	41
Guided Tour as NFE method of teaching history	42
DAY FOUR: 10th February 2016	42
Morning and Afternoon Sessions.....	42
DAY FIVE: 11th February 2016	43
Morning Session	43



Group presentations – methods and training programmes	43
DAY FIVE: 11th February 2016	64
Afternoon Session	64
Next steps action plan.....	64
Final evaluation of the training and closing	65
Annexes	68
Annex 1: Participation List.....	68
Annex 2: Learning Styles Questionnaire	69
Annex 3: Intercultural Learning Methods	71
Annex 4: Trying out non-formal education methods.....	80
Annex 5: Feedback from the Training Seminar	85
Annex 6: List of NFE resource material and toolkits	94
Contact	95



Introduction

Global socio-cultural trends and the pressure of economic competitiveness have given rise to new learning needs that require the reinforcement of links between Formal and Non-Formal Education. Non-Formal Education is about the liberating potential of new forms of learning that are learner-centred, motivating, experiential and inspiring. Bringing the two streams of education together can lead to education that stimulates motivation for learning as it focuses on the needs and aspirations of each student. This capacity building project aims at making learning an interactive and collaborative process, one that inspires young people, in particular youth with fewer opportunities, to partake in learning and acquire knowledge.

The majority of young people volunteering around the world are engaged in formal education projects, a significant number of these projects – schools, educational institutions and centres of learning – are located in the global south, where the need to provide education to vulnerable groups of children and youth is ever growing. But the problem of vulnerability and need for Non-Formal Education is not exclusive to the global south. This pilot project, based on experiential learning, ‘learn by experience’, therefore seeks to improve the quality of the delivery of formal education content by empowering teachers in the global north and the global south to use a non-formal approach and methodology in their classrooms. Simultaneously, it seeks to strengthen the work of the many young people volunteering in formal education projects worldwide.

The first phase of the project, the multipliers training, was held in Vienna, Austria in February 2016. It brought together 23 youth workers, teachers and educators from 13 countries from four world regions, enabling them to examine synergies between the fields of formal, non-formal and informal education and to gain an understanding of experiential learning. The cooperative learning and exchange enabled the development of non-formal methods that can be used in educational settings and contexts. We hope that the intense and productive days in Vienna with their multi-faceted outcomes lay the foundations for the successful implementation of the project: For the upcoming trainings with EVS volunteers, teachers and staff in 12 countries worldwide and for the volunteers’ contributions in their respective host projects. We also hope that in the long run, the non-formal tools produced in this project reach large numbers of young people, particularly at risk groups, and serve to keep them in school.

This Final Activity Report provides participating organisations and all those active and interested in the field with an impetus, with ideas and tools to strengthen the synergies between formal and non-formal education. The outcomes of the training speak of its success, and for this we would like to extend our heartfelt thanks to the Grenzenlos – ICYE Austria team for their energy, enthusiasm and support throughout the training, to Alen Maletic, Lifelong Learning Platform, for his insights and input on the topic, to the facilitators for their preparation and concentrated work, and most of all to the participants for the enriching and productive discussions and the work accomplished during the training week.

Rubaica Jaliwala
ICYE International Office

Aims and Objectives

The fundamental idea behind the Key Action 2 project is to make learning an interactive and collaborative process that inspires children and youth to partake in learning and to acquire knowledge. Formal education and non-formal education are complementary. A synergy of the two requires the opening up of spaces for interactive, cooperative and creative learning by introducing ideas, methods and learning processes from non-formal education into the formal education system. Improving the quality of education is thus a question of making education more open and initiating a change in perceptions about what education represents and what it can contribute in today's ever-changing world.

Aims and Objectives of the Project

The main aims of the project

1. Build capacity of ICYE organisations and formal education host projects
2. Empower and motivate teachers and educators and young volunteers to open up spaces for cooperative and creative learning
3. Widen the scope of volunteers' contributions in formal education and maximize their learning outcomes.

The main objectives of the project

1. Develop knowledge, skills and competences among ICYE organisations and host projects (schools, educational projects) and strengthen cooperation among partners.
2. Develop and publish resource material with a non-formal approach and methodology aimed at strengthening the delivery of formal educational content
3. Use the resource material to train EVS volunteers and/or teachers in this project and future ICYE and EVS volunteers and teachers in formal education host projects
4. Create multipliers – young volunteers and teachers who use non-formal methodologies in host projects/classrooms – for greater learning impact on all stakeholders.

The main objectives of the training

- a) Develop skills and competences in Formal, Non-Formal Education (NFE) and Experiential learning
- b) Discuss, learn and share experiences on formal and non-formal education
- c) Develop appropriate NFE methods for formal education and a one-day draft programme to train volunteers and teachers

Programme Overview

DATE	DAY	DESCRIPTION OF ACTIVITIES
06.02.	Day 0	Arrival of participants
07.02.	Day 1	Getting Started
09:00	10:30	<ul style="list-style-type: none"> -Welcome and introductions by ICYE Austria - Grenzenlos and ICYE IO -Introduction of ICYE Austria-Grenzenlos team, team of facilitators & participants -Getting acquainted / Name game -Project aims & objectives, Erasmus+ priorities, KA2
<i>10:30</i>	<i>11:00</i>	<i>Coffee / tea break</i>
11:00	12:30	<ul style="list-style-type: none"> -Getting to know each other – “Uncommon Commonalities” -Expectations / Fears / Contributions -Presentation of the Programme -Social Contract / Session reports / Groups for daily feedback <p>Introductory talk: Synergies between Formal and Non-Formal Education – Challenges and Opportunities for the Education and Volunteering sector by Alen Maletic, Policy Officer, Lifelong Learning Platform</p>
<i>12:30</i>	<i>14:00</i>	<i>Lunch break</i>
14:00	15:30	<p>Experiential learning and Formal, Non-Formal Education</p> <ol style="list-style-type: none"> 1. What is formal, non-formal and informal education? 2. The learning cycle and the different learning styles 3. In Groups: Sharing best and worst learning experiences 4. Group presentation on why the experiences were the best or worst. 4. Experiential learning and sum up
<i>15:30</i>	<i>16:00</i>	<i>Coffee / tea break</i>
16:00	17:30	<p>Learning by doing, learning by acquiring knowledge - World Café</p> <p>4 Flipcharts:</p> <ol style="list-style-type: none"> 1. How can the learning environment make each child be "at home" in formal education settings? 2. What are the ways in which we can motivate children and youth to learn (e.g. methodology, digital technology, etc.)? 3. What kind of learning do we want? What skills and competences should children and youth gain from a non-formal approach? 4. What is the role of the teacher/educator and or trainer using a non-formal education approach?
17:30	18:00	<i>End of day Feedback in Groups</i>
<i>18:30</i>		<i>Dinner</i>
08.02.	Day 2	
09:00	10:30	<p>Intercultural learning</p> <p>Perception and Misconception</p> <p>Followed by the Iceberg Model of diversity</p> <p>Power Flower</p>

10:30	11:00	Coffee / tea break
11:00	12:30	Method: “Three Volunteers” (exclusion/inclusion) Film clip: How racist are you? – Jane Elliot’s Brown Eye Blue Eye Experiment Part 2 Summing up: Understanding the mechanisms at play when exclusion/inclusion takes place and recognising the impact of privileges and dis-privilege on learners.
12:30	14:00	Lunch break
14:00	15:30	What to consider when developing a non-formal approach and methodology for formal education by Alen Maletic, Policy Officer, Lifelong Learning Platform Host organisations present their schools, education and youth centres (10 mins each followed by Q&A after each) 1. Wohnheim St. Martin, Austria 2. Waldorf Kindergarten, Iceland 3. B. Prus Secondary School, Poland 4. Ananya Trust, India 5. Centro Creativo Artistico Educar es Fiesta, Bolivia
15:30	16:00	Coffee / tea break
16:00	17:30	Trying out NFE methods What methods can be used for cooperative, creative learning: Role plays, forum theatre, fish bowl, research & panel discussions, drawing (timeline), using films/photographs, value line, new digital technologies? Trying out/experiencing 2 methods: Five Prominent People – Forum Theatre - role plays for problem solving – 2 groups
17:30	18:00	End of day Feedback in Groups
18:30		Dinner / Free Evening
09.02.	Day 3	
09:00	10:00	Visit to the EVS host project – Wohnheim St. Martin Travel to Klosterneuburg
10:00	11:30	Going around Wohnheim St. Martin, presentation of aims & activities, etc.
11:30	12:15	Travel back to hostel
12:15	13:30	Lunch break
13:30	13:40	Feedback and discussion on the project visit
13:40	13:50	Developing a Non-Formal Education process and methodology for Formal Education subjects Introduction to developing non-formal education methods:
13:50	16:15	Divide participants into groups to discuss 1) subjects for which non-



		formal tools will be developed; 2) share methodology and methods; 3) Other factors to consider when developing methods; 4) Refer to NFE reference list.
16:15	16:45	Mid-term Evaluation
17:00	17:30	<i>Travel to the city</i>
17:30	18:15	<i>Guided tour around the city</i>
18:15	19:55	<i>Free time in city – meeting point in front of the Church</i>
20:00		<i>Dinner at Inigo</i>
10.02.	Day 4	
09:00	10:30	-Feedback from groups on discussions and work so far. -Group work continues... Developing methods for selected subjects -Try out methods in your group
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	...contd. Developing methods for selected subjects
12:30	14:00	<i>Lunch break</i>
14:00	15:30	...contd. Developing methods for selected subjects
15:30	16:00	<i>Coffee / tea break</i>
16:00	17:30	...contd. Developing methods for selected subjects
17:30	18:00	Steam Group evaluation of the day
18:30		<i>Dinner / Free Evening</i>
11.02.	Day 5	
09:00	10:30	Three group presentations (30 min/presentation & 10 min Q/A) -Q&A after each presentation -Suggestions for possible changes / additions
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	...contd. Group presentations
12:30	13:30	<i>Lunch break</i>
13:30	14:15	Step-by-Step Action Plan - Project timeframe, local trainings, monitoring progress -Volunteer Articles for the ICYE Newsletter October 2016 -Written Feedback from volunteers and teachers /educators -Volunteer Final Report -Final Evaluation Meeting of Facilitators - Publication of modules, resources developed
14:15	15:15	Final Evaluation of the Training & Closing
16:00	19:00	<i>Free time</i>
19:00		<i>Farewell Dinner in the city</i>
12.02.	Day 6	Departure of participants

Presentations and Daily Reports

DAY ONE: 7th February 2016

Morning Session

Activities: Welcome and introductions, Aims & objectives of the project and training, Getting acquainted, Fears and Expectations, introductory talk.

The seminar started with an official welcome by ICYE Austria – Grenzenlos Interkultureller Austausch and the ICYE International Office, followed by an introduction of the team of facilitators and the participants. The main aims and objectives of the project were then presented, as well as the specific objectives of the training (see aims and objectives above - page 4). Following this, an introduction to the Erasmus+ Programme and the Key Action 2 Capacity Building in the field of Youth was given. The subsequent Q&A session enabled newcomers (in particular teachers and educators from formal education host projects) to ask questions and gain greater insight into the EU programme.

This was followed by the exercise “Uncommon Commonalities” that works toward fostering a more cohesive group.

Exercise: Uncommon Commonalities

- Participants were divided into groups of 4. Each participant made a list of things that define him/her as a person.
- The groups then discussed each item, finding things that 1, 2, 3, or 4 of them have in common.
- When the group found an item that all of them had in common, they listed that item under 4; when they find something that 3 of them have in common, they list that item under 3, etc.

This enabled participants not only to get to know each other better but also to recognise the many commonalities in the group irrespective of nationality, age, religious belonging...

Subsequent to the exercise, the participants discussed their fears, expectations and contributions to the training. On different coloured post-its, they were asked to write their contributions (orange post-its), expectations (blue post-its) and fears (pink post-its). A flipchart with a drawing of a sun, clouds/rain and earth was pasted on the wall. Participants then placed their contribution on the sun, their expectations on clouds/rain, and their fears on the earth. A waste bin was also drawn on the flipchart to be used during the course of the training: in case participants felt that their fear about a particular issue had been sorted or was no longer relevant, they had the chance to move the post-it to the waste bin.

The key points that emerged were discussed by the facilitator:

Contributions: 1) Shaping of ideas, methods, learning and understanding; 2) Share experiences, fun, support and organisation logistics; 3) providing input and methods on NFE; 4) active participation...

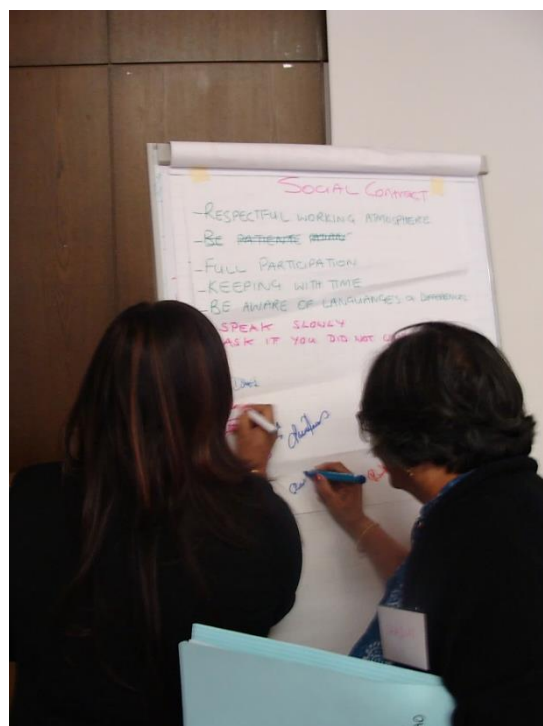
Expectations: 1) New ideas, knowledge; new inputs, questions being asked, achieving our aims together; 2) Learn from each other; gain new ideas, methods, input on formal and non-formal education; 3) Having tools to work with at the end of the training; 4) Getting to know other participants better; 5) Learn more about other participants experiences in NFE...

Fears: 1) People and opinions not respected; 2) Not feeling comfortable; 3) Insufficient time for discussions; 4) Lack of active participation; 5) Language difficulties, understanding different accents...

The draft programme and each session of the training were explained in detail. Participants asked questions for clarification, and were had the chance to suggest changes if they felt something pertinent had been left out. Since this was not the case, they were informed that they were welcome to request changes to the draft programme at any time during the training.

TIME	SUNDAY 7.02	MONDAY 8.02	TUESDAY 9.02	WEDNESDAY 10.02	THURSDAY 11.02	FRIDAY
9 ⁰⁰ - 10 ³⁰	• Welcome • INTRODUCTION • Getting acquainted Aims • objectives	INTERCULTURAL LEARNING	VISIT St. MARTIN Departure 9:00	GROUP WORK DEVELOPING METHODS FOR SELECTED SUBJECTS COFFEE/TEA BREAK	GROUP PRESENTATION OF METHODS AND MODULES • Q & A • CHANGES • ADDITIONS	DEPARTURE
10 ³⁰ - 11 ⁰⁰	Coffee/tea break	Coffee/tea break		... CONTINUED	... CONTINUE PRESENTATIONS	
11 ⁰⁰ - 12 ⁰⁰	• Getting to know each other • Programme Presentation INTRODUCTORY TALK	... continued				
12 ⁰⁰ - 14 ⁰⁰	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	
14 ⁰⁰ - 15 ⁰⁰	Formal, Non-Formal Education and Experiential Learning	Considerations & Panel discussion	Feedback • Developing NFE process & methodology • Break up into groups • Mid-term Evaluation	... CONTINUED COFFEE/TEA BREAK	13:30 STEP-BY-STEP ACTION PLAN PROJECT TIMEFRAME, LOCAL TRAINING, MONITORING • VOLUNTEER ARTICLES FOR THE ICYE-NEWSLETTER • FINAL EVALUATION MEETING OF FACILITATORS	
15 ⁰⁰ - 16 ⁰⁰	Coffee/tea break	Coffee/tea break			14:45 FINAL EVALUATION 15:45 FREE TIME	
16 ⁰⁰ - 17 ³⁰	WORLD CAFE	Trying out NFE methods	17:00 Travel to the City 17:30 Guided tour	STEAM GROUP EVALUATION OF THE DAY	19:00 FAREWELL DINNER IN THE CITY	
17 ³⁰ - 18 ⁰⁰	Feedback Groups	Feedback Groups	20:00 Dinner @ Indigo			
18 ⁰⁰	Dinner outside	Dinner				

The facilitators then requested that a Social Contract be written on a flipchart to address the fears of the participants, which was signed by all participants in the training. Participants were then informed that reports on each session needed to be taken and they were requested to volunteer. Likewise, they were informed of the daily feedback groups that took place at the end of each training day.



Alex Maletic, Policy Officer, Lifelong Learning Platform was then invited to give his introductory talk:

Synergies between formal and non-formal education – challenges and opportunities for the education and volunteering sector

by Alen Maletic, Policy Officer, Lifelong Learning Platform (LLP)

For more information on LLP, please see <http://www.eucis-lll.eu/>

The following is the complete text of his talk:

Lifelong learning

“Lifelong learning [is] an all purposeful learning activity, undertaken on an on-going basis with the aim of improving knowledge, skills and competences” (A Memorandum on Lifelong Learning, 2000)

A humanistic and holistic approach of lifelong learning, from the cradle to the grave, is highly relevant in today’s world and a basis for rethinking education in knowledge-intensive societies. It answers indeed many challenges of modern societies.

Delors Report to UNESCO (1995) - “learning throughout life” is the **key to a better future and critical for our survival in the 21st century**

The traditional pathway “school, work, retirement” is no longer the norm. Most individuals undergo several transitions in their lives, going back from work to education, working and studying simultaneously or volunteering, in their home country and abroad. There is also an increasing **demand for qualifications and for flexible and inclusive learning environments.**



Lifelong learning can enable **citizen's emancipation and participation in society in its civic, social and economic dimensions**. Its objective should not only be described in terms of employability or economic growth but also as a framework for **personal development**.

The concept of lifelong learning is not only lifelong in the sense that it begins in the cradle and presumably ends in the grave, but it is also very much life-wide. It has not only to do with formal education, but also with informal and non-formal ways of learning.

Formal, non-formal and informal learning

Formal Learning	Non-Formal Learning	Informal Learning
Provided by an educational institution	Not provided by a traditional educat. institution	Not provided by an educational institution
It is structured (in terms of learning objectives, support and time)	It is structured	Not structured
Intentional (from learner perspective)	Intentional	Non-intentional
Leads to recognised certifications/ qualifications	Does not lead to recognised certifications/ qualifications	Does not lead to recognised certifications/ qualifications

Formal learning constitutes **continuous full-time learning** for children and young people, running from primary school through the university and including general academic studies, a variety of specialised programmes and full-time technical and professional trainings.

Non-formal learning is usually **carefully adjusted** to the participants and structured practices fostering personal, social and professional development of people, on a **voluntary basis**. It is highly relevant, particularly when it comes to the needs of **disadvantaged groups** because it more often takes into account specific categories of persons, focuses on clearly defined purposes, and it is **flexible** in organisation and methods.

Informal learning results from daily life activities related to work, family or leisure. It is a process whereby an individual acquires values, skills and knowledge from daily experience and activities and the educative influences and resources in their **environment** - from family and neighbours, from work and play, leisure, library, the mass media, and others.

Formal and non-formal learning correlation

Blurred lines between formal and non-formal learning

For a long time it was contested whether formal or non-formal education was “**better**”, with most authors taking one of the sides. Formal and non-formal education are not really that opposite.

There are **many criteria**¹ according to which we try to distinguish them (teacher-learner relations, location (*e.g. educational or community premises*), *learner/teacher intentionality/activity (voluntarism)*, *extent of planning or intentional structuring*, *nature and extent of assessment*, *purposes and interests to meet needs of dominant or marginalised groups*, *the nature of knowledge*, *part of a course or not*, etc.).

Rarely does a learning process fulfil all of them. In fact, the lines between the two are **blurred** and they often overlap². In nearly all situations where learning takes place, elements of both formal and informal learning are present. That is why boundaries can only be meaningfully drawn in relation to particular contexts, and for particular purposes.

They both have **advantages and shortcomings**. While **formal education** is more structured and more systemic, it is slower to change and takes much longer and usually requires formal organisational structures with formal authority to “recognize the knowledge” and deliver certain official certifications.

Non-formal education is provided by various kinds of NGOs through seminars, short-term schools and trainings. Sometimes it lacks a more systemic picture of the subject and holistic vision, but it is usually more focused and flexible, as well as more open to needs, aspirations and interests of different groups of learners.

The methods used in NFE are very diverse and are mainly based on creating diverse and healthy environments of trust and sharing experiences for different learner groups, facilitating inclusion of disadvantaged groups. That is why they are able to reinforce social inclusion, anti-discrimination and active citizenship, as well as contribute to personal growth.

“Complimentary chains” of formal and non-formal education should be created in order to use the best features of both systems.

¹ Helen Colley, Phil Hodgkinson & Janice Malcolm (2002) Non-formal learning: mapping the conceptual terrain. A Consultation Report, Leeds: University of Leeds Lifelong Learning Institute.

² McGivney, V. (1999) Informal learning in the community: a trigger for change and development (Leicester: NIACE)

Need for better links between FE and NFE

There is a massive **invention in the field of ICT** and technologies are developing more and more quickly, changing radically the way we work, play, think... This is changing radically the **nature** of our societies and economies at all levels. Apart from that, knowledge is now the **driving force** for economic activity, and therefore learning as well.

Before education was about **teaching “something”**, now it is about making sure that individuals find their own way through an increasingly **uncertain world**, jobs that have not yet been created, the technologies that have not yet been invented and for social problems that are yet to arise.

Modern world creates an obvious intense **pressure for reform in education**, as a need to modernise and innovate often bureaucratic schools systems in their methods, content, etc. They are considered too slow to change, too closed and too detached from the rapid social and economic shifts taking place globally and locally. A clear challenge for our educational systems that needs to be urgently addressed is **adapting learning environments to the needs of modern societies**.

Education should not be that much about “knowing something” (Google knows everything anyway), more about **what we can do with what we know**. The relevance of curriculum subjects should be enhanced by developing more **meaningful ways of teaching subjects** so that learners can apply what they have learned in family life, in social relationships and later at work.

The dominant methodology in schools, the **traditional drill approaches are ineffective** at keeping the interest, improving the learning outcomes of the most ‘at risk’ learning groups and taking into account culturally appropriate teaching methods. We should do all that is possible to create opportunities to fulfil **individual learning needs**. We need a rich mix and diversity of pedagogical practices (whole-class, small group, individual study, direct contact, virtual and blended learning, school and community based learning and others). **More flexible use of learning-** online, non-formal learning, different group sizes, more than one educator (ensures personalised timetables and allows deep learning). That is why we need innovation in teaching and learning.



Education 3.0

“Learning 3.0” is a **holistic, systemic approach to education** that aims to identify innovative strategies and qualities necessary across pedagogy and curriculum, leadership and governance, culture and infrastructure.

	Education 1.0	Education 2.0	Education 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is...	Confiscated at the classroom door	Cautiously adopted	Everywhere (ambient, digital universe)
Teaching is done...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)
Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Transition model from Learning 1.0 to 3.0, Dr. John Moravec

Potential of (innovative) partnerships

How do we build more effective learning societies in the true sense of the word? Given that the **cost** of updating and reforming education is **high while administrative systems** are weak in many countries. That is why formal schooling could be reinforced through **linkages to local partners** (traditional NFE providers, but also community-based organizations, the local business communities etc.). Today's learners expect **better links between formal and non-formal learning and more personalisation**, which involves better-designed innovative and collaborative learning methodologies and assessment, **going beyond the traditional "one-size-fits-all" approach**.

NFE providers are experienced in specialized services to people in "at-risk" communities. They often have advantages in different aspects of **education design, delivery, content, monitoring and evaluation** and can contribute to learning innovation. That way learning environments **extend their boundaries, resources and learning spaces**. In many countries, especially in Europe and North America, partnership arrangements between regional education authorities and non-formal learning providers have already been elaborated in the provision of **specialised curriculum guidelines and materials**, for example in the case of environmental education, HIV awareness or entrepreneurship programmes.

Different NFE providers might also work with schools on activities taking place outside lesson time - including after-school clubs, summer camps, and weekend workshops. They can help to organize teacher training seminars and provide careers advice and guidance services can be provided to upgrade the employability of young people. Partnerships with non-formal education providers and

learners' involvement in volunteering activities and **service learning** can increase opportunities for learners to **develop transversal skills (or life skills)** and should be particularly encouraged.

Transversal skills and interdisciplinary knowledge allow individuals to cope with rapid social and economic changes (e.g. sense of initiative, learning to learn, resilience, critical and creative thinking, risk-taking and problem-solving, media literacy, entrepreneurial attitude and others). Their use and formative assessment should be a priority for all sectors and included in teacher training.

Apart from NFE providers, parents/families, local community bodies, businesses and cultural institutions, higher education should also be included in the process, while using social media to create **online collaborative platforms** can support the process. All of them can contribute to create stimulating learning environments for learners, but it is important to add that **learning is sustainable only when chosen and acted upon** by the learner itself as well.

Partnerships are also generators of **community acceptance and relevance of education**. Apart from that is how we **enhance cooperation, coordination and interaction** across sectors and actors. Broadening the institutional base beyond schools through service learning, diverse non-formal learning opportunities online and in communities, and establishing **hybrid formal/non-formal programmes** are all part of creating more dynamic and modern ways of teaching and learning.

These can contribute to improving **learning participation³** and **improving educational attainment**. They have the potential to **re-engage individuals who are at risk of dropout**, as well as contributing to for instance, **tackling low participation of adults in lifelong learning and low literacy rates** in many regions.

Many educational institutions, educators and learners are working hard to implement innovative approaches, including collaborative learning, learner-centred approach, encouraging participation, addressing learner diversity, increasing their motivation etc. However, research still shows **schools as a hostile environment to innovation**.

Typical barriers to change

- **Overcrowded curricula** - in other words, too much material educators/teachers need to get through and little time for learner collaboration/teamwork
- **High-stakes assessments** particularly for secondary school students that encourage "teaching for the test"
- **Few assessment methodologies** on learners' skills for collaboration as well as on other **transversal competences** such as sense of initiative, risk-taking and constructive management of emotions
- **Lack of professional development opportunities for educators** and insufficient time to integrate new methods and aim to change mind-sets
- **Lack of guidelines and support** for new collaborative methods

³ The concept of participation in learning explores the involvement of individuals, groups and communities in the learning process and their interaction with the learning environment.

- **Few opportunities for teacher collaboration** (an important professional development approach)
- **Insufficient investment in other types of capacity building** and learning networks
- Difficulty of tailoring learning to meet **diverse learner needs**
- **A focus on transmission of knowledge rather than skills and attitudes**
- Lack of opportunities for learner and parent participation in **“school” governance**

That is why innovation remains an exception rather than a rule in most educational systems.

Typical enablers of change

- **Tools and exemplars** to support and encourage learner collaboration
- **Feedback** from school leaders, peers and learners
- **Assessment** of collaborative processes and outcomes, learner peer assessment
- **Action research** - a reflective process of progressive problem solving led by individuals working with others in teams or so called "communities of practice" to improve the way they address issues and solve problems
- **Understanding principles of effective practice** that will help teachers to adapt them to their contexts
- **Clear communications and participatory processes** at the policy level
- **Investments in teachers** and their collaboration, as well as with other stakeholders (within and with the outside world)



Collaboration and participation

We need to encourage a **cultural shift that emphasises the importance of collaboration and collaborative learning as working together for a common goal** at all levels: institutions/communities, learners/institutions, educators/learners, educators/educators, educators/school heads.

Collaboration and peer learning are crucial to reduce big gaps in access rates and learning outcomes affecting learners from disadvantaged backgrounds and involve people in learning processes⁴. It is well-known that learners in collaborative learning environments tend to **perform significantly better** than those in competitive and individualistic situations. **Higher achievements** in education lead to a **higher motivation** to learn, which leads back to higher achievements and so on, and therefore it prolongs the learning pathway.

Educational institutions should support that by **opening their doors to local communities** (particularly in areas where diversity is high). The governance of educational institutions can be improved with the help of a **meaningful participation of not only learners themselves, but also families and communities in democratic life of institutions**. Giving learners a voice will contribute to putting our values into practice through **experiential learning** and **strengthening their participatory and transversal skills, fostering active citizenship and thus lead to more democratic societies**. Increasing such collaboration is also a practical way to experience democracy not only for learners, but also for educational staff, parents and communities.

Learners can participate in the **shaping of their learning pathway in many ways** – some examples would be by working together to achieve their educational goals, by engaging in student councils and influencing educational policies or by collaboratively deciding on their priorities in learning together with partners in the process.

Research also highlights the **importance of enhanced teacher-student relations and teachers' relationships with their school leaders** and other members of the school community for collaborative governance and leadership in schools and the development of a school culture based on shared responsibilities and values.

Support of digital technologies

No one can ignore anymore the massive scale emergence of **internet and digital technologies**. **These are crucial to** support **online collaboration** and reinforcing a cultural shift in views on both the importance of social interaction for learning and collective intelligence for innovation.

Namely, digital tools like digital textbooks, exercise software, simulations and learning games can **increase motivation to learn** and thereby **learning participation**. Learning supported by these tools can take place everywhere, and that is why they contribute to **removing a barrier to education** for particularly certain hard-to-reach groups of society.

Just one of successful examples would be **collaborative learning games** (e.g. Quest to learn, Khan Academy, SCVNGR, Superbetter, Fitocracy) learners work together to reach certain goals, which are

⁴ Supporting collaborative learning environments, from Initial Teacher Education to professional school practice, Francesca Caena, European Commission, 2014

at the same time also important points in their learning process. These games give 'players' continuous feedback and ensure they can apply newly acquired knowledge and skills, while 'players' can steer the learning process and its pace according to their needs, by making their choices in order to proceed in the game.

Emphasizing the vital role of the schools, Alen Maletic ended his talk with a quote from Abraham Lincoln, *"The philosophy of the school room in one generation will be the philosophy of the government in the next."*

DAY ONE: 7th February 2016

Afternoon Session

Activities: Experiential learning, Formal and Non-Formal Education

Experiential learning and formal, non-formal education

Following Alen Maletic's in-depth presentation on formal and non-formal education, participants were asked for their input on what formal, non-formal and informal education is. Their responses included:

Formal Education: primary and secondary schools, universities, VET programmes etc.

Non-formal Education: youth work, community work, kindergartens, work with disadvantaged groups etc.

Informal education: everywhere, on the street, families, cultural events, peer groups etc.

After a discussion these forms of education, participants received an introduction to experiential learning. They were explained the experiential learning cycle and learning styles.



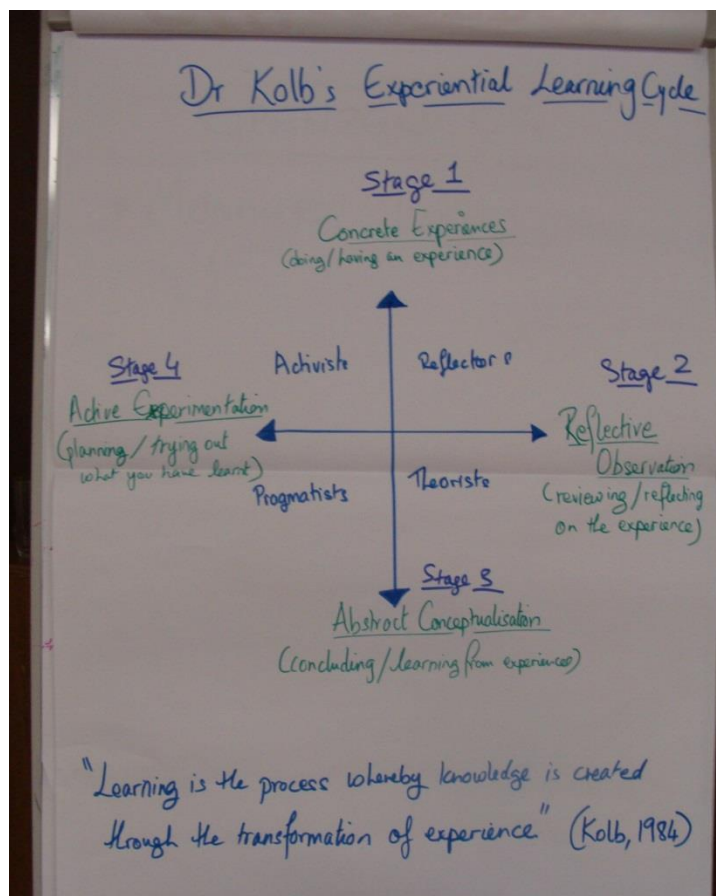
According to Dr David Kolb, experiential learning is seen as a 4-step process:

Stage 1 – Doing and experiencing is part of everyday life but it can also be an arranged opportunity.

Stage 2 – Observing and reflecting on what has happened to you.

Stage 3 – Concluding from the experience and generalising (putting them into their day to day issues)

Stage 4 – Applying the newly acquired competence or planning a new experience.



It does not matter how long it takes, it is, however, important to go from the experience phase to thinking it over, to the critical analysis and to come to planning of the use of the newly acquired competence. According to this theory, what is important is not what happens to you but what you do with what happens to you.

The participants were given questionnaires which they filled in to ascertain what style they lean towards. They were then explained that there are 4 learning styles - the activist, reflector, theorist and pragmatist - which are linked to the four stages of learning.

- A preference for the activist style equips you for stage 1
- A preference for the reflector style equips you for stage 2
- A preference for the theorist style equips you for stage 3
- A preference for the pragmatist style equips you for stage 4

All-round learners or "integrated learners" are clearly best equipped to manage all four stages. But most people develop learning style preferences that assist with some stages and hinder others. Those style preferences very significantly affect the sort of activities that people learn from.

Knowing one's preferred learning style also means that one should know about the relative strengths and weaknesses of each style. Selecting appropriate learning opportunities essentially involves finding activities where strengths will be utilised. The preferred learning style has implications for a person as a learner, manager and trainer, and most importantly one needs to develop one's under-developed styles in order to learn in as wide a range of situations as possible.

It is important to remember that we tend to use our preferred learning style(s) while training or managing. To work well with people, it is important to use a mix of activities in line with the 4 learning styles so that there are opportunities for everybody involved.

The learning styles questionnaire can be found in Annex 2.

Exercise: Best and Worst Learning Experience

The participants were asked to think about their worst and best learning experiences and in small groups discuss why these experiences were the best and the worst whilst considering the new knowledge on the experiential learning cycle and learning styles.



The group presentations comprised the following:

The worst learning experiences:

- when there was no space for creativity
- no clarity
- no support to reach goals, i.e. result-oriented
- being in the spotlight
- pressure to be active in the process
- different learning styles (can be used constructively)
- when they acted out of fear; fear of teachers, failure, consequences
- when there were communication problems
- when there were limited resources
- when learning methods did not suit their learning styles
- formal education – structural problems
- learning by rote

The best learning experiences:

- when they learnt from each other
- when they transformed ideas into projects (when formal learning was combined with practice)
- when there was guidance and support (training)
- when they felt comfortable
- when learning was entertaining
- when the learning was logical, structured and explained
- when they were able “try out” what they had learned (so it was not just about theory and concepts)
- when it was challenging
- when there was a strong purpose to learning (and motivation)
- when the learning environment was pleasant

This exercise became the perfect starting point for a discussion on the kind of learning we want to have.

What kind of learning do we want?

The World Café method was used to discuss the kind of learning that was desired. Four tables were arranged with five chairs each and a flipchart on each table with a question for discussion. Four rounds of the World Café took place and with each round, participants were able to change tables and discuss a new question on the kind of learning desired.

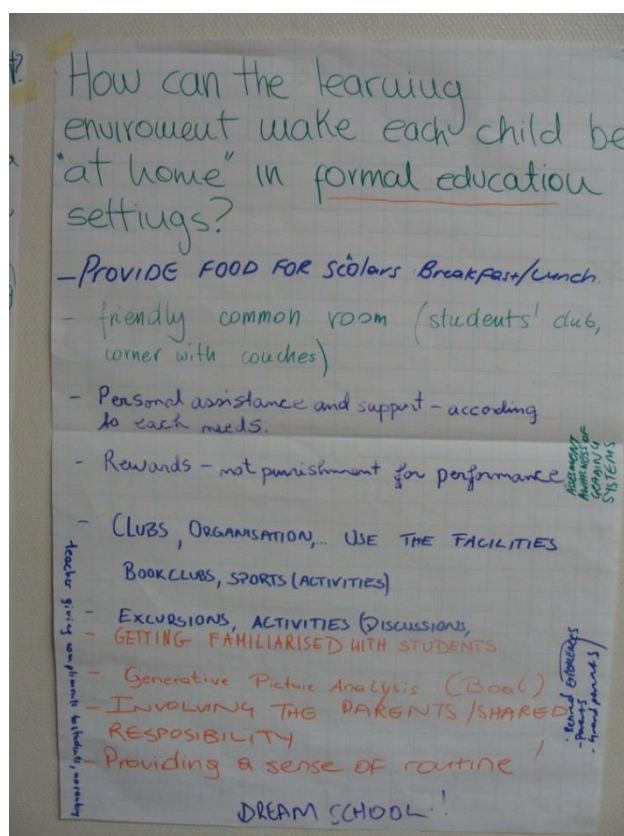


Time for the 4 rounds: Round 1: 20 min, Round 2: 15 min, Round 3 & 4: 10 min each
The four questions and participant discussions were as follows:

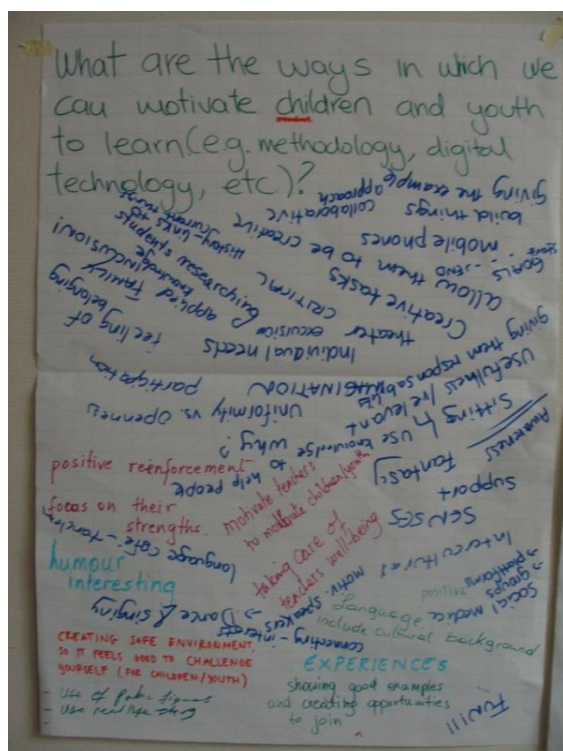
1. How can the learning environment make each child be "at home" in formal education settings?

The discussion focused on a dream school:

- Provide food to students, breakfast and lunch
- Friendly common room, students' club with couches
- Personal assistance and support according to each student's needs
- Rewards - not punishments for performance
- Clubs (e.g. book clubs), organisations, use the facilities, activities (sports)
- Excursions, activities (discussions)
- Assessment – awareness of grading systems
- Getting to know students well
- Generative Picture analysis (Augusto Boal)
- Involving the parents – shared responsibility
- Providing a sense of routine
- Teacher giving compliments to students, no ranking



2. What are the ways in which we can motivate children and youth to learn (e.g. methodology, digital technology, etc.)?



The following points were discussed:

- positive reinforcement
- humour, interesting
- experiences
- sharing good examples and creating opportunities to join
- language, include cultural background
- motivate teachers to motivate children/youth
- focus on students' strengths
- taking care of teachers' well-being
- creating a safe environment so it feels good to challenge yourself (for children and youth)
- use of public figures and real life stories
- make it fun
- students researching
- connecting interests – dance and singing
- motivate speakers
- language café, tandem
- social media, groups, platforms
- use mobile phone as a tool

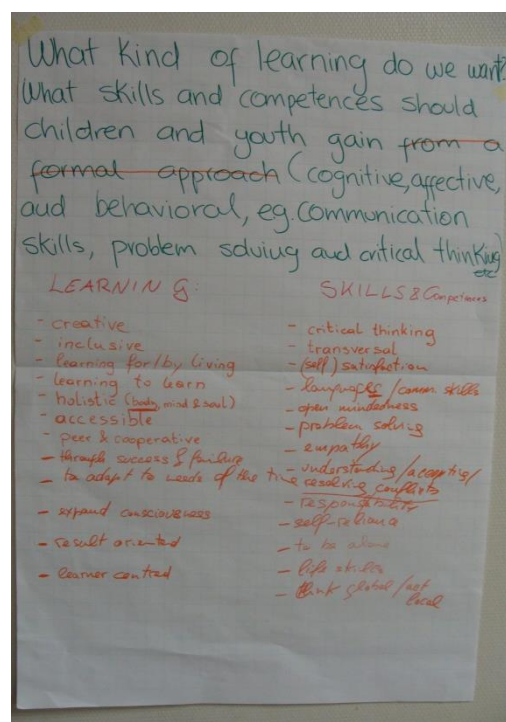
- promote intercultural awareness
- encourage fantasy, imagination
- give them creative tasks, theatre
- develop all senses
- support
- Use knowledge to help people
- Sitting on chairs as against sitting on the floor or as one likes
- uniformity versus openness
- giving students' responsibilities
- considering usefulness and relevance
- taking care of individual needs
- ensuring participation
- feeling of belonging
- a collaborative approach
- get them to build things
- linking history to current affairs
- applied knowledge
- include the family

3. What kind of learning do we want? What skills and competences should children and youth gain from a non-formal approach?

The discussion covered the following:

The kind of learning desired

- creative
- inclusive
- learning for/by living
- learning to learn
- holistic (body and soul)
- accessible
- peer and cooperative
- through success and failure
- to adapt to the needs of the time
- expand consciousness
- result oriented
- learner centred

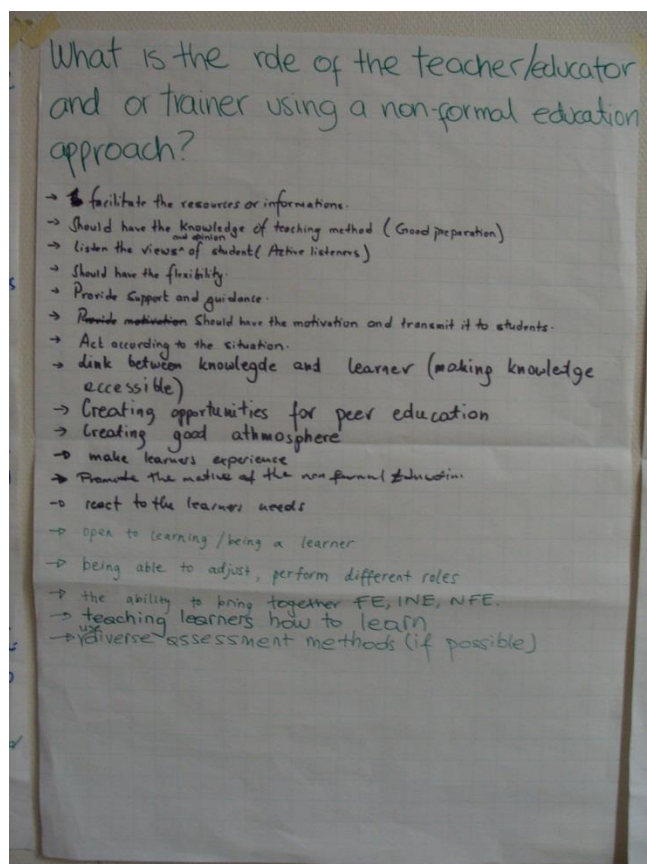


Skills and Competences

- critical thinking
- transversal
- (self) satisfaction
- language (communication skills)
- open-mindedness
- problem solving
- empathy
- understanding / acceptance
- resolving conflicts
- responsibility
- self-reliance
- to be alone
- life skills
- think global, act local

4. What is the role of the teacher/educator and or trainer using a non-formal education approach?

The following aspects emerged in the discussion:



- to provide resources or information
- good preparation, should have knowledge of teaching methods
- listen to the views and opinions of students (active listeners)
- should be flexible
- provide support and guidance
- should be motivated and transmit it to students
- act according to the situation
- link between knowledge and learner (making knowledge accessible)
- creating opportunities for peer education
- creating good atmosphere
- make learners experience things
- promote the goals of non-formal education
- react to learners' needs
- open to learning / being a learner
- being able to adjust and perform different roles
- the ability to bring together formal, non-formal and in-formal education
- teaching learners how to learn
- use diverse assessment measures, if possible

DAY TWO: 8th February 2016

Morning Session

Activities: Intercultural Learning

Intercultural learning

The session on intercultural learning served to look at others and simultaneously look at ourselves, and thereby to accept other points of view. Intercultural experiences initiate learning processes to understand other cultures and people, learning to know and respect other cultures and to realise that your own culture is only one among a number of others.

The intercultural learning session comprised the following exercises:

Exercise: Perception and misconception

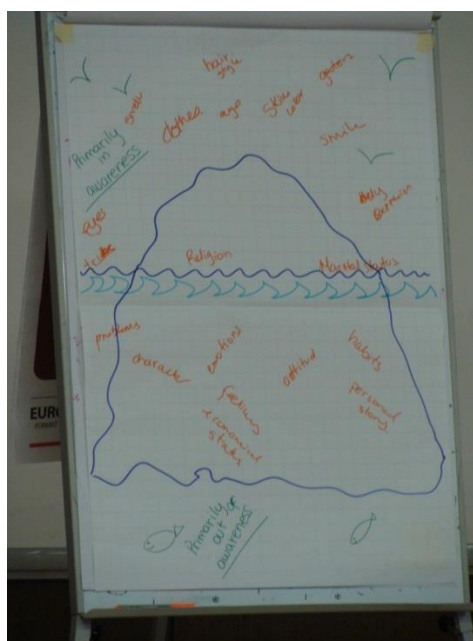
The activity consists of describing the people presented in the pictures by way of first impressions and associations. The exercise makes people aware of their prejudices and helps recognise how easily one judges “others” on the basis of appearance. Participants commented that it was difficult to describe a person on basis of just a picture and that we judge on appearance but also on the emotions of the person presented in the picture, and both may be misleading as they are interpretations of expressions which are very often faulty.





Interactive presentation: Iceberg model of culture

The presentation entailed a reflection on the visible and invisible parts of culture seen by way of an iceberg (like with culture, 15% of an iceberg is generally visible and 85% hidden below the surface). The presentation emphasizes that culture is a social construct, which can be regarded as “programming” or “conditioning” which people use to dissect the world around them on a daily basis. A participant stated that at the start, the volunteers arriving in the host countries will discover the visible, above-the-surface aspects of culture and slowly over time begin to discover the features lying below the surface. It was also discussed that there is an iceberg of culture and an iceberg of diversity. The latter refers to each individual’s own culture; a person’s education, geographical, ethnic or racial background, gender, social status, family, age, etc. influence his/her being and creates his/her own individual culture. The importance of treating people not as groups with homogenous features but as individuals with diverse influences and differing backgrounds emerged during the session.



Exercise: Power Flower

The above activities led to reflections on identity, privileges and lack thereof. The Power Flower exercise sought to create an awareness of different types of oppression prevailing in society based on identity parts and group belongings, and clarified that a person can be the target of oppression in one case and the oppressor in another (depending on the situation). The debriefing brought out some of the following points:

- Some parts of our identity (age, marital status, social class) give us privileges or puts us in an underprivileged position depending on the context (country, personal situation, etc.), e. g. in some countries the elderly are often treated as a burden and placed in houses for the elderly, in other countries, they are treated with respect.

- In some cases, the borders between categories are blurred or it is difficult to decide whether a category puts one in a privileged or underprivileged group, and often the positioning is based on individual experiences in different situations, e.g. if the state does not discriminate homosexuals (i.e. there is equal opportunities by law), but society does (i.e. experiences of discrimination when interacting with people).

- For some identity categories, one has a chance to choose but for many categories this is not possible, e.g. a new language can be learned or geographical location changed, but one's sexuality or ethnicity cannot be changed.

- The underprivileged can be oppressed in different situations; e. g. children without a father can be excluded from activities such as on Father's Day. Similarly, oppression in schools can take place at different levels: among children and between the teacher and children.

- As a representative of the privileged group, it is important to use power wisely when interacting with people and making decisions that influence others, particularly those less privileged.



Exercise: Three Volunteers

The final intercultural learning exercise consisted of a simulation, in which two participants (voluntarily) left the room. The remaining participants stayed in the room and were named the majority. The participants in the room made some rules: They decided to shout when a new person entered the group or wanted to speak to the member of the majority group. They further decided not to have eye contact with the persons and to ignore them. After a couple of minutes, one participant, who had left, entered the room. He first tried to speak with a member of the majority group. But he didn't get any response. So he decides to observe the activity of the majority group members. After a while, the second participant entered the room. The second participant faced the same problem as the first, but tried to draw the attention of the majority and ape their actions. However, even the second participant did not succeed in interacting with them.

The main aim of the exercise was to provide insight into how the majority group influences minorities. The exercise was a learning process as the first volunteer was more an observer and the second a reflector. The exercise provided the opportunity to experience the result of pressure of the majority on the minority to conform to its norms, and maintain a status quo between the minority and majority groups. It was also difficult for the majority group as all people did not respond in the same way. Thus, even in the majority, one can find oneself in a minority position. Many participants agreed that the minority should have been integrated into the majority group, and yet there was little resistance to pressure from the majority. The exercise mirrored societal relations between majority and minority groups.

The session ended with an excerpt of the video “How racist are you? – Jane Elliot’s Brown Eye-Blue Eye Experiment - Part 2” (view here: <https://www.youtube.com/watch?v=Zl8h4UqaWKA>) which likewise reflects power relations. In the video, people were separated into two groups composed of those with brown eyes and those with blue eyes. The justifications and defence mechanisms at play reveal power relations and illustrate how the status quo is maintained and how minorities are kept on the fringes of society.

The session was summed up with a reflection on the mechanisms at play when exclusion and inclusion takes place and the need to recognise the impact of privilege and dis-privilege on learners.

The detailed description of each method can be found in Annex 3.

DAY TWO: 8th February 2016

Afternoon Session

Activities: Designing NFE methods, Presentations of host organisations, Trying out NFE methods



The afternoon session commenced with a presentation by Alen Maletic, who underlined the important aspects to consider when developing a non-formal approach and methodology for formal education. The following is the complete text of his presentation:

Designing learning environments (and activities) – What to bear in mind

Adaptive expertise vs **routine expertise** – the ultimate goal of learning, instead of completing tasks in school quickly without understanding, is being able to apply meaningfully acquired knowledge and skills in many different situations. Quality is more important than quantity.

In order to be able to apply the knowledge gained:

Guided learning: teachers take all main relevant decisions about learning goals and how to regulate them, strategies, how to measure outcomes and take care of feedback, criticism and rewards.

Action learning: learners play a much more active role in determining objectives of learning than in guided learning; there is a strong element of learner self-organisation and self-planning.

Experiential learning: not controlled by teachers, no predetermined objectives. What is learned is determined by context, learner motivation, and others they are in contact with during learning.

We need a balance and integrated approach between the three so that there are open opportunities for learning outcomes and results of learning **which were not foreseen**.

- **Learning principles**

Implementing them adds up to an agenda of significant change and innovation in most contexts if they are embedded into everyday practice. They are all equally important and only environments which implement all can be considered truly effective.

1 **Learners at the centre** – The learning environment has to recognise learners as the **main participants**, encourage their **active engagement** in constructing their learning process, and develop in them an understanding of their own activity as learners.

2 **The social nature of learning** – Learning environment actively encourages collaborative learning well-organised among the members of the learning community because knowledge is socially constructed. Collaborative learning works better for everyone than individualistic/competitive learning.

3 **Emotions are integral to learning** –Promoting positive emotions and well-being is often neglected, but it is integral to learning effectiveness.

4 **Recognising individual differences** – The learning environment should be very sensitive to the individual differences among the learners in it, including in the prior knowledge (it depends on it how well they will learn as well).

5 **Stretching all students** – Learning experience should be **challenging**, but not to the extent that it is counter-productive. We should try to reach **above their existing level**. De-motivating regimes of **fear and pressure** should be avoided because they are not consistent with effective learning.



6 Assessment for learning – It has to be very clear what learners are doing and why, what is the goal (otherwise motivation drops) – consistent with assessment strategies, and emphasis on meaningful and regular feedback to support it and shape direction and practice in the learning environment.

7 Building horizontal connections – The learning environment strongly promotes interdisciplinary knowledge with links to the community and the wider world. When we carefully create knowledge structures they can be transferred to other contexts.

Emotion and motivation

Emotions guide learning. Positive ones encourage the learning process while negative emotions break the process. Negative emotions can have an impact on a learner, for instance, that he does not remember anything after a learning activity. Any provider of learning thus has to be working on trying to tackle negative emotions, whether they are results of a learning environment or from outside school.

Motivation is also very important, the higher the motivation, the more likely it is that students engage in really deep learning. Monitoring their progress closely, regularly and understanding their motivation should always be part of methodologies, in order to help learners become more effective. As part of activities, teachers should encourage a reflection process on learning strategies for learners like we did yesterday with learning styles. If they have not been successful, teachers can provide examples of other strategies.



8 basics of motivation:

- they perceive stable links between specific actions and achievement
- they feel competent to do what is expected of them
- they value the subject and have a clear sense of purpose
- they perceive the environment as favourable for learning
- they experience positive emotions towards learning activities
- if they are able to influence the intensity, duration and expression of emotions
- when they can manage their resources and deal with obstacles efficiently
- students lose attention when they experience negative emotions

Teachers who are aware of their students' motivation and emotions can more effectively trigger them and orchestrate the learning process. The strategies could include **re-appraisal** (reframing a situation in a more positive way) and **de-personalisation** (encouraging the learner to be objective instead of taking setbacks too personally).

Building blocks of learning environments

Cooperative learning – students work together and are responsible for one another's learning and their own as well, which is always preferred to individualistic and competitive one.

Service learning – Education engages students in community service that is integrated with the learning objectives of core academic curricula. This experiential approach is premised on providing students with learning experiences based on real-world situations in their communities.

Home-school partnerships – The home is our first and highly influential learning environment so building their connections is vital to learner success. This includes proactively involving families in their children's schooling, via for example after school programmes.

Learning with technology – Learner-centred approaches to "digital" learning can empower learners and enhance learning experience. Technology often offers valuable tools for the rest of these building blocks.

Formative assessment – A lot of feedback guides both the learner and the teacher. There are 3 key questions: Where are learners in their learning? Where are learners going? What needs to be done to get them there?

Inquiry-based approaches – Inquiry-based approaches engage students in complex, meaningful projects that require, among others, resource management, collaboration and research. Relevant approaches include: project based learning and problem-based learning.

Following Alen Maletic's in-depth presentation, the EVS host organisations and the projects – schools, centres of education for children and youth, also for young people with disabilities – were invited to present their respective organisations. The following are summaries of their presentations:

Presentations of the host organizations

Presentation of Ananya Trust (India) by Dr Shashi Rao

Dr Rao presented the aims of the Ananya Trust, which provides skills and cultivates curiosity to make students lifelong learners. The vision of the Ananya Trust is to create a unique learning opportunity for first generation learners from the slums of Bangalore. First generation learners, she explained, were children whose parents had never been to school.

The slides of Dr Shashi Rao's power point presentation are as follows:

A charitable trust registered on March 6, 1998 in Bangalore, India

FIRST GENERATION LEARNERS FROM THE SLUMS OF BANGALORE

Aims:

- ✗ *To provide skills and cultivate curiosity to become life-long learners.*
- ✗ *To help children become economically and emotionally independent.*
- ✗ *To enable children to work towards a just and egalitarian social order.*
- ✗ *To create a cadre of individuals who are sensitive to and respond to the needs of the children.*

Vision:

To create a unique learning space that provides relevant and meaningful educational opportunities for first generation learners from the slums of Bangalore.

Motto:

LEARNING TO ASK
LEARNING TO ACT
LEARNING TO ACCEPT

Their Programmes:

- ✗ *Ananya Shikshana Kendra (ASK), a school for first generation learners.*
- ✗ *Ananya Centre for Teachers (ACT), a teachers training program*
- ✗ *Ananya Centre for Core Education and Personalized Training (ACCEPT), a life skills program for young adults*

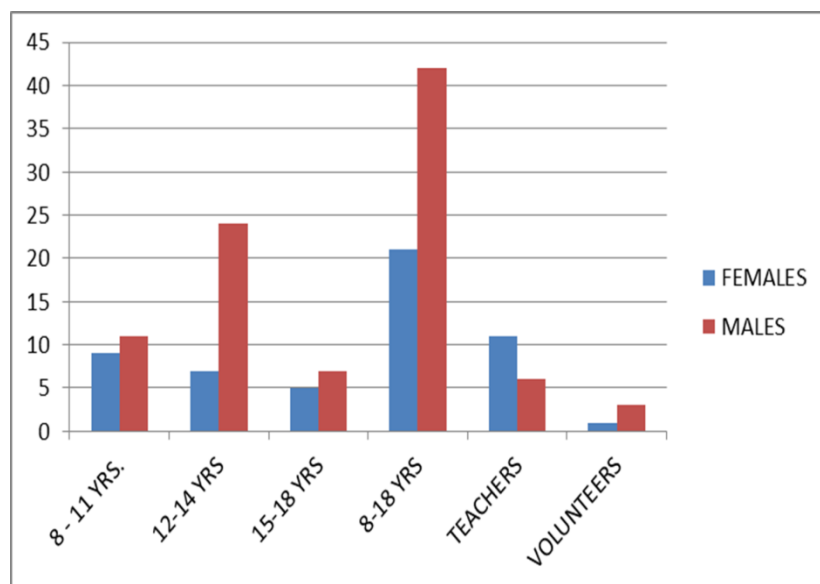


Ananya means unique...

- ✗ *There is a non-hierarchical division of children based on their ability rather than age;*
- ✗ *The classrooms are open spaces where light, air and nature are welcome;*
- ✗ *There is an adaptable curriculum responding to the individual needs of each child;*

- ✗ *Children appear for the National Institute of Open School Secondary Examination, if and when they feel ready for it.*

STUDENTS AND STAFF 2015-16



Presentation of Centro Creativo Artístico Educar es Fiesta (Bolivia) by Edson Vicente Quezada Rodriguez

Educar es Fiesta is a creative arts centre which supports educational processes and the development of the artistic potential of children and adolescents living in suburban areas of the city of Cochabamba. It proposes an education based on art to promote social and personal transformation while also contributing to the development of intercultural and purposeful quality education in community spaces and schools.



The activities of Educar es Fiesta includes:

- *Friendly Schools, Schools without Fear:* This covers over conversations with schools in an alternative, sociable and creative way as well as talks with teachers to design, explore and implement concrete changes in the form of relationships between teachers and students.
- *Community Culture Houses:* These houses are spaces of fraternal, friendly coexistence and aimed at children, adolescents and young people to live a dignifying life without violence, developing their artistic and creative potential.
- *Integrated Arts Centre TAPEQUE:* Circus School for children and teens.

The mission of the centre is:

- To contribute to community development
- To work through its four community centres and with nearly 400 children from the nearby villages
- To create living classroom that are transforming
- To learn in the form of education like arts, sports, environment, etc.

Achievements:

- Educational setting
- Developing community
- 80% of the children come from disadvantaged backgrounds
- Most of the children are school dropouts

Presentation of Wohnheim St. Martin by Krzysztof Mayer

Krzysztof Mayer described the project and the historical background of its creation. Wohnheim St. Martin is a residential home for approximately 25 adults with multiple disabilities. St. Martin has two living groups/communities and several practice rooms, where the clients work during the day. It offers the clients housing, (re)integration in the surrounding society by offering leisure time activities and a workplace through training in the practice rooms.

Wohnheim St. Martin is an organisation working with disabled adults older than 17 years and focusing on the learning process. As a non-profit organisation, it works for social and human awareness.

Presentation of B. Prus Secondary school (Poland) by Katarzyna Mierzejewska

B. Prus Secondary school is a complex of two types of vocational schools: Basic vocational school and technical secondary school. The school has 300 students from 16 years of age.

The basic vocational school lasts three years and its main aim is to prepare students to work in a trade (as a baker or a mechanic or a hairdresser). The students work alongside studying, usually they are in school three times a week and they work two days a week. They are employed on the basis of a job contract.

The technical secondary school lasts 4 years and is a full time school, which means that the students do not work but, usually once a year, follow an apprenticeship programme lasting 4 weeks. This type of school ends with a school leaving examination that enables the students to go to university if they wish to do so.

As the students come from disadvantaged families, the mission and the aims of the B. Prus Secondary School are to increase the students' life opportunities and their chances of employment.

The accomplishment of the school is its European exchange programme that the students participate in (they have already had apprenticeship programmes in Italy, Spain and Austria, and they'll be in Portugal next year). The B Prus School cooperates with local institutions as well as local businesses. It provides technical preparation for groups, i.e. practical training and short-term programmes with neighbouring countries.

Presentation of Waldorf Kindergarten (Iceland) by Guðrún Garðarsdóttir

The Waldorf Kindergarten in Reykjavík has been operating for more than 15 years. The kindergarten has 30 children at the age of 1,5 - 6 years on a daily basis and 9 staff members with a homey atmosphere. Waldorf education is based on the research of the Austrian scientist and thinker Rudolf Steiner (1861-1925), which states that human beings are threefold with spirit, soul and body, and that we unfold and develop these three parts on the path to adulthood. Therefore, the mission of the Waldorf kindergarten is to create a warm and personal connection with all children.

There is an emphasis on outdoor and artistic activities and learning by imitation. The main tasks in the kindergarten are painting, crafting, making toys, playing with the children, celebrating festivals, daily routine activities to help the children to feel secure in a deeper way.

The volunteers in the project are prepared with their own ideas for activities. They can contribute with their own ideas, skills and interests. Free time activities include swimming, painting, drawing, etc. Volunteers have the opportunity to learn non-verbal communication.



Trying out non-formal education methods

The session was meant to enable participants to experience two NFE methods that could be used with young people.

Exercise: Five Prominent People

The central aim of the exercise is to become aware of the limited information we have about certain communities, groups and people in comparison to others, and to enable reflection on the reasons why we have little or practically no information on certain groups. The debriefing with participants led to the realisation that some people have the most chances to make it in society, and that most educational systems provide little or no knowledge on certain cultures. The discussion also reflected the manner in which knowledge is created, how power and influence dominate our societies and in turn impact on the information we receive.

Exercise: Forum Theatre

Forum Theatre is a technique from “Theatre of the Oppressed” developed by Augusto Boal. It enables one to observe, understand and try out alternate ways of behaviour that could save a situation and avoid or resolve conflict. It presents a scenario or a play that must necessarily show a

situation of oppression that a protagonist does not know how to fight against, and fails. The scenario is acted out for the spectators, who are subsequently invited to replace the protagonist and act out on stage all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All *spect-actors* have the right to intervene and enact their ideas. Forum Theatre is a collective rehearsal for reality (Augusto Boal, Rio de Janeiro 2004). In Forum Theatre, the public is not passive as in traditional theatre. That is why the people in the audience are sometimes called “spect-actors”...). www.theatreoftheoppressed.org

The participants were divided into groups and given two scenarios as follows:

Scenario 1:

A volunteer wanted to work in a youth club (leadership and active citizenship training) in a rural area but the only project she could be placed in is a primary school with two teachers, where she is alone teaching a class of 40 pupils at least three days a week.

She likes the area, the host family and has become attached to the kids, but she is overwhelmed with the tasks and the responsibility. Unless her role and tasks in the school change within the next two weeks, she threatens to leave the programme (she does not want to change her project).

A meeting is scheduled between the school teacher (the supervisor), the volunteer and the ICYE staff in charge of the incoming volunteer.



Scenario 2:

A volunteer would like to introduce non-formal educational methods but the teachers do not believe that NFE methods are effective and fear that children will not be able to pass the tests.

Due to continued heated discussions, the school principal calls for a meeting with the volunteer, the ICYE contact person and two of the teachers the volunteer assists in class.

Discussion among participants: The feedback from the participants was positive and some had used Forum Theatre in the past themselves. The two scenarios were chosen because they had direct relevance to volunteers and to situations that are likely to arise in the project. A number of spect-actors stepped in to replace the protagonist in both plays, and it was observed that realistic solutions and strategies could be adopted to resolve conflicting situations.

A complete description of the two methods can be found in Annex 4.

DAY THREE: 9th February 2016

Morning Session

Activities: Visit to EVS host organisation

Visit to the EVS host project Wohnheim St. Martin, Klosterneuburg

Report by Dr Shashi Rao

The meeting with Mr. Christoph Maier, director of Wohnheim St. Martin, on the preceding day and hearing him talk about the home had already created a great excitement among all of us. We set off on the train/bus journey in the morning and the ride to Klosterneuburg through the scenic country added to our enthusiasm.

After reaching the village/town and walking through it, we reached one of the homes and were warmly greeted by an ICYE volunteer from Uganda, Allen Nandawula. We were all led into the cosy dining room adjoining the kitchen and were given a brief background of the organisation - how, who, when and why the home for the differently abled was started. He also gave us some information on how the second home was set up and the plans for expansion in the future. His narration took us on a journey that had all the elements of an exciting novel.



We then were explained about the philosophy of the home, on how all efforts are made to make the residents independent and capable of leading a life as close to normal as possible. Some of them have severe disabilities but are encouraged to work as independently as possible. They participated in the decision making process, manage the cooking and planning menus. They have a good system in place by which they are all aware of what they are doing when and who is doing what. We also had a good interaction with Allen Nandawula from Uganda who gave us an overview of her stay in the home, the work she had been doing, the challenges and highlights of her time as a volunteer.

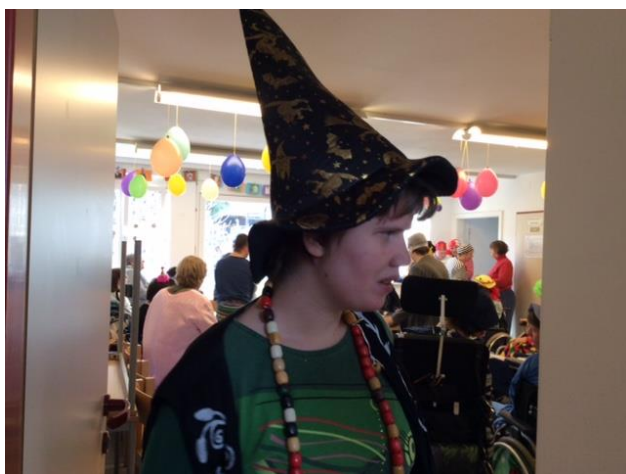


We then went on a tour of the home, the gardens, the work and study areas and were also allowed to see the rooms of some of the residents. The people living there are aged between 18-65 years, including the son of one of the founders of the home. Each resident has a room to her/himself that is done up by family members to make their stay as comfortable as possible. One of the rooms we visited had a calendar with pictures of semi-nude women and one immediately assumed it was a room of a young teenage boy. But to

our utter surprise we were informed that the room belonged to a 65 year old 'young' man who is very interested in geography and music. The huge world map on the wall, his impressive collection of LPs (long playing records) and his antique looking 'new' record player bore testimony to this fact.

The tour began and ended with watching all the residents immersed in the carnival celebrations, complete with live music, decorations, costumes and dancing. The atmosphere in the home was one of joy and festival cheer. We didn't have to be in the city to experience the spirit of the carnival. We got it all in the home.

We then walked through the beautiful town to the second home where we were greeted by one of the residents, shown around the home, watched one of the residents proudly showing the recently completed 1000 piece puzzle and the box containing his next project, another 1000 piece puzzle. The pride and joy of having achieved something was clearly visible in the way he showed us the completed puzzle.



We also observed another resident concentrating on making a bracelet with rubber bands, totally oblivious of all of us walking around looking at the building and taking in all the activities going on. We walked through the three story building and there were clear signs of the independence of each of the residents and the sense of belonging. At no point did we get the feeling that disability of any degree or in any form was a burden for the residents or the care givers. One young man was working on his educational project with a

teacher who comes in twice a week to provide him with educational inputs. After his work, he carefully filed all his work and put it away.

Our trip ended with a round of goodbyes to all the residents present and a grateful thanks to Krzysztof for spending time showing us around. It was truly a very important part of the training, getting to see in action what Krzysztof Mayer had presented the day before.

Project visit feedback

On return to the training venue, there was a discussion on the project visit. Everyone was satisfied with the visit and found it interesting. A participant commented that it would have been good to have more time at the different facilities of the project to be able to talk to the people. Another comment was about the volunteer Allen Nandawula, who it was stated had specific tasks and a daily routine. Thus, as the commentator stated, the project integrates volunteers quickly and efficiently into its everyday life, which is really positive. On the way back from Wohnheim St. Martin, people talked amongst themselves and the general opinion was that all had enjoyed the visit and got a clear idea about the project, its history, aims and daily work.

DAY THREE: 9th February 2016

Afternoon Session

Activities: Developing an NFE process and methods, Mid-Term Evaluation, Guided Tour as NFE method for teaching history

Developing a NFE process and methods and a one-day training programme

This was the moment when the participants had the opportunity to put into practice the input gained during the first half of the training by developing an NFE process and methods as well as a training programme that they would implement at the local level with the EVS volunteer, other interested volunteers (local and international), staff members, and host organisations (i.e. teachers and educators).

To facilitate the work and division into groups, participants were asked to specify for each host organisation in the project: 1) The age group of the children or youth in the school/education project, and 2) the specific age group(s) with which the volunteer would be involved, as well as 3) the kind of education (formal or non-formal) that predominantly took place in the school.

Based on this information which was collected on a flipchart, participants were divided into groups to discuss:

- 1) What are the subjects taught for the target group with which the volunteers would be involved (e.g. history, geography, language, civic education, extra curricula activities: artistic, games, sports).
- 2) Share and exchange best practice on methodology and methods which participating teachers, educators, ICYE youth workers are familiar with and have used in the past.
- 3) Discuss aspects such as physical environment, group size, age groups, role of teacher/educator and volunteer, inclusion of students, interaction, reflection using visual techniques, toys (for children) or creative methods (drawing, role plays, energizers), etc.
- 4) Examine the reference list and the NFE guides, toolkits and handbooks put together by facilitators

Participants thus worked in groups to build a framework within which they could begin to develop NFE methods and training programmes through the course of the next day.



Mid-term evaluation

An interactive Mid-term Evaluation gave participants the opportunity to give feedback mid-way through the training and make suggestions for change. They were asked about their opinion on various aspects of the training from accommodation and food to the programme and the facilitators. Three different faces were drawn on paper and placed at different corners of the room – a smiley ☺, a sad face ☹ and a neutral face :-|. Music was played and participants moved or danced around the room. When it was turned off, participants were asked to position themselves based on how they felt about each topic. They were then asked to express why they felt happy or sad or neutral about the particular topic.



The results are as follows:

1. Accommodation

The majority was very happy; two participants were neutral because it was not possible to open the windows in the rooms of the hostel, which uses an eco-power saving technology.

2. Food

The majority was very happy; three participants were neutral as they felt that for meals there weren't too many options for vegetarians.

3. Facilitation

The entire group expressed their satisfaction with the facilitation, the preparation and work of the facilitators.

4. Training programme

Once again all participants stated that they were very happy with the process and content of the training programme.

5. Participants' own contributions

To this question, seven participants expressed their satisfaction with their contributions in the training. Twelve were neutral as they felt they could have contributed more and could have prepared themselves better. Four stood in the middle between happy and neutral because they felt more or less satisfied with their contribution.



6. Free time

For free time as well, the majority was satisfied and stated that time management during the training sessions was by and large very good and therefore free evenings were possible. Four participants stood between the smiley and neutral face as they felt that some more free time would have been appreciated.

Guided Tour as NFE method of teaching history

After the day's group work and mid-term evaluation were concluded, the participants took off once again, but this time to the inner city of Vienna to experience a guided walking tour as a Non-Formal Education method of teaching history. Walter Juraschek, a certified guide, gave an in-depth historical background on the inner city and its monuments.



DAY FOUR: 10th February 2016

Morning and Afternoon Sessions

Activities: Developing an NFE process and methods

The day started with a brief round of feedback from the groups on the work done the previous day, open questions, clarifications and further support needed to develop NFE methods and the NFE training programme. The participants/groups received a template for the presentation of each method and an outline for their presentations on the subsequent day as follows:

Each group will present:

1. What subjects are chosen and for which target groups?
2. The methods: 1. Present and describe methods (they can be performed or tried out with the big group if they are not time-consuming).
3. Fill in the template for each method developed.

4. Explain why the method(s) was chosen and its learning impacts, how adaptable it is to different age groups, settings and contexts, what are the challenges and benefits of the method and how to deal with the challenges.

5. Q&A after each group

6. Suggestions for possible changes / additions

Participants returned to their groups and worked through the rest of the day on the methods and training programmes.

DAY FIVE: 11th February 2016

Morning Session

Activities: Three group presentation

Group presentations – methods and training programmes

The entire morning comprised in-depth presentation by the three groups on the methods and the draft NFE training programmes they had developed the previous day.

Group 1 comprised participants from India, Mexico, Colombia and Austria

NFE Draft training programme

15'	Presentation of the project and its aims
30'	Non-Formal, Formal, Informal Education Power point presentation and brainstorming
1 30'	Trying out non formal methods 3-4
	1 method related to the subject, the volunteer will be teaching
	1 method about intercultural learning
	Energizer
30'	Explaining the toolkit & its use for the volunteer
1 30'	Training in action: Select a topic Develop a plan using NFE methods

	Organise the class
15'	Q&A

Methods

Six methods were presented by Group 1 as follows:

Title: Flashcards

Tool details:

Title	Flashcards
Tool type	
Tool topic/s	Vocabulary
Aim	Increase vocabulary
Material needed	Flashcards, pen, pictures related to vocabulary
Duration	30-40 min (depending on the group size)
Number of participants / Group size	5-30
Description	<p>Preparation:</p> <p>Prepare flash cards with photos and words</p> <p>Number of cards depending on group size and age group</p> <p>Make sure that every child has one pair</p> <p>Presentation:</p> <p>Show pictures of vocabulary</p> <p>Ask for the word in their language</p> <p>Say and show the word written in the language you are teaching (eg English)</p> <p>Go through all pictures and words</p> <p>Give them time to match the cards alone</p>



	Put the correct pairs on the wall Go through all the words again. Keep the pictures and words on the wall for a week, so the children can check and see again
Debriefing questions	What did you learn? Questions related to topic, like transportation: what kind of transportation do you know, which do you take, etc.?
Source	Dr Shashi Rao, Ananya Trust

Title: How are you?

Tool details:

Title	How are you?
Tool type	Energizer
Tool topic/s	Language learning
Aim	Memorizing specific phrases
Material needed	none
Duration	10 min
No of participants / group size	5-30 (class room)
Description	<p>Everyone one sits in a circle, on chairs or on the floor. One person is in the middle.</p> <p>There is one question with three answers possible. For instance: how are you? Bad, fine, very fine</p> <p>The person in the middle addresses one sitting in the circle.</p> <p>Answer: fine: no movement</p> <p>Answer: very fine, change to the chair on the left</p> <p>Answer: bad, every one changes places</p> <p>The person in the middle has to find a sitting spot and someone else is in the middle</p> <p>The questions can be adapted to the topics one is working on right now</p>

Debriefing questions	
Source	

Title: Open your eyes

Tool details:

Title	Open your eyes
Tool type	<u>discussion</u>
Tool topic/s	Teaching values or intercultural learning
Aim	Exercise to sensitize the learners that they often only see one small part of the whole picture
Material needed	A copy of the same photo for everyone participating. One sheet of paper with a hole, to only expose a specific part
Duration	30min
Number of participants / Group size	5-30 (class room size)
Description	<p>Preparation: cut a different hole in all the papers and stick it on the complete photo, so that only one part is revealed.</p> <p>Hand out the photos to everyone.</p> <ol style="list-style-type: none"> 1. Ask them to write down what they are seeing. 2. Write down: What do you think is going on in the complete photo? 3. Take off the frame and let everyone see the full picture
Debriefing questions	<p>Was it surprising for you?</p> <p>What are the differences in your interpretation and the complete photo?/How different is your interpretation from the true picture?</p> <p>What did you learn about the exercise?</p>
Source	Intercultural Learning T-Kit (p. 40, Can I see what you see, Can you see what I see) Council of Europe and European Commission

Title: Peer education

Tool details:

Title	Peer education
Tool type	Open discussion
Tool topic/s	Peer learning, resp. the subject chosen
Aim	It is an exercise for pupils to realize what they know and to see each other as resources
Material needed	Two sheets of paper per person, one with the heading “what I’ve got to offer” and “what I’d like to learn”
Duration	1 hour
Number of participants / Group size	5-30 (class size)
Description	<p>Children are discussing and exchanging ideas, the volunteer is facilitating the discussion</p> <p>This can be used for one subject, or can be arranged as an open space</p> <p>1st the children write down their learning desires and expertise. (approx.. 5 min)</p> <p>The volunteer collects the ideas and arranges them, to see if there is a common interest and what can be offered.(10 min)</p> <p>Groups are divided according to their learning interest.</p> <p>Remark: in case there is a learning desire and none of the pupils have expertise, the volunteer can think about preparing a session on this topic.</p> <p>The groups are working together and the children are explaining the topic. (20 min)</p> <p>All groups reunite again and present what they have learned and if there are any open questions (10 min)</p>
Debriefing questions	<p>What are the new things you have learned?</p> <p>What are the sources you have gained your knowledge from?</p>
Source	Social Inclusion T-Kit (8.6 peer education – school of freedom)

Title: Picture gallery

Tool details:

Title	Picture Gallery
Tool type	Picture gallery
Tool topic/s	Countries
Aim	To improve their knowledge and to get to learn more about the different countries.
Material needed	Pictures of the Countries, chart papers, colour pen, to create the gallery atmosphere you can use: lamps, colour papers, etc.
Duration	50-60 minutes (20 min. information, 20 preparing the chart, 15-20 min. Final discussion)
Number of participants / Group size	10-20
Description	<p>Preparation:</p> <ol style="list-style-type: none"> 1. Select the countries (You can develop one country for a day so in the end of the week you will have a Gallery of many countries) 2. Prepare material needed for the week <p>Presentation:</p> <p>Place it on the gallery wall and walk through and present the countries to anyone i.e. to the parents, teachers, other school students, etc.</p>
Debriefing questions	What did you learn? Questions related to topic like: what is the language, flag, culture, etc.?
Source	Dr Shashi Rao, Ananya Trust

Title: Storytelling

Tool details:

Title	Storytelling
Tool type	Storytelling
Tool topic/s	Values, for example, honesty, respect, hygiene
Aim	To encourage the reflection on their values
Material needed	Story written down, in case you want to support the words with visuals (paper to cut out figures, draw a cartoon, ..)
Duration	45 min (10 min story, 15 min reflection, 15 min analysis)
Number of participants / Group size	Any depending on the age group, approx. 5-20
Description	<p>Preparation:</p> <ol style="list-style-type: none"> 1. select the value you want to work on 2. write a story yourself, or work with the children to get an existing story, or do research in books, or online 3. if you want visual support: draw cartoons, .. <p>Presentation</p> <ol style="list-style-type: none"> 4. telling the story to the group 5. reflection and analysis
Debriefing questions	<p>What was the main point of the story</p> <p>What have you learned from it?</p> <p>Have you ever experienced this in your life?</p> <p>How did you deal with it? / How should we deal with it?</p> <p>How would you do things differently?</p>
Source	Dr Shashi Rao, Ananya Trust

Report on the group presentation and Q&A:

Non-formal education method: value of feeling.

Story: A boy's mother is dying in the hospital, he needs to get expensive medicine, a rich man and pharmacist says he is not worth lending the money to, the boy steals the medicine. - Stop the story.

Discussion: Is the boy a thief or a murderer?

Rules for responses: There is no right or wrong answer, but you have to have an argument.

Answers given:

- He is no thief and no murderer – but a saviour
- He is neither
- Who decides what he is? How can the doctor say the medicine must be brought to save the mother? How can the pharmacist and the rich man say the boy should not be in the society?
- If the boy is stealing and gets caught he is a thief under the eye of the law



The purpose is to get children to think about different situations, help children or adults to observe and see different sides of a story.

Why this method:

- It does not require a lot of material
- Different and longer stories can be applied
- It is useful tool for teaching languages
- It is good for both children and adults

- It is very flexible
- Story telling is exciting
- It can be adapted to any kind of issue (child stealing in the class, etc.)

Challenges of the method:

- Language barrier
- Facilitation is required
- Value of teaching needs to be prepared in a social context

If volunteers use this method, they should first get feedback from the teacher – does the story match the context and setting?

Question: What are the challenges?

- Challenge – strong beliefs can lead to an argument
 - In this situation, one could start with the statement there is no right or wrong answer. Looking at different perspectives, listening to others, understanding that there are other opinions – is what it is about.
- What is the role of the volunteer?

- Telling the story, preparing, facilitating.
- It reminded a participant of the Abigail method – different issues can be tackled (gender, ...)
 - You need to know the target group to analyse the situation and work on the issue, the level of difficulty is important.

Other 5 methods:

1. Flashcards: Vocabulary can be increased.
2. Picture gallery from different countries.
3. Open your eyes: Teaching values and intercultural learning – take a picture and cover a part of it.
 - Ask participants to write a positive and a negative impression of the picture (discuss: what is in the picture, what are interpretations).
4. Peer education: Open discussion – what do I have to offer and what can I learn – what was the source of your learning? To give the children an idea of different sources of learning.

What are some of the challenges when you implement your session?

- Language(s) spoken by the children and the volunteers.
- When the volunteer gets the toolkit, give the flashcard, the volunteer has to adapt it to the subjects – the volunteer has a manual for different sources; should use different material for presentations (music, flashlights). The challenge then is if the volunteer cannot adapt it to different topics.
- Creativity and motivation of the volunteer is the challenge.
- Give them ideas, write down methods that can be adapted to different topics – sports, family, ...
- Can the method be used in formal education as well?
 - Yes. It can be adapted to ICYE and EVS volunteers as well. With different subjects.
- The age group is very important for choosing the method

Group 2 comprised participants from Bolivia, Nepal, Ghana and Iceland

Draft programmes

Nepal and Ghana presented a draft training programme for the two countries, after which Bolivia and Iceland presented their own programmes as follows:

NEPAL and GHANA one-day training programme

VENUE: PROJECT OR ICYE OFFICE

DATE: 18 April 2016

PARTICIPANTS: ICYE, School Headmaster, English Teacher(s),

10:00 -10:30 Introduction of the project aims/objectives: by ICYE

10:30 – 11:00 Expectations: (ICYE, volunteer, project), positive and negative – using post-its

11:00 -12:00 Discussion on FE & NFE – brainstorm, understanding & experiences of each one
Presentation of definitions, importance of merging/using non-formal education in FE
Show short video about non-formal education Bolivia Video - by ICYE.

12:00 – 13:00 Propose areas where NFE can be applied and try out one per area:
Language: Roleplay/drama for situational learning / visual aids (posters/photos) / singing for phonetics– agree on which method for which age group/how to assess effectiveness of NFE methods, quarterly assessment of language proficiency.

Lunch break

14:00 – 15:30 Continue on areas where NFE can be applied and try out one per area:
Intercultural learning (identity/diversity), social exclusion, right to education: pictures of different faces / identity molecules / two volunteers. Agree on which method for which age group – how to involve some of student's families?
Environmental education (could become a volunteer/student led project): Experiential learning: school gardening, waste management activities, tree planting, etc.
Agree on which method for which age group
Gender issues / team work: football for mixed teams (boys and girls)

15:30 – 16:00 Expected concrete outputs in terms of:

- documentation (articles for newsletter, videos, dedicated Facebook page, Instagram page)
- ensuring sustainability of NFE in school (age appropriate manual of methods and materials)
- others

Tea break

16:30 – 17:30 Work plan and time line (i.e. induction period, detailed planning and starting date of activities/projects (school gardening etc.), starting documentation, mid-term evaluation; final evaluation, etc.

Monitoring (quarterly), support system,

17:30 – 18:00 Thanks and closing

Ghana – target groups and subjects chosen

Target age group: 6-14

Role of the volunteer: teaching English, administrative tasks, sports, arts, theatre (role playing)

Methodology and methods:

- Sharing methods
- Formal education method- English (phoenix)
- Theatre non formal methods
- Sports NFE gender
- Language- Geography

Nepal – target group and subjects chosen

Target age group: 5-15

Role of the volunteer: support teachers in English, sports, music and dance

Methods:

Formal methods: English

- Introducing volunteers culture
- Music and dance
- Introducing volunteer countries games
- Visual Learning techniques
- Trying geographical display of the country

ICELAND draft training programme

The training was designed differently because Waldorf is a Kindergarten with small children and it already uses non-formal and informal education methods.

TIMELINE

April 6th 2016

On arrival one day training for practical things with co-worker at AUS. Icelandic course 22 hours.

April 9th 2016

First training day – AUS office and Waldorf.

April 13th 2016

Second training day – AUS office and Waldorf.

Mai 2016

Week-long training - EVS national office.

Every other month: Meeting with AUS, volunteer and project manager.

Target groups and subjects chosen:

Kindergarten kids aged 18 month to 6 years. The subject is daily routine skills of life / learning by living and doing.

The methods: Describe /perform methods

1. Role model. Focus on teachers and volunteers being role models for the children in all behaviour and working methods. Emphasis on routine in daily life to create security for the children.
2. Children and volunteer taking part in everything concerning daily life, cooking, cleaning, laundry, etc.
3. Caring and respecting: Everything is handled with respect. For example the dolls are gently woken up in the morning. Human right and self-respect. What are the individual limits and strengths? Giving them space to feel and know themselves and find their own ways.
4. Environmental protection or ecology or garbage management and recycle management. Planting trees, herbs and vegetables. Garbage collection. Family garden (natural cycles of production).
5. Art and creation. Singing, dancing, painting, creating things and roleplays.

Explain why the methods were chosen:

We believe that Rudolf Steiner's methods are typical examples of non-formal education

Its learning impacts

- Inductive methods
- Learning from practical experience
- Using skills and knowledge in real life situations
- Adaptation to the foreign culture (language barrier)
- Observation, involving and experiencing

Its adaptation to different ages, contexts and settings

There are different methods for the different age groups in the kindergarten. However, as soon as a child shows interest in taking part in special tasks, it is allowed. Those who have raised kids know that 2 year old kids are often more interested in washing dishes and floors (play with water) than 14 year olds who are requested to undertake certain activities.

Challenges and benefits of the methods

It is often easier to do the chores that have to be done quickly by yourself, rather than teach and have patience with little, sometime clumsy hands. The benefit is that children will have the understanding and ability to take part in helping in their families. It makes them more independent and fit for life.

Suggestions about dealing with challenges

By consciously practicing caring and respect, we believe we have the best tool to deal with challenges like different opinions and all kind of situations in any group of children.

Timetable of Training Activities							
Volunteers 2016/2017							
EDUCAR ES FIESTA							
When ?	3 days after arrival						
Where?	Office of EUDCAR ES FIESTA						
Who?	Director and 1-2 teachers from Educar es Fiesta, Coordinator ICYE SCZ/CBBA Bolivia, Volunteer						
Day 1							
Introduction				Methodology of Non-Formal Education			
Time	Activity	Responsible	Method/ Situation	Aim	Area	Methodology	Theme
08.00	Collective presentation of all participants	Director of EDUCAR ES FIESTA	Breakfast	Get to know the participants	-	-	-
08.30	Presentation of the project, aims, objectives and flow	ICYE rep. & director of EDUCAR ES FIESTA	Slideshow	Get to know the project where the volunteer is developing the activities	-	-	-
09.00	Expectations towards working with kids from marginalised population/neighbourhoods	Teacher from the area where the volunteer will work	Interview	Get to know the experience, perception and work of the volunteer	-	-	-
10.00	Break	-	-	-	-	-	-
10.15	Presentation of the Circus of Art School and educational aims and methods	Person in charge of circus school	Guided visit	Get to know the methodology in the school, be part of it and receive introduction	Vlaues	Reflection / practise	Cooperative work
12.00	Lunch	-	-	-	-	-	-
14.00	Drive to the Community Houses	Director of EDUCAR ES FIESTA	-	-	-	-	-
15.00	Presentation and try out some of the methods in “Community House”	Person in charge of the Community House	Guided visit	Get to know the methodology in the community house, be part of it and clarify doubts	Educational support	Reflection / practise	Enhance math skills (El mercado)
17.30	Break	-	-	-	-	-	-
18.00	FEEDBACK	EDUCAR ES FIESTA team	Plenary	Exchange first impressions, clarify doubts and questions	-	-	-

Day 2							
08.30	Presentation of methods to incorporate art in education	Artistic team	Learning by doing	Get to know methodology of education through arts, participating in activities together with educators and children	Art and education	Education and Art for Life	Motoricity
11.30	Break	-	-	-	-	-	-
12.00	FEEDBACK	EDUCAR ES FIESTA team	Plenary	Exchange first impression, clarify doubts and questions	-	-	-

Method:

The group presented one method.

Title: Education and art for life

Tool details:

Title	Education and Art for Life
Tool type	Circus, acrobatics and gymnastic
Tool topic/s	Motor activity and self-esteem
Aim	Promote acceptance and control of own body, increase self-esteem
Material needed	Circus materials i.e. clubs, balls, trapeze
Duration	One hour plus
Number of participants / Group size	Between 15 and 20 children – two groups, one aged 6 to 8 and the other aged 9 to 14
Description	From circles and warming up, followed by choosing and selecting materials. After practice of one hour.
Debriefing questions	Half an hour debriefing and reflection on what was difficult, was achieved, thanks and closing.
Source	Educar es fiesta

Report on the group presentation and Q&A:

Q & A:

What do you see as a challenge?

- Nobody (teachers) wants to change. That's why we have easy training. We let them appreciate what they are doing, and all of them are part of the whole process. So they really are going to understand the essence of the programme.

I think it's important to include the details. Volunteers come from different backgrounds and the teacher might be threatened by new ideas.

- Mathematics connected with real-life experience (for example going to the market). So the students appreciate and understand what you're doing. Also with the gardening, we learn so much from the planting about the process of growing. What is the impact of doing this or not?

"Educar es fiesta" has a methodology that was created by own resources, inspired by e.g. Montessori. Every day entails a form of creating, reflecting, developing the methodology and placing it within a system. A video is shown in which we use non-formal methods to learn math. After the game, they go to the market.

Methods are presented:

- "Education and art for life": Circus and acrobatic and gymnastics are for motor skills and self-esteem, promotes acceptance and control over one's body. Preparation before the session is important because the volunteer has to understand that we don't use art for the sake of art, but as an instrument to get to know the child and him-/herself better. It is "Art for Life".
- Educational Support: (not yet finalised) for example the market we saw in the video to reinforce the understanding of math.

The Icelandic participants explained how they had to think a little differently because Waldorf uses purely non-formal and informal education. The methods will include learning daily routines, responsibilities, understanding tasks by doing and living.

Group 3 comprised participants from Finland, Poland and South Africa

ONE-DAY Draft Training Programme

Time	Topic	Modules & Methods
9:00 –	Welcome and introduction of participants	Presentation of the people in the training, defining the positions and roles in the organization and project, tasks....
	Icebreaker Programme presentation Social Pact	Group, post-it's on the wall
	Presentation of ERASMUS +/ KA2 Presentation of the aims and expected results of the whole project and the training.	Power point for both cases
	Presentation of the Hosting Project Aims & objectives of the project	Power points, video...
– 10:30	Expectations/fears/contribution of the volunteers	
30 min	Formal, non-formal and informal education – introduction	Brainstorming Presentation: formal, non-formal and informal education
1 hour	Learning cycle and different learning styles	1. Presentation: Kolb's cycle + styles of learning 2. Learning style questionnaire 3. Best and worst learning experience
2 hours	Intercultural learning	1. Perception and misconception: your associations with the pictures of different people 2. Iceberg concept of culture – brainstorming 3. Power flower 4. Cultural adaptation – presentation 5. Language page by Nozuko
1 hour	NFE methods	1. Trying out a non-formal education method (e. g. forum

		theatre)
30 minutes	Evaluation	1. Evaluation in a group 2. Form

Methods:

The group presented four methods as follows:

Title: Citizen's identity poster

Tool details:

Title	Citizen's identity poster
Tool type	Discussion, creative work
Tool topic/s	Citizenship, intercultural awareness
Aim	To make the children and young people think about their societies and the direction of their development. Building self-confidence and self-reliance, developing creative thinking, interpersonal relationship and increasing intercultural awareness.
Material needed	Magazines, pictures, scissors, glue
Duration	Up to one lesson
Number of participants / Group size	10 - 20
Description	The students, who are divided into groups, prepare collage-posters presenting their countries, e.g. in 10-years. The students receive some questions concerning culture which can be covered by the poster, examples: Who will be living in your country? How would you describe the people? How would you describe cities? What would be the relationship between inhabitants of the local community/town/city? What would education look like? The volunteer and the teacher help the students to formulate their answers. The groups present the results of their work. English classes: providing vocabulary useful in the exercise
Debriefing questions	What made you think this way? What did you keep from the present day? What did you change? Why? Are there any minorities? How are they presented and why in this way? If no,

	<p>why not?</p> <p>Is it an optimistic or pessimistic vision? How can the optimistic (or good changes proposed) be reached? How can the pessimistic vision (or bad changes proposed) be avoided? What can be your role in implementing the actions?</p>
Source	

Title: Ecological awareness

Tool details:

Title	Ecological awareness
Tool type	Individual exercise, discussion
Tool topic/s	environment
Aim	Rising ecological awareness
Material needed	<p>Option 1: boxes, paper</p> <p>Option 2: questionnaires</p>
Duration	45 minutes
Number of participants / Group size	10 - 20
Age	10 – 14 (option 1), 13-19
Description	<p>Option 1. Countries which introduce recycling</p> <p>Children make boxes to separate garbage (according to local recycling policies) and learn by practice.</p> <p>Teaching how things can be reused, e.g. bringing garbage to school and reflecting on what you can do with it.</p> <p>Option 2. For different countries</p> <p>Questionnaire on shopping habits.</p> <p>Reflection on how much you buy, what you buy, what you really need, how the products are packed, how they are transported.</p>
Debriefing questions	<p>What happens with garbage locally and globally?</p> <p>Do you think littering is a problem? Is it a problem to you? What emotions</p>

	<p>does it bring to you? Why?</p> <p>What could you do? How could you influence others?</p>
Source	

Title: Rabbit moves to a forest

Tool details:

Title	Rabbit moves to a forest
Tool type	<p>Case study, discussion</p> <p>Optional: forum theatre</p>
Tool topic/s	<p>Inclusion</p> <p>Options: global education (depending on the topic chosen by the volunteer and teacher)</p>
Aim	Developing social awareness, creative thinking, team work, building self-confidence
Material needed	Cartoon or video
Duration	Up to one lesson
Number of participants / Group size	10-20
Age	6 - 19
Description	<p>The pupils/students watch a piece of cartoon or video showing a problem ("rabbit moves to the forest inhabited by the majority of squirrels"). Cartoon/case study is prepared by the volunteer. The cartoon/video is stopped at a problematic moment and the pupils/students have to propose the solution to a problem/conflict. The students work in pairs or small groups and then present the solution.</p> <p>Optional: the solution can be presented as a role play/forum theatre.</p> <p>For English lessons: the students can be provided with specific vocabulary or grammar</p>
Debriefing questions	What happened to the rabbit?

	What would you do if you were the rabbit?
Source	

Title: True or false

Tool details:

Title	True or false
Tool type	Discussion
Tool topic/s	Intercultural learning
Aim	Developing intercultural awareness (increasing knowledge about cultures, interest in cultures and awareness of stereotypes), building self-confidence
Material needed	'True'/'False'/'I'm not sure' prints hung in different corners, classroom with tables moved to the sides
Duration	30 minutes
Number of participants / Group size	10 - 20
Description	The volunteer prepares a collection of 5-10 statements about his/her country (or a region/continent). The statements are read and the students have to take position: 'True'/'False'/'I'm not sure' and moves to a right corner (optional: the students are in pairs or small groups). The students are asked to explain their choice. The volunteer reveals the correct answer.
Debriefing questions	How did you feel? What was surprising? How did you make decisions? Where did your knowledge come from?
Source	

Report on the group presentation and Q&A:

We want the volunteers to become self-aware and conscious persons, to be able to develop creative thinking, ecological awareness and self-reliance

4 methods:

- Citizens' identity poster: for discussion and creative work, interpersonal relationships and intercultural awareness. i.e.: how would you like to see your country in 10 years? Teacher and volunteers help students to create the poster and generate ideas about the future.
- True or false: Discussion. Intercultural relations/learning. It is a method to raise awareness about other cultures, stereotypes and build self-confidence. Participants have to formulate 10 statements and participants have to locate themselves in the places where they feel it's right (true/false/I'm not sure).
- Ecological awareness: For recycling, environment. Introduce where waste is coming from, how the local recycling possibilities/laws are. What can you do as an individual?
There are two parts, littering and separate garbage. You have to be careful how you present this. Is it about littering or about both?
We would discuss it with the children and try to establish the connection. It is really different how it is done in South Africa from how it is done in Europe. That's why this should be linked to local policies.
In the school, for example, it's not about collecting paper in a separate bin, but also about collecting it and using it again.
This is more about awareness for me. About what littering is and what happens when you don't recycle. But you can go a step further and make art out of "garbage" with the children. Maybe it would be good to give some hints. For example, look at the collected garbage and then ask them what they think we could do with it.
It depends on the context/country you are working in, if recycling is just being introduced, or already a normal habit. And then you can ask about where the food comes from? How do you buy products with an environmental consciousness? What happens to the food that is not sold?
- Rabbit moves to a forest: A video with a problem. Discussion about solutions. Themes can be inclusion/exclusion/identification etc.

DAY FIVE: 11th February 2016

Afternoon Session

Activities: Next Steps Action Plan and Final Evaluation



Next steps action plan

The timeline of activities and next steps in the project “Volunteers at the Interface between Formal and Non-Formal Education” was presented to ensure that all participants were clear on how to proceed and necessary issues clarified.

A summary is presented here:

Project dates: 1st October 2015 – 31st May 2017

EVS for 14 volunteers: 1st April 2016 – 30th November 2016

Local NFE trainings - April 2016: NFE Multipliers will train EVS volunteers and other volunteers and host organisations on non-formal education and on the use of the methods developed at this training for formal education.

Actions before the EVS ends

- a) **September 2016:** The EVS volunteers in this project will write articles for the October 2016 ICYE newsletter about their learning experiences in schools and using a non-formal education methodology in formal educational settings.
- b) **December 2015:** Volunteers and teachers will each write separate reports outlining their experiences and observations when using the non-formal tools and processes developed within the scope of this project, giving feedback and making suggestions for changes in methods and modules suggested.

Volunteer Final Reports: now to be filled in online!

Taskforce Evaluation Meeting in Bolivia: 21st – 24th February 2017

The evaluation meeting will serve to:

- Evaluate the results of the training and overall project.
- Assess the feedback of volunteers and teachers.
- Make final changes to the methods and draft programmes developed.
- Discuss its use, impact and dissemination within ICYE and its formal education host projects, as well as within other youth and volunteering organisations.

Dissemination of the publication of non-formal resource material for formal education

Final evaluation of the training and closing

And it was time already for the last and final activity of the training, the final evaluation. For an interactive evaluation, the facilitators went back to the flipchart created for the session on Expectations, Contributions and Fears. Participants were asked whether their expectations had been fulfilled and fears settled over the course of the training. If this was the case, they were asked to dump the fears into the waste bin and draw little flowers in the earth – depicting that the expectation had given fruit to concrete results.



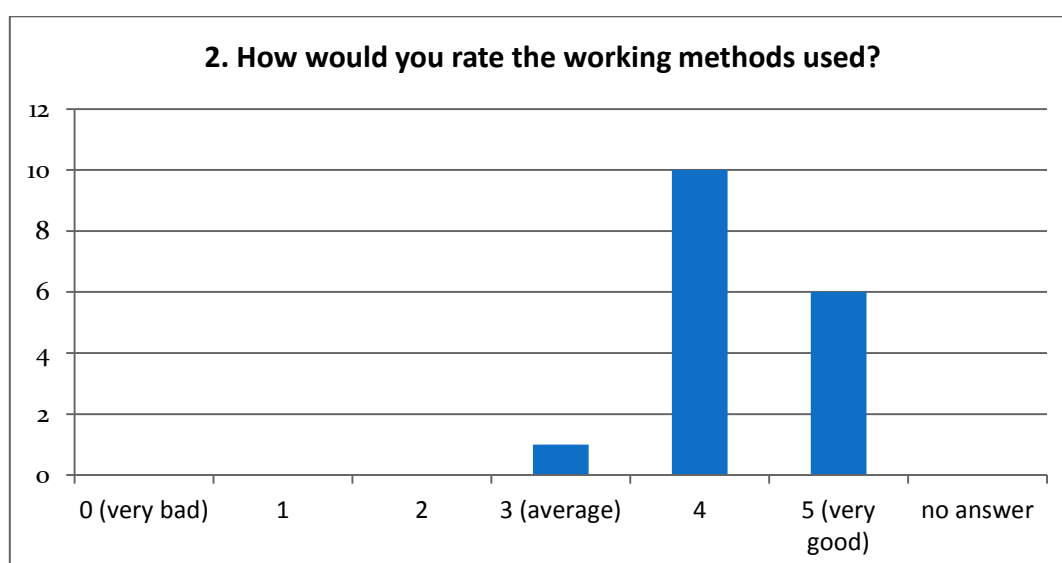
The interactive evaluation was followed by a written evaluation which reveals that by large participants were satisfied with the outcomes of the training and that it was very useful for the implementation of NFE trainings at the local level.

The following is an extract of the results from the written evaluation.



Comments:

- The seminars turned out to be better than I expected.
- There was no particular part that mentioned gender issues at all!
- For a next time we should bring information from other volunteers.
- Logré comprender at sentido del voluntariado y lo connexion con proyectos communes en las paises.



Comments:

- Creative approach which makes you reflect on your life and work.
- I think a lot of preparation was done by facilitators. Always nice to participate somewhere, what is thought through from beginning to the very end.
- Some methods were not innovative; they appeared a lot in trainings before.
- For a non-formal training, I felt that especially the presentations were pretty formal.
- Every new method is useful for me.
- Ajustar algunas dinamicas pero en general mucha claridad. Gracias.



Comments:

-Yes, because this was a really good moment to create a daily training plan.

The training came to a close with participants expressing their thanks to the Grenzenlos team for their welcome, support and excellent organisation. The full evaluation can be viewed in Annex 5.

Annexes

Annex 1: Participation List

List of participants, expert staff and support staff			
Project title:		KA2: Volunteers at the Interface between Formal and Non-Formal Education	
Venue:		Vienna, Austria	
Nº	Promoter	Family name, first name	Country of residence
1.	ICYE International Office	Jaliwala, Rubaica	Germany
2.	ICYE International Office	Romagna, Salvatore	Germany
3.	Lifelong Learning Platform	Maletic, Alen	Belgium
4.	Grenzenlos	Fellinger, Daniela	Austria
5.	Servico Internacional para el Intercambio Juvenil - SIJUVE	Romero Rodriguez, Imelda	Mexico
6.	Volunteer Centre	Masiba, Nozuko	South Africa
7.	Stowarzyszenie Promocji Wolontariatu	Jedra, Sylwia	Poland
8.	Stowarzyszenie Promocji Wolontariatu / Zespół Szkół im. B. Prusa w Pultusku	Mierzejewska, Katarzyna	Poland
9.	Maailmanvaihto ry	Kinnunen, Maria	Finland
10.	ICDE-India	Douglas, Sheela	India
11.	Ananya Trust	Dr Rao, Shashi	India
12.	Nepal Volunteers and Cultural Youth Exchange Program – ICYE Nepal	Chalise, Susan	Nepal
13.	ICYE Ghana	Acquah, William Gordon	Ghana
14.	Asociación Colombia para el Intercambio Juvenil Cultural – ICYE Colombia	Ramos Romero, Clara Patricia	Colombia
15.	Alþjóðleg ungmennaskipti – ICYE Iceland	Arnardóttir, Kristín Erna	Iceland
16.	Waldorffleikskólinn Sólstafr	Garðarsdóttir, Guðrún	Iceland
17.	Občianske Združenie KERIC	Badlíková, Elena	Slovakia
18.	ICYE Bolivia	Ojopi Villarroel, Paola Liliana	Bolivia
19.	Centro Creativo Artístico Educar Es Fiesta	Quezada Rodríguez, Edson Vincente	Bolivia
20.	Wohnheim St. Martin	Mayer, Krzysztof	Austria
21.	Grenzenlos	Paredes, Sara	Austria
22.	Grenzenlos	Schellander, Bianca	Austria
23.	Grenzenlos	Winkler, Linda	Austria

Annex 2: Learning Styles Questionnaire

Look at the following statements – if they are usually true for you tick the appropriate white box

Question	A	P	T	R
I find it easy to meet new people and make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am cautious and thoughtful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get bored easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a practical, "hands on" kind of person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to try things out for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends consider me to be a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have clear ideas about the best way to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy being the centre of attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a bit of a daydreamer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep a list of things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to experiment to find the best way to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to think things out logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to concentrate on one thing at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People sometimes think of me as shy and quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am a bit of a perfectionist				
I am enthusiastic about life				
I would rather "get on with the job" than keep talking about it				
I often notice things that other people miss				
I act first then think about the consequences later				
I like to have everything in its "proper place"				
I ask lots of questions				
I like to think things through before getting involved				
I enjoy trying out new things				
I like the challenge of having a problem to solve				
	Activist style	Pragmatist Style	Theorist style	Reflector style
Total number of 'ticks'				

The higher scores on the learning styles format questionnaire suggest this is an area of preference. All of us use all of the styles to a greater or lesser extent, using your profile you can better identify learning methodologies suited to your preferences.

Annex 3: Intercultural Learning Methods

Perception and Misconception

How our prejudices are formed!

Objectives: The exercise makes us aware of our prejudices and helps us recognise how easily people judge “others” on the basis of their appearance.

Material: different coloured post-its, 10 black and white photographs of people

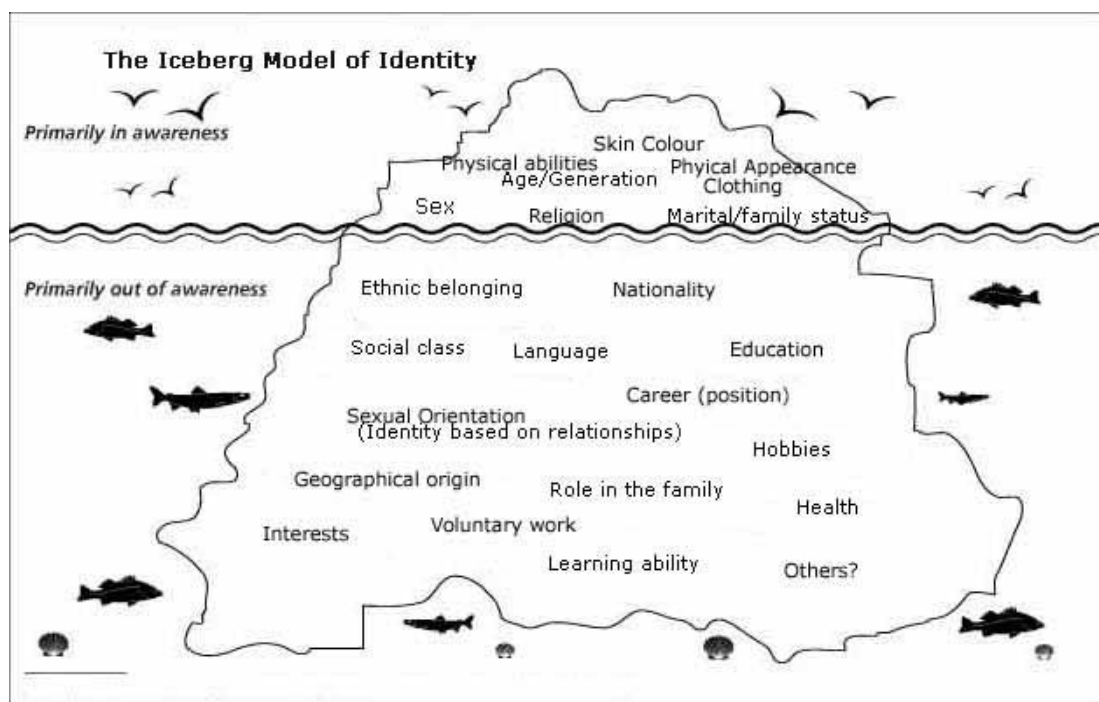
Method:

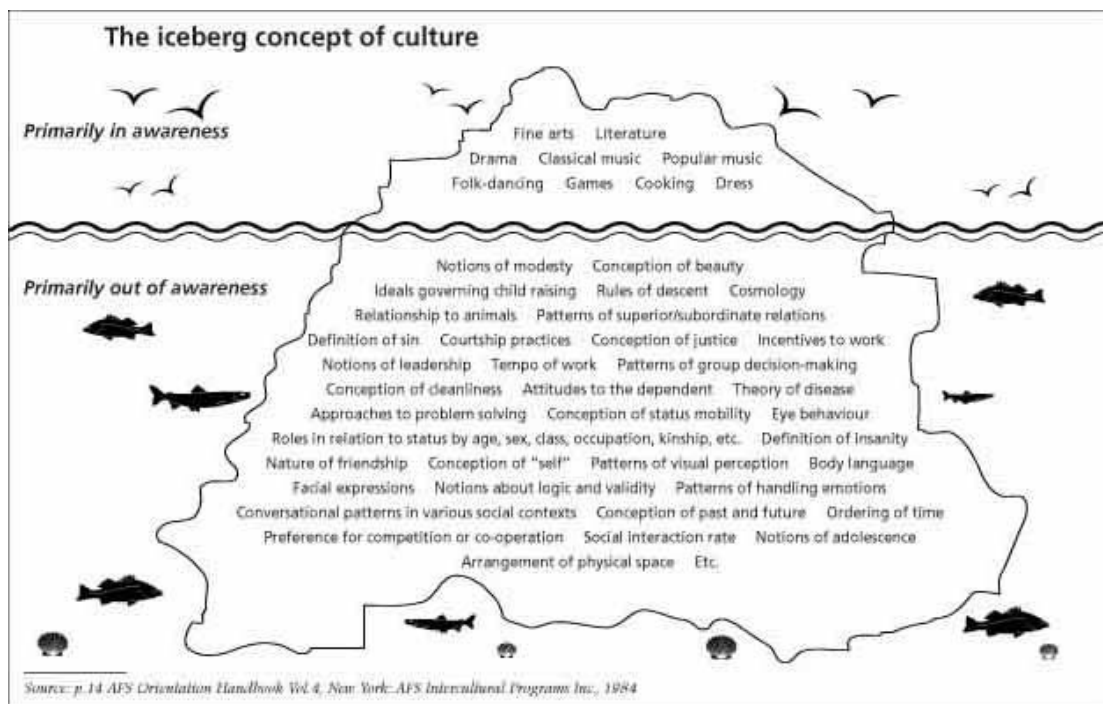
The facilitator lays out the 10 photographs at different places in the room (on the floor, on soft board, flipchart stands or the wall, etc.). The group is then asked, in silence, to look at the 10 black and white photos of different people and write one or two words describing the persons in each photo and/or how they are feeling.

The group works silently placing different one-word descriptions to the photos. The participants can counter the descriptions of others by placing other descriptions. In other words, a silent discussion takes place and ends only when the group reaches a certain silent consensus on each photo.

Once the group has agreed on the descriptions, the facilitator presents the people in the photos (photos can be those of friends and family, public figures, etc.), thereby confronting the group with the descriptions it had made and also the stereotypes and prejudices they used to describe what they saw on the photographs. The exercise points out that we all judge people based on appearance – even when being aware of one’s own prejudices.

Iceberg model of culture





Power Flower

Keywords: forms of oppression, privilege, power

Introduction:

With a slightly different focus from the preceding exercise, Power Flower seeks to create an awareness of different types of oppression prevailing in society and to clarify that, depending on the particular situation, a person could be the target of oppression in one case and the oppressor in another. Gaining insight into people's experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when we are in positions of power and discriminate against others.

Aims:

- Heighten participants' awareness of different forms of oppression.
- Provide an opportunity for individuals to reflect on where they are targeted by oppression and where they are in a non-target position.
- Gain insight into other people's experience and perceptions of oppression.
- Challenge ourselves to be more aware of the ways in which we might unintentionally oppress others.
- Encourage ourselves to be more assertive.

Time: 60 minutes

Material: A Power flower worksheet for each participant, crayons or coloured pencils/pens

Group size: 12 to 20 (4 to 6 in each working group)

Instructions:

- Ask participants to divide into small groups.
- Give each participant a “power flower” worksheet and a crayon or coloured pencil.
- Ask participants to colour in the petals of the flower according to whether they are the target or non-target of each form of oppression. (See the “power flower” below for information on who the targets and non-targets of each form of oppression might be). Instruct them to colour the inside petal if they are in a non-target position for a particular form of oppression and to colour the outside petal if they are the target of a particular form of oppression.
- Allow participants between 10 to 15 minutes for this part of the activity. (You may want to change some of the categories shown on the “power flower” in order to match the activity more closely with the goals of your workshop. You may also wish to change the way in which you define the target and non-target groups for some of the forms of oppression, in order to better reflect the experience of the participants of your workshop. For example, you may wish to change the cut-off point for the non-target group for “education” to high school if the majority of the participants at your workshop come from communities in which a high school certification is likely to be the highest form of education level reached by people.)



(Categories in this example: gender, racialized group, language, religion, nationality, marital status, age group, education, ability/disability, geographical location (origin), sexual orientation)

Debriefing:

1. How was the exercise?
2. Which classification was difficult, which not? Why?

3. For which belongings/petals were you particularly uncertain? Why?
4. How was the exchange in the working groups?
5. How did it feel to be part of a target or non-target group?
6. Do your feelings match the classification of the power flower into “privileged” and non-privileged or target and non-target group?
7. Do you feel exactly so (not) privileged (not) targeted as the power flower demonstrates?

Introduction:

On the significance of belonging:

- Are there situations, contexts and group - in which relations shift, - in which a privilege leads to discrimination or vice versa?
- In every context, does the same category have the same meaning? (sense of belonging depends on the context)
- Do the belongings all have the same - amount of importance; are you always aware of these? (differing subjective meaning of belonging)
- Do societal belongings all have the same weight? (different social meaning of belonging)

Here it is necessary to pinpoint that the importance given to differentiation categories, whether subjective or socially, depends on the extent to which this category possesses dominant attributes of society as a whole and is linked to institutional consequences. Some forms of discrimination have a long, violent history of oppression, due to which their effectiveness is strengthened (e.g. racism, colonialism: the historical roots of today's north-south relations should be seen in connection with the system of slavery and material exploitation).

On the characteristics of belonging:

- Is the belonging to the categories in the flower petals your own voluntary decision or were these belongings assigned to you from “outside”? What consequences does this have?
- Is it possible to change belongings of the flower petals?
- Could privileged/non-privileged belongings draw other belongings towards them?

On behaviour in and with power relations:

- Now assess the number of areas in which you are targeted and the number in which you are relatively privileged. What are the implications of being predominantly in the target or non-target groups and which forms of oppression are the strongest in your society?
- Conclude the activity by pointing out that we can use our own positions in a target or privileged group to understand the thoughts, feelings and behaviours of others. You could follow this with a whole discussion on how to challenge oppression, or how different forms of oppression are reinforced in classrooms, (other parts of the education system, and other institutions in society) and what can be done to change this.
- How and when can we also have power in marginalised positions?
- How do you deal with your power or powerlessness and what can we do with this analysis?
- How can you use your power positively? How can you use it to change power relationships?

It is important to point out that power isn't just negative or vicious, but is also productive and comprises opportunities and resources. Here, the positive connotation of the term power in

different languages can be referred to (in French 'Pouvoir', German 'Macht' etc.) Power can be used constructively, for example, by way of empowerment and power sharing.

Source: Shifting Paradigms. Using an anti-bias strategy to challenge oppression and assist transformation in the South African context. A publication of the Anti-Bias Project. Early Learning Resource Unit, 1997, Also in Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.anti-bias-werkstatt.de/index.htm.

Three Volunteers

The trainers request three participants to volunteer to leave the room. They receive no further information. The other participants receive material with which they make a symbol/emblem, which defines them as a group. The trainers ask them to agree on further characteristics which the group should have in common, e.g. specific gestures or code words. The participants sit in a circle and start to discuss a preassigned subject. In doing so, they use their coded language. One by one the volunteers are asked to enter the room and to integrate. After 20 minutes, the exercise ends and the debriefing begins.

Age: over 10 years

Group size: 10 to 20 people

Time: 1 ½ hours

Requirements: a room large enough to move around in; open circle of chairs

Material: if needed, art and craft material for a group symbol: e.g. stickers or labels, glue, scissors, paper, pens

Characteristics and recommendations: no introductory exercise; it can be introduced as a standalone exercise; can be altered; can create polarisations.

Key words: Power, discrimination, xenophobia

Aims:

- ❖ Discover that even in a majority one can find oneself in a minority position
- ❖ Experience the result of group pressure on one's behaviour
- ❖ Recognise how minorities act in situations in which they are excluded
- ❖ Generate empathy for the problems of minorities
- ❖ Experience what fun it is to belong to a group and to use code that others do not understand
- ❖ Develop awareness for dealing responsibly with power
- ❖ Recognise the interdependencies in the behaviour between the majority and minority
- ❖ Get to know the links between playful and real discrimination
- ❖ Recognise that minorities experience exclusionary behaviour far more painfully than the majority can imagine.

Methodological Recommendations

Introduction:

The trainers explain to participants that the following exercise is initially a game and that there are a number of ways to play this game but no “wrong” or “right” or behaviour “desired” by the trainers. Prior to the selection of the three volunteer, it should be mentioned that they need to leave the room immediately as they are not permitted to know what is going on. The participants, who signal their voluntary assent, are accompanied out of the room by one of the trainers.

The trainers should strictly abide by the requirement that participants volunteer and that participants are not arbitrarily selected. Moreover, trainers should ensure that those participants who already have an outsider status in the group do not take up this role. The exercise could possibly be extremely stressful for them.

Once the three volunteers have left the room, the second trainer asks the group to:

- think of common gestures and code words and/or taboos;
- think of and agree upon a possibly controversial subject of discussion of general interest;
- replace key terms with other terms;
- possibly/additionally create a common group symbol/emblem to be worn visibly by everyone. (If you have no material or very little time, the exercise can be conducted without making such a symbol. The participants could also choose to remove their shoes as an external characteristic or to completely do without external characteristics.)

Examples:

Symbol: The group draws or glues a colourful dot on their foreheads or marks itself with a specific sticker.

Taboos: The group decides that time and everything connected to it is a taboo subject. Accordingly, even watches cannot be worn visibly. If someone talks of the time, all begin to hiss indignantly.

Nonverbal Codes: Whenever the word „we“ is mentioned, all stand up together; at the word „and“ everyone moves to the next chair in the circle

Verbal Codes:

- For all groups: When a particular word is mentioned, all laugh out loud.
- For children: The group discusses pocket money and replaces money with garbage, parents by garbage collection, wallet with garbage bin.
- For youth and adults: For the subject smoking, the term smoking can be replaced with reading and cigarette with book.

The group should not introduce more than four foreign elements to ensure that they are not overwhelmed during the game.



The trainers ask the group to sit in a circle and begin their discussion on the chosen theme. One by one, the three volunteers are brought into the room.

Variation

The trainers can initially invite one person to enter and then after five minutes the other two together. In case the trainers prefer to avoid that one of the volunteers faces the majority alone, all three volunteers could be invited to join the group together.

The volunteers are invited to enter and to integrate into the group.

Variation

The volunteers are only asked to enter the room. They receive no further instructions and can decide by themselves how they wish to behave. This can diffuse the game situation a bit and is possibly useful in case the majority group's behaviour is very exclusionary.

The participants will definitely carry out this exercise on the basis of tacit assumptions, based primarily on their experiences of similar games. Example: They will assume that they are not allowed to disclose their codes to the volunteer because it is part of the game that the volunteers figure out what is different about the group.

After about 15 to 20 minutes the trainers ask the group to bring to a close the game part of the exercise.

Three possible scenarios:

>Exclusion<

The volunteers do not understand what the group is talking about and do not even try to participate in the discussion or to sit in the circle. Either they remain isolated or begin to communicate among themselves.

>Attempts to integrate<

The volunteers try, either together or individually, to interact with the group and to also sit in the circle. They are either ignored by group members or their attempt will be rejected.

>Integration<

The attempt of the volunteers to be included in the group is successful. They sit together in the circle and participate in the discussion.

Debriefing:

While the game is a lot of fun for most of the participants in the majority position, it is perceived as less funny or even as aggravating by the volunteers. In the subsequent discussion, it is therefore to

be pointed out that the behaviour of everyone was intended or a given due to the rules of the game and the connected tacit assumptions, but that the feeling experienced, e.g. rejection and frustration or rather power and superiority were real feelings that are important in order to understand the exercise in line with its objectives.

Irrespective of the sentiments of the volunteers, it is recommended that the codes (which the group agreed upon) are immediately discarded at the end of the game. This can be done by the trainers themselves or by a member of the majority group. If the trainers begin the debriefing without discarding the codes, it can emphasise to participants (during the debriefing) how difficult it is to give up a majority/dominant position and how strongly, even after the game, tacit assumptions determine behaviour or require that the trainers carry the responsibility of dissolving the codes.

As with all exercises comprising a game part, we recommend that the debriefing begin with a flashlight round.

It is most likely the volunteers who are most tense. They should therefore be the first to receive the opportunity to describe their experience.

For a critical reflection it is necessary that participants grasp how easy it is to discriminate someone from a minority as a member of the majority, even though this may not have been consciously desired. But even the process within the majority group should be discussed. Maybe there were those who would have gladly behaved differently with those forming the minority but didn't do this due to "group pressure"? Moreover, participants could experience how different exclusionary behaviour is experienced by the different sides.

Example: The majority finds its behaviour – laughing at particular instances – at best to be silly and is surprised that the members of the minority feel threatened or offended by it.

This exercise should make participants feel „guilty“ about their behaviour toward the minority group. If necessary, trainers can point out that the exercise situation was deliberately constructed and hence drawing conclusions about particular behaviour patterns or personal features of those involved are inadmissible and improper.

As a final step, the experiences during the exercise can be transferred to the everyday life of participants and to real social relations. For this, even the codes could be individually questioned.

Example "external characteristic": Dot on the forehead = caste system, sticker = brand labels on clothing.

Example "taboo themes": One doesn't talk about money.

Example "non-verbal codes": rituals of greeting in different cliques like kissing or only shaking hands or no physical contact at all.

Example "verbal codes": Slang, dialect, other language.

Variation

If you have sufficient time, as a final debriefing step, participants could break up into working groups to discuss the question of transferability. Subsequently, each working group reports in plenary.

Brief instructions:

1. Trainers ask three volunteers to leave the room.
2. The remaining participants think of common gestures, code words or taboos and possibly even a group symbol. Participants agree upon a subject of discussion to which one or more terms are encoded.
3. The trainers ask the group to sit in a circle and discuss the chosen subject in its encoded form until they are asked by the trainer to stop.
4. The first volunteer is requested to enter. After about 5 minutes, the trainers ask the other two volunteers to enter the room either together or one after the other. The request to enter the room could be:
>> You can now return to the seminar room<< or
>> Please try to integrate in the group<<
5. The game is stopped after about 15 to 20 minutes.
6. The trainers commence with the debriefing. If there is sufficient time, the final debriefing step (transfer to day-to-day reality) can take place in working groups. They subsequently report in plenary.

Debriefing:

Question:

- To the first volunteer:
 - How did you behave or feel as the only volunteer there?
 - Did your behaviour/ feelings change as the other two volunteers came in?
- To the other two volunteers:
 - How did you feel when you faced the group?
 - How did you behave?
- To the majority: (flashlight round)
 - How did you feel as member of the group?
 - How did you behave?
- To the three volunteers:
 - Did you feel any pressure to adapt? If yes, why?
 - How did the majority behave toward you?
 - Based on this experience, what would you wish for from the majority?
- To the majority:

- How did you behave toward the minority? Why?
- How did the minority behave with you?
- Based on this experience, what would you wish for from the minority?
- To all:
 - Can you think of examples for the relation between the majority and minorities in your societies?

This last part should link the exercise to discrimination in real life, and hopefully, through participants' examples broach the subjects of immigration, asylum, ethnic/sexual discrimination, etc.

Annex 4: Trying out non-formal education methods

Five Prominent People

This method is most appropriate for:

- Pre- departure Training
- On-Arrival Training
- Mid-term Evaluation
- Final Evaluation / Follow-up Meetings

Tool topics: Privileges, Power

Aims & Objectives:

- To become aware of the limited information we have about certain communities and people in comparison to others.
- To allow participants to reflect on the reasons why we have little or practically no information on certain groups and where the information that we do have comes from.
- To realise who has the most chances to make it in society and who do not.
- To make people aware that our educational systems provide little to no knowledge on certain cultures in society.
- To bring out how power and influence dominate our societies.

Time frame: 45 minutes

Material required: Quiz sheets

Number of participants: 2 - 16

Description of the exercise:

1. Explain to the participants that they will be doing a quiz.

2. Distribute work sheets and pens.
3. Request participants to fill in the blocks for each category with 5 names of famous people, either dead or alive. They should write down the names that come to them spontaneously.
4. They have 90 seconds per category.
5. The sheets will not be collected and are only for their own reflection.

Start with 9 different categories – 5 prominent people for each category. After every 90 seconds, call out the next category.

1. Famous persons
2. Famous Europeans
3. Famous men
4. Famous women
5. Famous Jewish people
6. Famous Muslims
7. Famous Christians
8. Famous Asians
9. Famous Africans
10. Famous people who are mentally or physically disabled
11. Famous self-declared homosexuals

Debriefing questions:

1. What surprised you the most about your quiz questions?
2. Could you find answers easily under pressure of a quiz situation?
3. Are the people in questions one and two mostly men? If yes, why?
4. Why was it difficult to find names for some categories and easy for others? What does it depend on?
5. Who has the possibility of becoming famous in society and who does not?
6. According to you, what access to influential positions do minorities have in society? Specify the connection between being famous and personal luck (attention should be on societal aspects).
7. According to you, should famous people have a large societal responsibility?
8. Is there a category for which you would have liked to know more names? If yes, why?
9. Are you sure that the homosexuals you have named are self-declared homosexuals?
10. According to you, do our educational systems provide enough information and knowledge on different cultures in society to broaden our perspectives?

Level of experience: 3

Source: Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

Handout: Quiz sheet

Quiz Sheet:

Famous persons					
Famous Europeans					
Famous men					
Famous women					
Famous Jewish people					
Famous Muslims					
Famous Christians					
Famous Asians					
Famous Africans					
Famous Latin Americans					
Famous people who are mentally or physically disabled					
Famous self-declared homosexuals					

Forum Theatre

Forum Theatre is a technique from “*Theatre of the Oppressed*” developed by Augusto Boal (1982, 1992) based on the theories of Paolo Freire (1972, 1993).

The purpose of the method is to observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict.

It presents a scene or a play that must necessarily show a situation of oppression that the protagonist does not know how to fight against, and fails.

In Forum Theatre the public is not passive as in traditional theatre. (That is why the people in the audience are called “spect-actors”).

The *spect-actors* are invited to replace the protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of



using those suggestions in real life. All *spect-actors* have the same right to intervene and play their ideas.

FORUM-THEATRE is a collective rehearsal for reality. (*Augusto Boal, Rio de Janeiro 2004*)

www.theatreoftheoppressed.org

CCIVS also developed a toolkit using Forum Theatre to identify culturally appropriate responses to HIV and AIDS. Click here to download the toolkit: <http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/Documents/act-learn-teach.pdf>

FORUM THEATRE - Process and Instructions:

What do you need to do Forum Theatre?

You need:

1. Actors
2. Spect-actors
3. Joker

You need a “joker” to actually perform the play, i.e. an animator or storyteller to introduce the story and warm up the audience through games, songs or energizers to get them ready to participate and create a good mood before the play.

4. One, simple, strong and concrete problematic situation that they wish to address.
 - a) You can address any issue (you can choose a Human Rights issue) that you as a team and the joker agree on where there is a conflict between the positive and negative effects that the site/issue has for the local community or potential conflicts related to human rights BUT focus on just one issue in one play.
 - b) Develop a scenario in which one of the actors is the “victim” (protagonist), meaning s/he suffers from the situation you thought of. You introduce another character (antagonist) who symbolizes the situation or institution which causes his/her suffering. Rehearse the play with your actors.
 - c) The group prepares a short play of a couple minutes in which there is a clear conflicting process coming to an escalation.
 - d) No solution to the problem should be developed or enacted.

The Performance

Stage 1

1. The Joker explains to the audience what is going to happen and what the different stages of the play will be.



“First we play, then you play, then we discuss.”

1. The performance starts. The scene shows quickly what the problem is and necessarily ends baldly without a solution.

A protagonist and an antagonist in a situation, which ends badly.

2. At this point you interrupt the show and the Joker addresses the audience.
3. The Joker first asks the audience to describe what happened to be sure that the intended message was received and then asks them to make suggestions for change.

“What have they seen? Who is suffering most? Who is causing the suffering? Who should have done what, when? Where could X or Y have done something differently?”

In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are sometimes called “spect-actors”...).

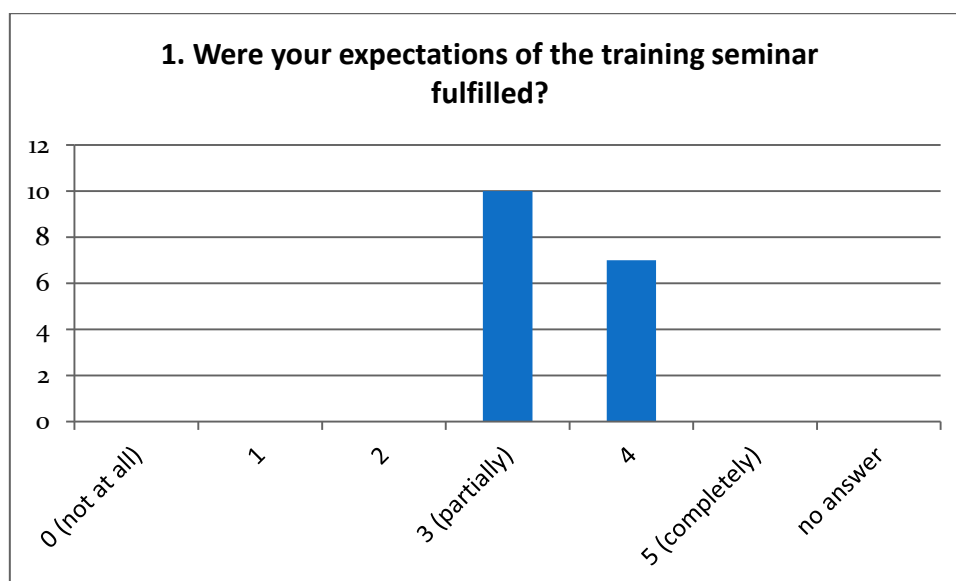
Stage 2

1. The Joker encourages the audience to say “stop” as the scene is played out again and to replace one of the characters themselves to suggest another behaviour. This can be at the very first stage/behaviour observed by the member of audience who believes that this is where conflict transformation could occur.
2. In this case the actor hands over a piece of his clothing (e.g. a scarf, or belt...) to the *spect-actor* and the plot is replayed according to the same plot, integrating the changes brought by the *spect-actor*.
3. The audience is consulted again to discuss what changed and to make more suggestions. *The audience can also bring another character into the scene – perhaps a friend or parent.* However there are no magical solutions.

Forum Theatre allows people to test behaviour which they would necessarily use in real life. Instead of coming out with what they would do personally, they can suggest strategies for the character in the play and at the same time experience ways of transforming conflicts for themselves.

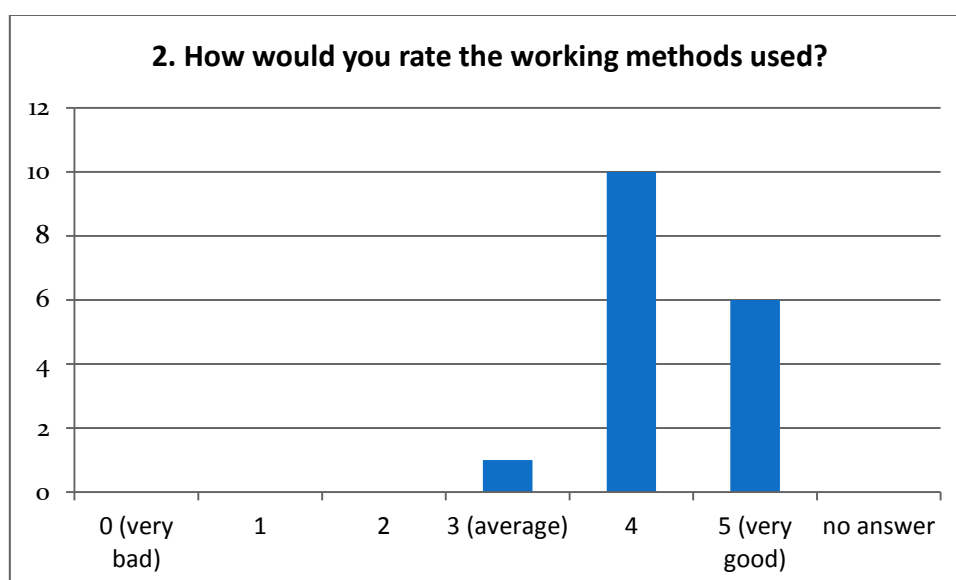
You stop the play when you sense that enough different scenarios.

Annex 5: Feedback from the Training Seminar



Comments:

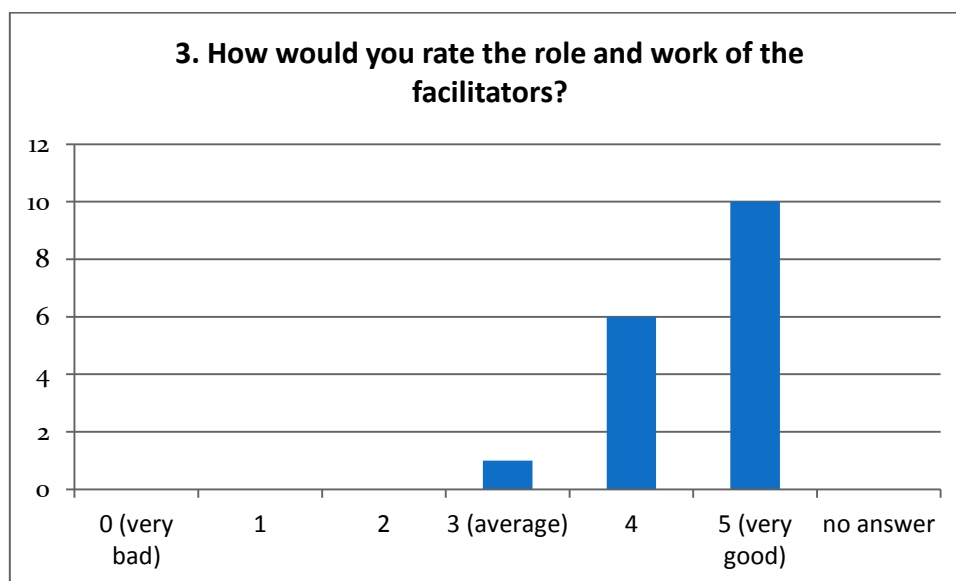
- The seminars turned out to be better than I expected.
- There was no particular part that mentioned gender issues at all!
- For a next time we should bring information from other volunteers.
- Logré comprender at sentido del voluntariado y la connexion con proyectos comunes en las paises.



Comments:

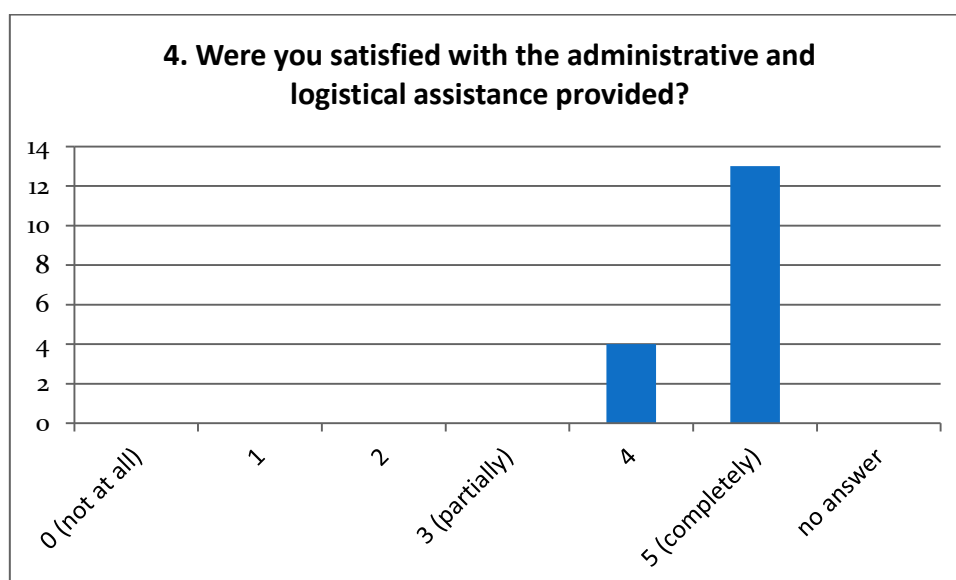
- Creative approach which makes you reflect on your life and work.
- I think a lot of preparation was done by facilitators. Always nice to participate in somewhere, what is though through from beginning to the very end.
- Some methods were not innovative, they appeared a lot in trainings before.
- For a non-formal training I felt that especially the presentations were pretty formal.

- Every new method is useful for me.
- Ajustar algunas dinamicas pero en general mucha claridad. Gracias.



Comments:

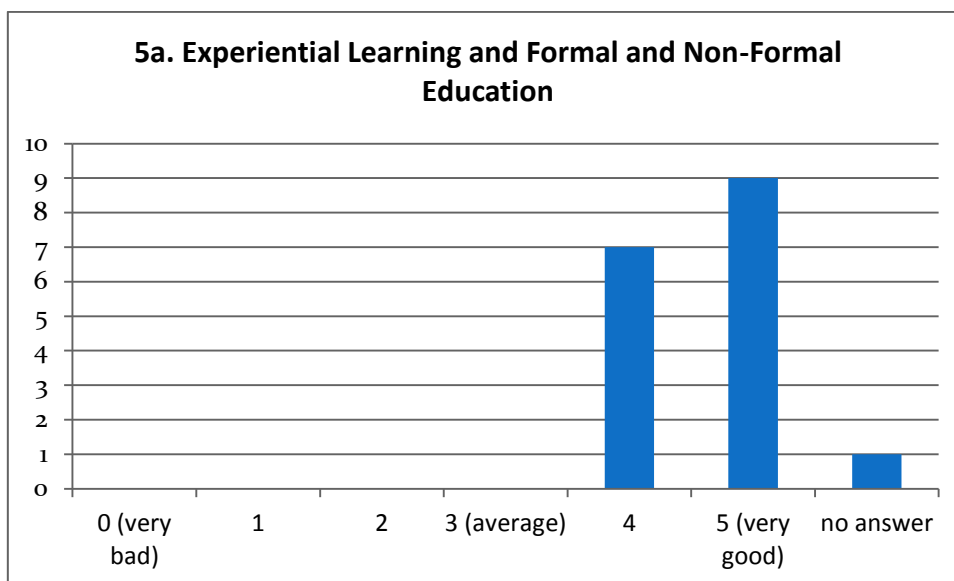
- You were great guys. Daniela, you are such a good and helpful person :).
- Very helpful, friendly and easy to approach :).
- Some reflection parts were obvious and did not bring anything new or deeper knowledge.
- Over all really good, but sometimes there were some tensions between you?
- Supieron orientar el trabajo y animar. Quizas mejorar la claridad con signos.



Comments:

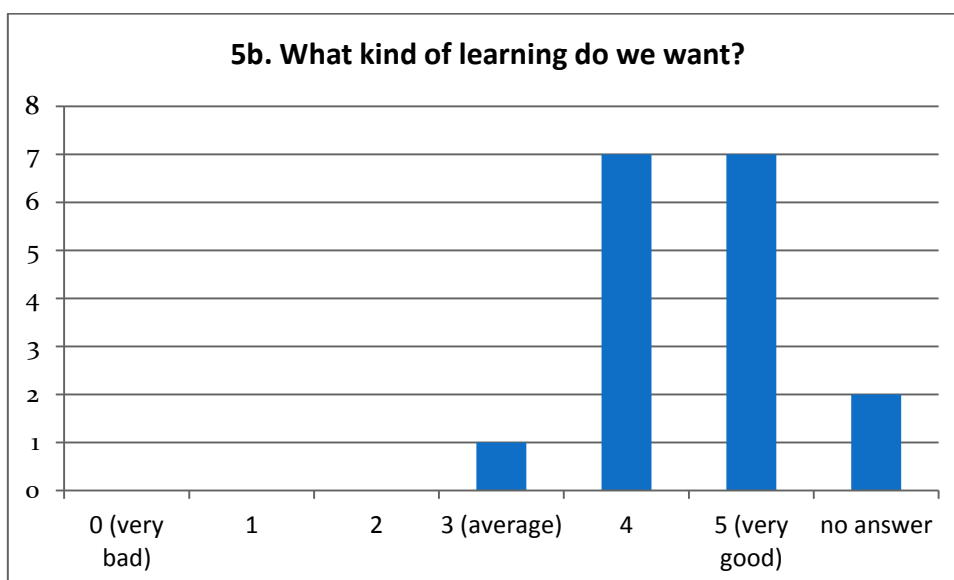
- Nice walk from the train station to the hostel in a Vienna rain completely priceless.
- The Infosheet was sent quite late for participants new to this project it was a source of uncertainty.
- Of course :)
- They did everything on time.
- Very good.

5. Please rate the individual sessions of the training.



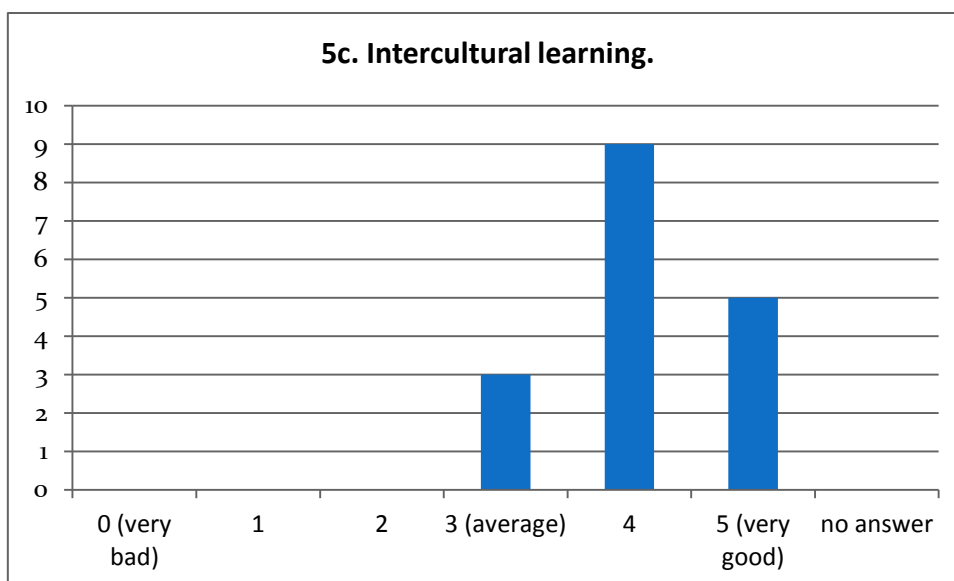
Comments:

- GOOD Brainstorming is always inspiring... I mean world cafe.
- Could have been more :)
- The methods were really concrete.
- If it is possible, do some activity out.



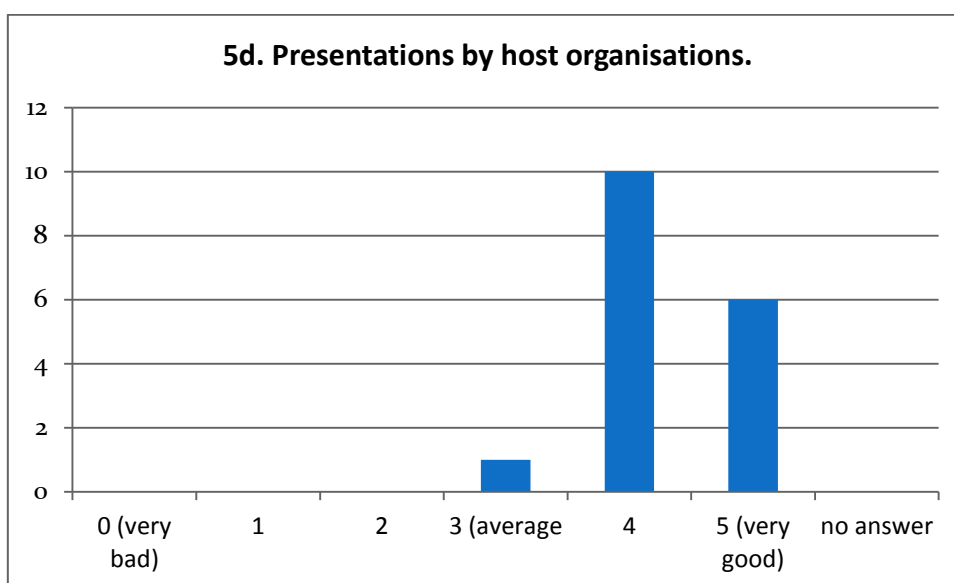
Comments:

- The facilitators took a lot of place in the discussion.



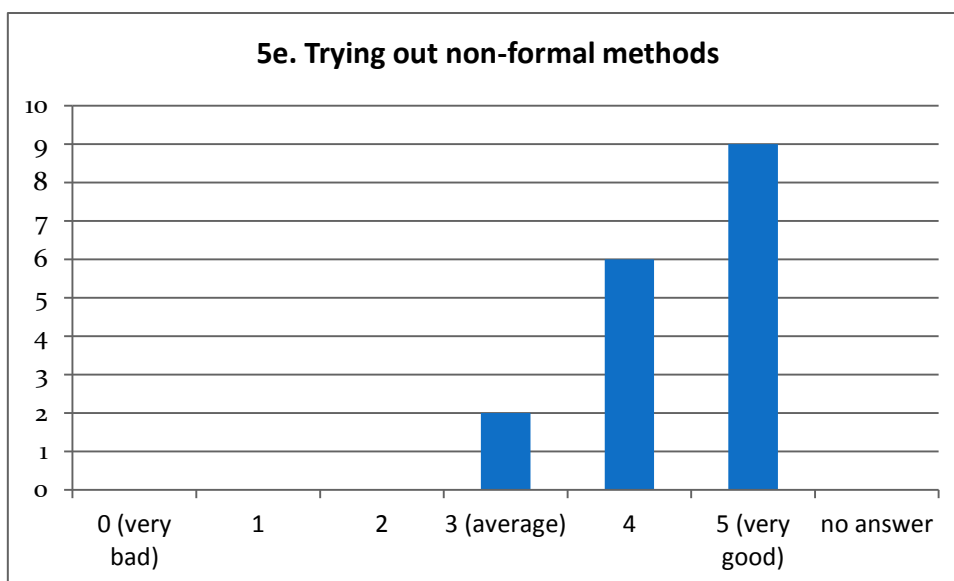
Comments:

- More time for discussion maybe.
- It really made me think.
- We need more time to discuss about impressions.
- Faltaba un poco de dinámica



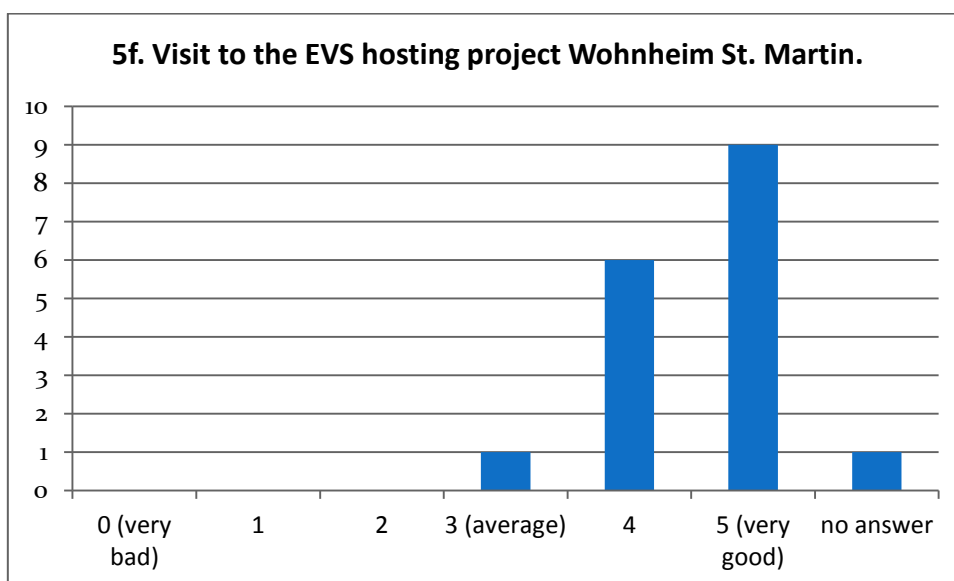
Comments:

- The ones who are experienced and already know NFE had excellent presentations.
- Very formal.
- For me is good to meet personally and speak together about project, volunteer.



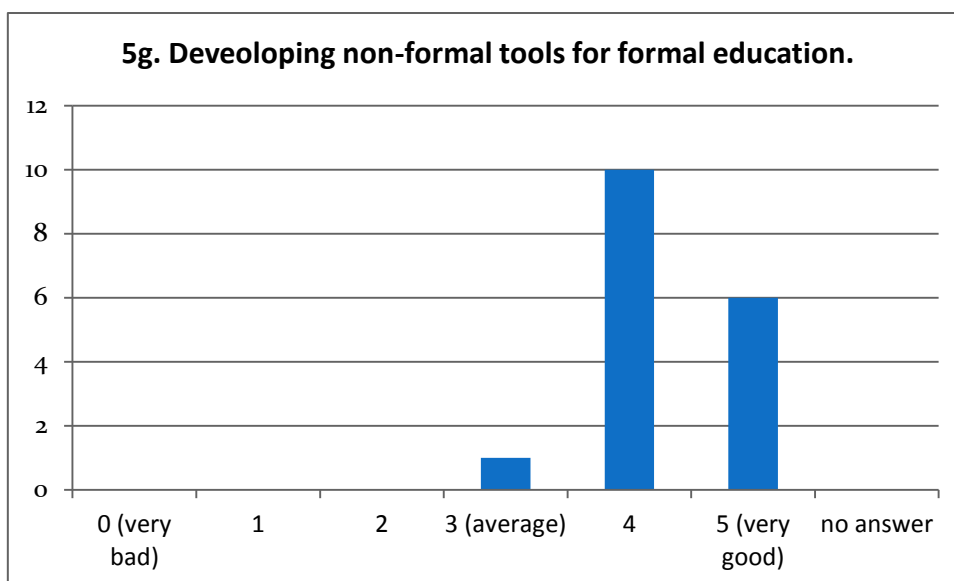
Comments:

- Challenging at some point but all was well.
- There would have been more discussion about 5 prom people. Case study 1 was a bit boring.
- Muy Buena técnica. Quizás mostrar a Augusto Boal y Paulo Freier.



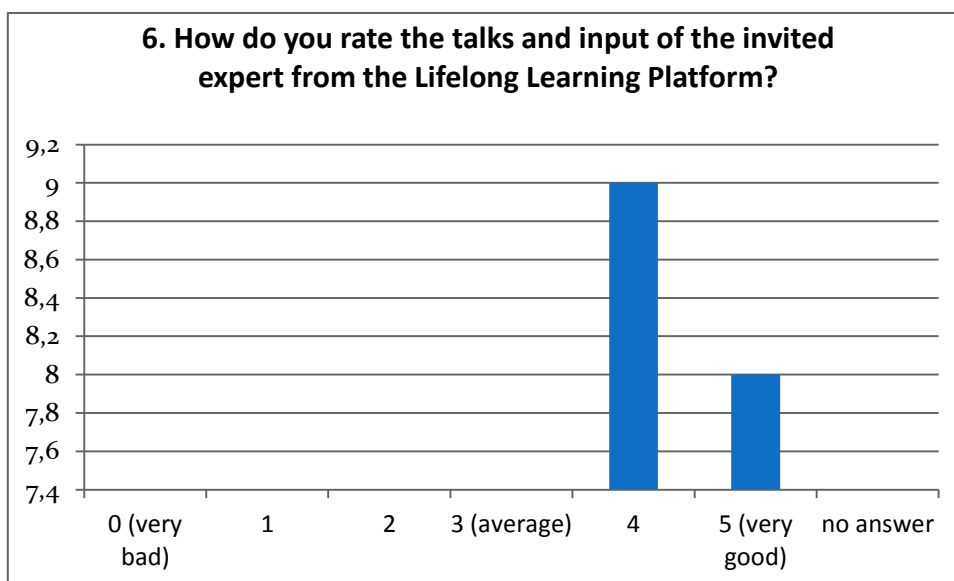
Comments:

- The visit itself was good and enriching. It is a pity the place did not have more to do with formal education.
- Was very important and interesting how is organization works, to meet personally with volunteers.
- Very good.



Comments:

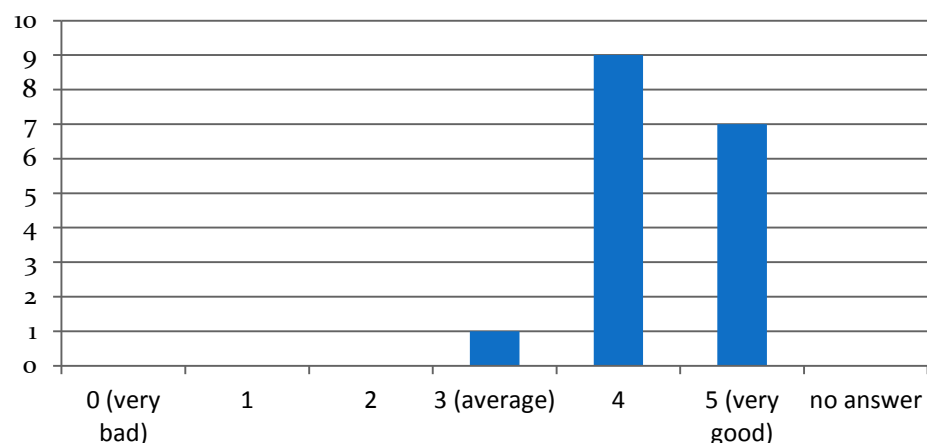
- Although in the beginning, after changing the groups, it was confusing, the whole session brought a lot of knowledge and gave me good understanding of FE- NFE connections. It could have been obligatory for each group to present the tool by doing. It would be more demanding and force us to work better :)
- Really productive.



Comments:

- VERY, VERY GOOD!
- Very impressed with the information on the LLP
- It was the first time when I heard about education 1.0, 2.0...
- Very interesting.

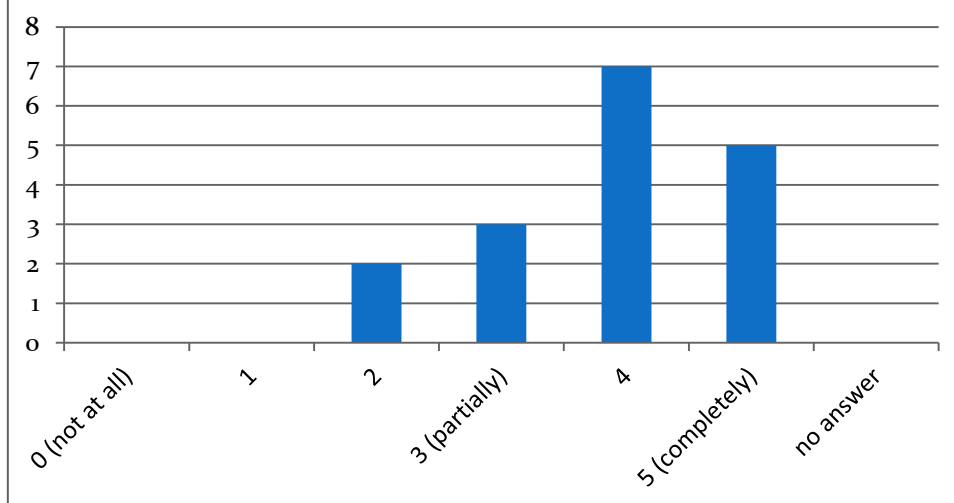
7. How do you rate the management of time in plenary and working groups?



Comments:

- I am proud of this as it is not easy.
- Algunas partes muy apretados en tiempo.

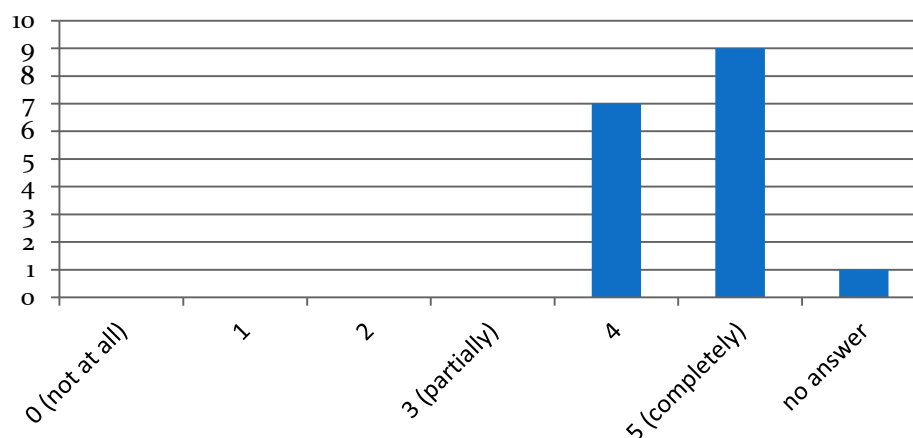
8. How do you rate your own overall contribution?



Comments:

- I think I was suffering from culture shock in the beginning.
- Better preparation for me.
- Solo que el idioma me limito un poco.

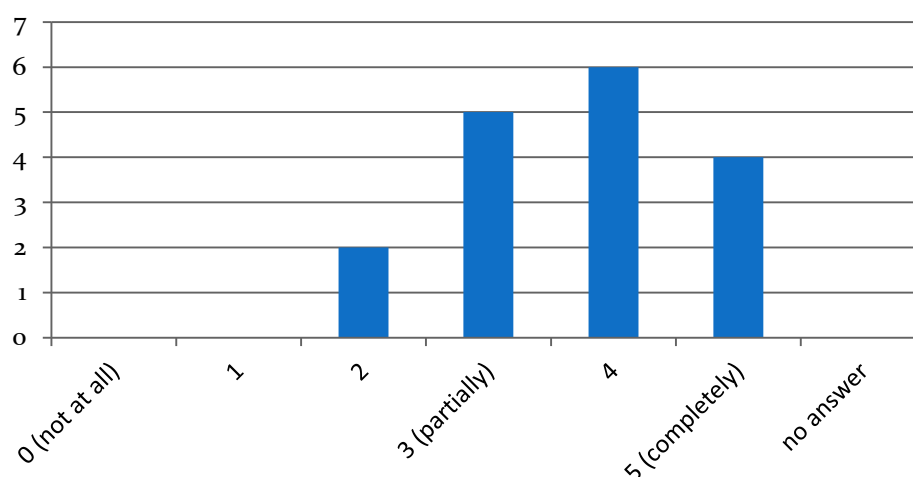
9. Do you think the training was useful for the one-day workshop you will lead in your country?

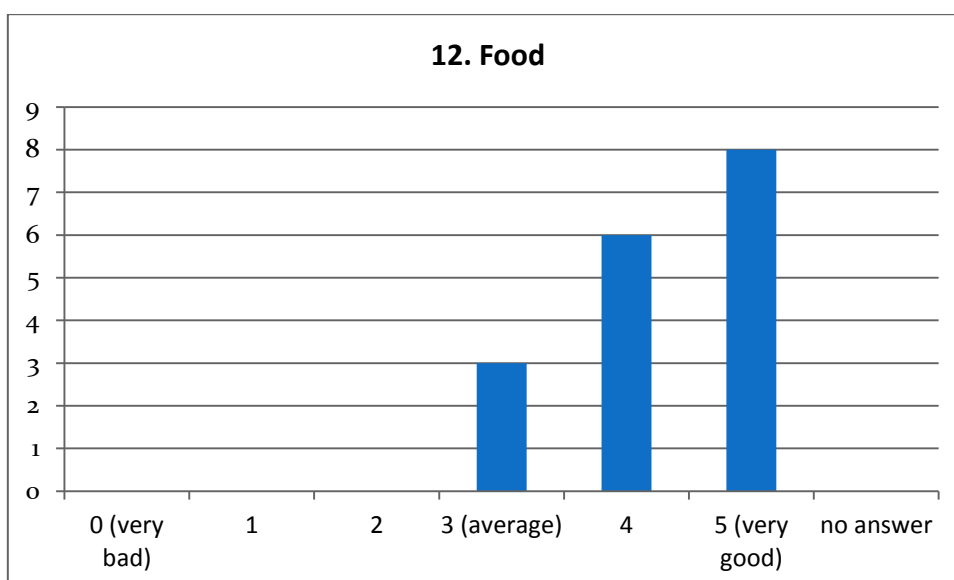
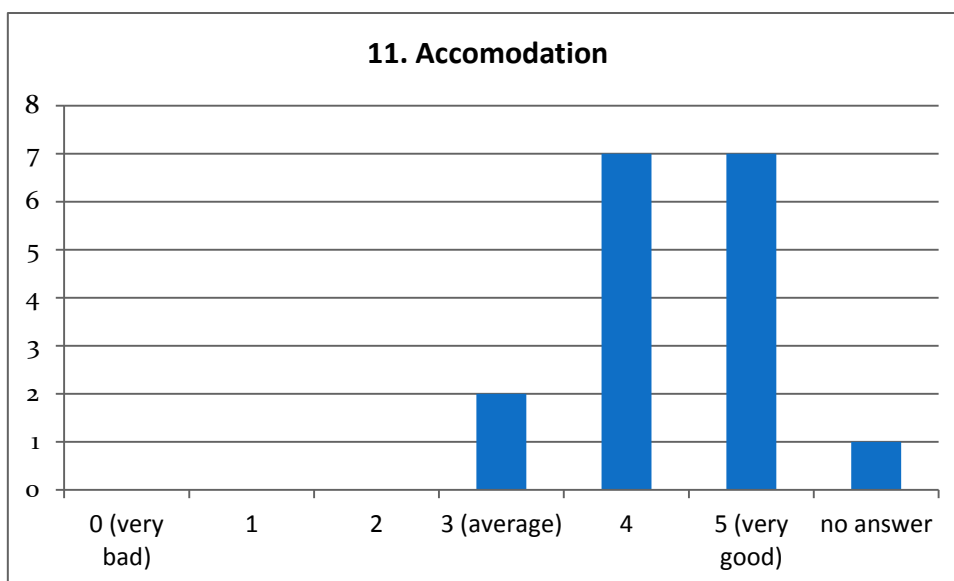


Comments:

-Yes, because this was a really good moment to create a daily training plan.

10. Did you have sufficient free time?





13. Other comments/suggestions:

- Hope to meet you again :)
- BIG THANKS TO EVERYONE.
- It was very good experience. Very good facilitators and friendly and helpful. I liked the methods they used.
- I'm happy I had the chance to be here, get to know your personally, what organizations do how, get new information about organization from other countries, exchange experiences, share good practice, create new partnerships. I think the trainers have a lot of experience and know how to present it. Thanks you very much.
- Thanks to the organizers/hostel management for ensuring that vegetarians too had a decent face after the first day or mid-term feedback. A big thank you for your thoughtful intervention.
- Gracias por su tiempo en la traducción. Welcome to Bolivia!!

Annex 6: List of NFE resource material and toolkits

1. Compass – A Manual on Human Rights Education with Young People – A Council of Europe Publication http://eycb.coe.int/compass/en/chapter_2/2_1.html
<http://www.eycb.coe.int/compasito/>
2. The Education Pack – A Publication of the Council of Europe.
<http://eycb.coe.int/edupack/default.htm>
3. Human Rights Education Handbook – Effective Practices for Learning, Action, and Change
<http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html>
4. Human Rights Education Manual – Asia-Pacific Forum -
<http://www.asiapacificforum.net/files/human-rights-education-manual>
5. Facilitation Manual – A Guide to using Participatory methodologies for human rights education. Education for Human Dignity Resource Pack - Amnesty International -
<http://www.empoweragainstitorture.net/blog/other-resources/>
6. Tools together Now. 100 Participatory tools to mobilize communities for HIV/AIDS, A publication of the International HIV/Aids Alliance - http://www.aidsalliance.org/assets/000/000/370/229-Tools-together-now_original.pdf?1405520036
7. Fun with 21s. A source book for workshop facilitators. 21 sets of 21 ways to approach participatory events. Robert Chambers, April 2000.
8. Extending the Practice of Gender through intercultural learning – A CCIVS Publication
9. Partners for Youth Empowerment: Creative facilitation activities.
<http://pyeglobal.org/>
10. Non-formal learning resources for youth workers and youth leaders
<https://www.salto-youth.net/tools/toolbox/>

Contact

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