

PEERS' CARAVAN

Young Trainers for Inclusion

12th - 18th April 2012 Rispeccia (Gr) Italy



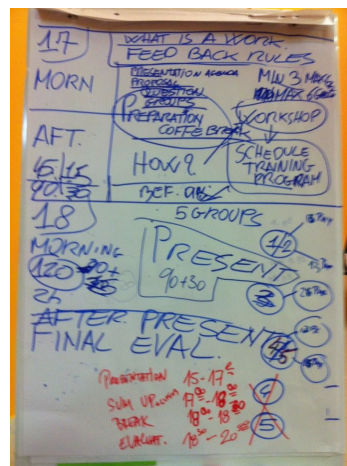
Youth in Action Programme



Action 3.1 – Cooperation with the Neighbouring Partner Countries of the European Union

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12th APRIL 2012 - Thursday (1st DAY)

ICE BREAKERS AND NAME GAMES

Title: Name ball

Tool details:

Title	Name ball
Tool type	Ice breaker/Name game
Tool topic/s	Getting to know each other Creation of the group
Aim	To remember the names and to make participants interact
Material needed	One ball
Duration	5 minutes
Description	Trainer invites participants to stand in a circle. In the first part of the game, each participant has to throw the ball to another participant saying his/her name. In the second part, each participant has to throw the ball to another participant saying the name of the person who is receiving the ball.

Title: Alphabetic order

Tool details:

Title	Alphabetic order
Tool type	Ice breaker
Tool topic/s	Non verbal communication

Aim	To make the group practice with the names; to demonstrate that it does exist several, different types of communication and that there are also several ways to interact through non verbal communication
Material needed	Adhesive tape
Duration	20 minutes
Description	Trainer explains that a competition is starting and divides the participants in 2 groups. Each group will represent a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silent. Participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot leave the strip with their feet. The first task is to create the alphabetic order of the team from A to Z. The group who is finishing first has to raise the arms. The second task is to create the age order of the team from the youngest to the oldest. The group who is finishing first has to raise the arms.

Title: Pleased to meet you and the animal in you

Tool details:

Title	Pleased to meet you and the animal in you
Tool type	Introduction activity
Tool topic/s	Getting to know each other and group creation
Aim	To start getting to know each other, break the ice, remember the names and to make participants interact in a funny and stimulating way
Material needed	If we take the drawing option, markers and paper. If we take the balloons option, balloons and permanent markers
Duration	It can range from 20 minutes to more minutes, depending on the group size
Description	Participants introduce themselves, telling both objective and stimulating things about them. For example: my name, place of birth, organisation and the animal I feel closer to (or that I would love to be).

	<p>Classic way: first couple, then in plenary Usually the best is that first we do it in couples; one explains to the other who they are in the terms defined. After that, the couple explains to the group who is his/her colleague. <i>It is a good thing, because we avoid shyness, by talking in couples (and building confidence) and as well by introducing the other, not oneself.</i></p> <p>Individually: If we don't do it in couples, each person tells in plenary the 3 features chosen (name, place, animal). <i>It is a little risky in this case, as people are not confident yet. Then we can combine with the sound of the animal, to break the ice, or mix it with the balloons option</i></p> <p>Balloons way: Don't tell it to a couple, tell it to your balloon. Fill the balloon with air, write your name on it, draw yourself there and the animal you are (you have 3 minutes). Then you explain in plenary and throw the balloon to the middle of the circle.</p>
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WELCOME CEREMONY

Welcome ceremony

Tool details:

Title	Welcome ceremony
Tool type	Ice breaking and team building + first step in the social inclusion and sustainability
Tool topic/s	Getting to know each other
Aim	To break the ice; to create the proper atmosphere for the training; to introduce participants. to the training and to the training topics
Material needed	50 white T-Shirt; 50 Note book; 50 pens; markers; 35 strips of fabric (black); colours (for cloths); tempera colours; brushes; flipcharts; plastic (to cover the floor); music
Duration	45 minutes
Description	Setting: the plenary room, the plastic to cover the floor and the flipcharts above the plastic. 43 position, one t-shirt, one note book

	<p>and one pen in front of each + colours and brushes in the middle. Before entering trainers explain to the participants that they have to bear in mind the definition (no longer than one sentence or even a key-word) of what do "social inclusion" and "sustainability" mean for them. Then participants are blinded and are welcomed in the room (approximately 4 each time) They are brought by each trainer in front of their position. The strips fabric are moved on and they will be asked to take their time, to reflect about their definition and to write the sentence on the T-shirt + their name. Then trainers will make them paint their handprint on the t-shirt and will explain that they should bring it with them for the whole duration of the training, like the notebook and the pen.</p>
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EXPECTATION, FEARS AND CONTRIBUTIONS

Title: Expectations, fears and contributions in groups

Tool details:

Title	Fears, expectations and contributions in groups
Tool type	Work in group about fears, expectations and contributions
Tool topic/s	Getting to know each other and group creation
Aim	To share within the group the fears and the expectations toward the experience
Material needed	Flipchart, paper, journals, news papers, colours, markers, glue, scissors
Duration	60 minutes
Description	<p>The group is divided in 6 sub-groups (5 participants each). They receive the materials above motioned. The task is to discuss and share among the group (15 minutes.) their fears, expectations and contributions and to give a visual and nice presentation.</p> <p>Then each group has to find the most suitable way to present the result in plenary.</p>

PRESENTATION OF THE AGENDA

Title: Agenda and rules of the hosting place

Tool details:

Title	Agenda and rules of the hosting place
Tool type	Frontal presentation
Tool topic/s	Weekly agenda presentation
Aim	To share within the group the weekly agenda and to explain that some activities scheduled may be modified during the process according to their needs and suggestions. For this reason they have to take it as a "draft". The same level of flexibility will be asked both to the pool and the group
Material needed	Flipchart with the weekly agenda
Duration	10 minutes
Description	Frontal presentation of the agenda + questions

ICE BREAKING AND NAME GAMES, TEAM BUILDING

Title: Story of my name

Tool details:

Title	Story of my name
Tool type	Name game
Tool topic/s	To make the group practice with the names; to make participants discover something more about the others

Aim	Helping participants learning each others names
Material needed	Nothing
Duration	20-30 minutes, depending on the size of the group
Description	Everyone is standing in the circle. The facilitator is suppose to give the following task: everyone should says his/her name and a short story related to it - what does it mean, how did they get it, or anything that could be interesting or comes to their minds.

INTERCULTURAL LEARNING AND SOCIAL INCLUSION

Title: Snow Ball: what culture is for me

Tool details:

Title	Snow Ball: what culture is for me
Tool type	Work in groups and presentation in plenary
Tool topic/s	Culture
Aim	To make participant share their definition of "culture"; to make them share different points of view and search for common points and differences
Material needed	Post it, paper, pens, flipcharts and markers
Duration	60 minutes
Description	<p>Each participant receives a post it and a pen.</p> <p>Each one has 3 minutes to write on the post it what "culture" is.</p> <p>Then groups of 2 participants are created. They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new, single, definition. They have at disposal 6 minutes.</p>

	<p>Then groups of 4 participants are created (a group of 2 is mixed with another group of 2). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new definition. They have at their disposal 8 minutes.</p> <p>Then groups of 8 participants are created (a groups of 4 is mixed with another group of 4). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new definition. They have at their disposal 12 minutes.</p> <p>Then groups of 16 participants are created (a groups of 8 is mixed with another group of 8). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new, single, definition. They have at their disposal 16 minutes.</p> <p>In plenary the two groups present their definition.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How was the process? • How was the cooperation within the group? - Did every body participate? • Was it hard to find common definitions? • Did you change your opinion about culture? • Did you agree with the new definitions?
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Title: Intercultural Society

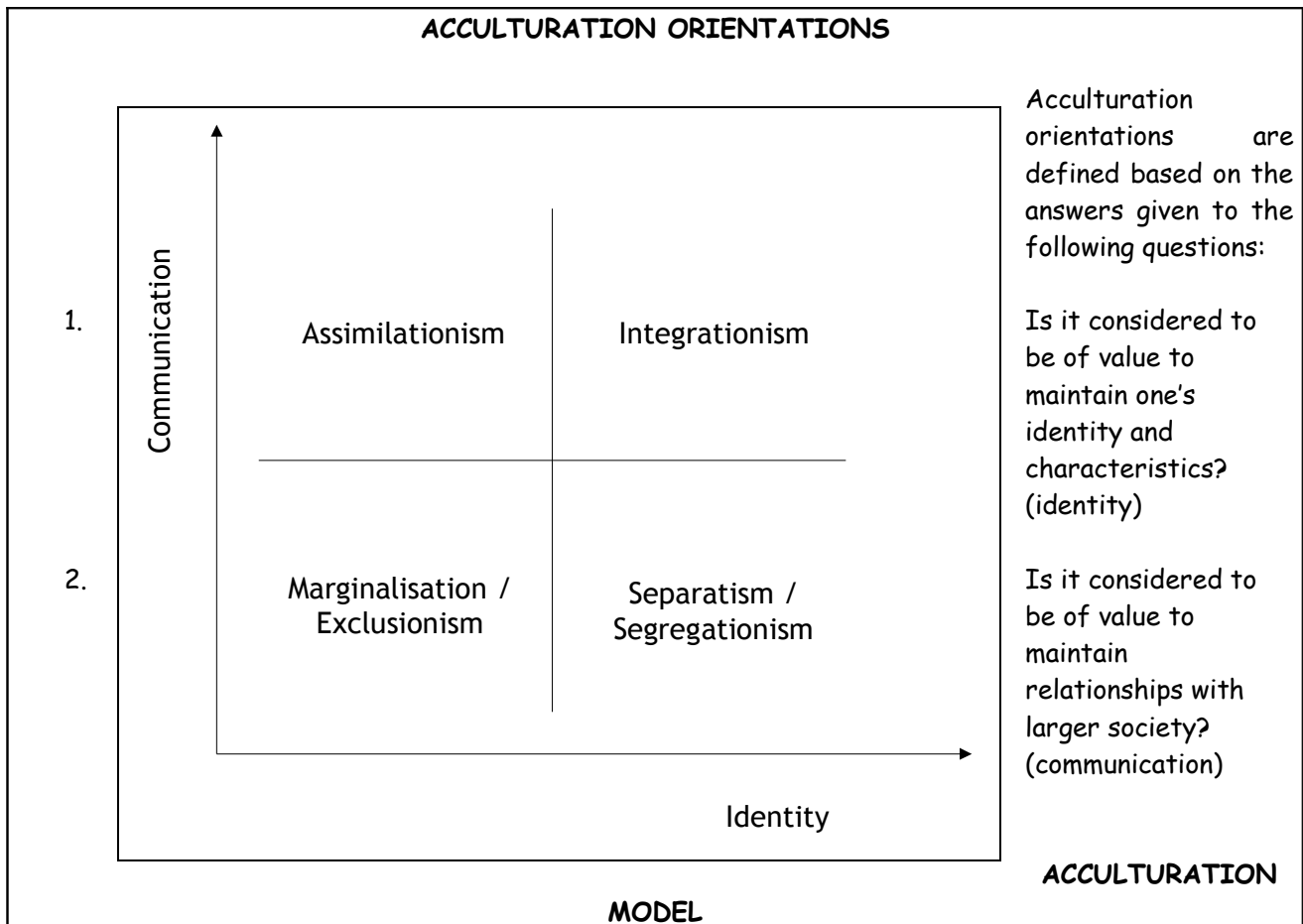
Tool details:

Title	Intercultural Society
Tool type	Interactive work in plenary with the entire group
Tool topic/s	<p>When dominant and non-dominant groups are in contact, a bi-directional exchange takes place. Both groups are influenced by the intercultural contact, generating changes of certain cultural / identity characteristics as a means of adaptation.</p> <p>This activity is an opportunity to reflect on the general attitudes of the society's members towards minority groups, as well as on their influence on the perceptions of minorities have about themselves and about the society in general.</p>
Aim	<ul style="list-style-type: none"> • To present a model that helps participants understand the functioning of the minority-majority relations in society;

	<ul style="list-style-type: none"> • To offer participants the opportunity to reflect upon the minority-majority relations in their specific realities and decipher: <ul style="list-style-type: none"> ○ majority attitudes about interacting with minorities and minorities attitudes about interacting with majority; ○ minorities will to preserve their own identity and majority attitudes towards the cultural identity of minorities
Material needed	Acculturation model, colourful dots
Duration	45 minutes
Description	<ol style="list-style-type: none"> 1. Put dots of different colour on the participants' foreheads while they are closing their eyes. Take in consideration that there are groups with same colour, one participant without any dot, one with more of them and one with dot in a colour that is not present in within the other groups; 2. Ask them to open their eyes and, while they are not allowed to talk, find their group. Very important is to use singular term "group" and not plural, so at the end we do not end up suggesting that there are more groups than only one; 3. The process will show group formation according to colour they have on their foreheads, but also exclusion of the others. The game is over when everyone is satisfied with the solution they have found; 4. Reflect on the feelings, paying special attention on people with different dots; 5. Present the Acculturation Model below in an interactive manner, using a flip-chart and building it together with the participants. You can draw the two axes (identity and communication) and ask the participants to say how each specific situation is called; 6. Explain more in detail the acculturation orientations; 7. Split the participants into small mixed groups and ask them to reflect on the specific situation of a certain minority (of their choice) in their country or city - what are the acculturation orientation of the majority and minority towards one another; 8. The participants are encouraged to think of concrete situations, policies and institutional practices, legislation, statements as well as regular citizens' views and specific cases; 9. The groups present in plenary their conclusions; 10. Debriefing questions: <ul style="list-style-type: none"> • How do people end up having these attitudes? How are they formed? • Do you think that being in contact with diverse groups

	<p>enhances tolerance or fear towards the others?</p> <ul style="list-style-type: none">• How is this model reflected in your own communities? What about the educational system?• Do you think that people can change their attitudes about others or about themselves?• What measure should the governments take in order to support the development of integration orientations?
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APPENDIX OF INTERCULTURAL SOCIETY



Acculturation orientations are defined based on the answers given to the following questions:

1. Is it considered to be of value to maintain one's identity and characteristics? (identity)

2. Is it considered to be of value to maintain relationships with larger society? (communication)

The answers to these questions determine four orientations that represent:

- The ways in which minorities appreciate their relationships with the majority in society
- The types of relationships the majority would expect having with the minority

These acculturation orientations are presented first from minority / immigrant perspective and then from majority / host community perspectives.

Acculturation orientation of minority groups

Integration orientation - reflects a desire to maintain key features of someone's own culture while also valuing the adoption of key elements of the majority culture.

Assimilation orientation - reflects the willingness to give up most aspects of their own culture for the sake of adopting the cultural practices of the majority or dominant group.

Separation orientation - is characterised by the desire to maintain all features of own culture while rejecting the culture and relations with the members of the majority culture or other members of the society. The contact between members of different groups is inexistent or minimal/superficial.

Marginalisation orientation - characterises individuals who feel ambivalent and somewhat alienated from both their own and the majority culture, thereby feeling excluded from both the groups they

identify with and majority community. For example, one can be considered a migrant in his/her country of residence and a tourist in this/her country of origin.

Acculturation orientation of majority groups

Integration orientation - Majority valorises the maintenance of certain aspects of minority identity and accepts that minority adopts important features of the majority culture. There is also a willingness to modify own institutional practices and certain aspects of majority culture to facilitate integration of minority groups.

Assimilation orientation - Majority desires that minorities give up their cultural / identity characteristics in order to adopt the cultural / identity characteristics of the majority.

Segregation orientation - Majority manifests an attitude of tolerance of the maintenance of minority culture / identity as long as they live separately, in specific neighbourhoods or regions (e.g. ghettos). Segregationists avoid contact with minorities as they believe this would dilute or weaken the integrity and authenticity of their own culture / identity.

Exclusionism orientation - Majority is both intolerant with minorities that maintain their culture / identity, but also refuses to allow them to adopt features of the majority culture, as they believe that certain groups can never assimilate within the majority community. Certain exclusionists try to create the conditions to incite minorities to leave the country / neighbourhood.

Title: The Onion - Identities

Tool details:

Title	The Onion - Identities
Tool type	Individual activity
Tool topic/s	Multiple and individual identities
Aim	To make participants reflect on their own identity and to analyse what contributed to create their own identity and how
Material needed	Paper, pens
Duration	30 minutes
Description	<p>The trainer introduces the activity, explaining that the culture of each person and his/her own identity can be presented as the different layers of an onion, from the external part to the core inside. Analysing the different layers, it's possible to fix the different cultural (and not only) aspects that contributes to the creation of the individual and multiple identities of each one.</p> <p>In the onion model, the outer layers represent cultural artefacts or symbols such as flags, architecture or traditional clothing. The next layer is composed of common rituals and traditions. This could include how people greet each other, eat meals, get married or practise their religion. In this layer the school system, the work and the daily habits can be included.</p> <p>In the centre of the onion are the underlying values and cultural assumptions which influence all of the other layers. These beliefs, norms and attitudes are much harder to recognise without a deeper analysis and thorough understanding of each of these layers and how they interact.</p> <p>Then each participant has to draw, individually, his/her own onion model and decides how to fill the different layers. In every layer can be included a drawing, key words, sentences ...</p> <p>NOTE: the activity won't be presented in plenary, but every participant is invited to keep the model with him/her.</p>

PROJECT FAIR

Title: Project Fair

Tool details:

Title	Project Fair
Tool type	Itinerant, interactive presentation
Tool topic/s	Sustainability and social inclusion
Aim	To present the different projects or initiatives (about sustainability and social inclusion) implemented in the different countries; to start discovering synergies between the various projects and initiatives
Material needed	A room with enough space to make the presentations, paper, pens, colours, markers, flipcharts, glue, post it
Duration	60 minutes
Description	<p>Participants, divided in national groups, have to organize the presentation (possibly in an interactive, funny and stimulating way). Then each group finds a position in the room and the fair starts.</p> <p>NOTE: since participants will move randomly in the room, assisting to the different presentations, it would be helpful if at least one person will stay close to the presentation of his/her sending association to explain it and share the information with those joining it.</p>

13th APRIL 2012 - Friday (2nd DAY)

ACCESSING IN PRACTICE - Trust and accessing

Title: Through your looking

Tool details:

Title	Through your looking
Tool type	Active listening activity and trust game
Tool topic/s	Active listening and trust creation/development
Aim	To make participants reflect on the importance of active listening (we cannot pretend to "support" the others if we don't learn how to listen them before); to make them test the importance of trust and to make them develop this aspect
Material needed	40 wooden Sticks (like long toothpick)
Duration	30 minutes (may be more)
Description	<p>Setting: big room (the plenary it's fine), music, soft light.</p> <p>Participants enter the workshop room and walking in the space (like "raft").</p> <p>Then trainers divide them in couples and give to each couple a stick, block the stick on the upper part of the stomach (diaphragm) and explain that they have to be concentrated, to fix their eyes in the ones of the person in front of them and to breath (during this part they have to keep a big attention to the movement of the person in front of them and finally try to breath with the same rhythm).</p> <p>Then link all of them with the sticks (this time the sticks can touch different parts of the body) and explain that they have to be concentrated, to keep attention to the movement of the two people stuck to them but also to the group and finally try to breath with the same rhythm.</p> <p>Then (still with the sticks) they should start to move, slowly in the room. Every time a stick fall down, the trainer puts it again on the right place.</p>

ACCESSING IN PRACTICE - The sense alteration in practice

Title: Labyrinth me - Sensorial pathway

Tool details:

Title	Labyrinth me - Sensorial pathway
Tool type	Active listening activity and trust game
Tool topic/s	Active listening and trust creation/development
Aim	To make participants reflect on the importance of active listening (we cannot pretend to "support" the others if we don't learn how to listen to them before); to make them testing the importance of trust and to make them develop this aspect
Material needed	Ropes; 35 strips of fabric (black); objects; obstacles; cloths
Duration	45 minutes
Description	<p>Setting: indoor or outdoor (according to the weather and the labyrinth structure).</p> <p>The idea is to create a sort of labyrinth with obstacles and different routes and try to reproduce a sensorial alteration. Video, music and sounds could be very helpful in the creation of the atmosphere.</p> <p>Participants are divided in couples and each couple receives one strip of fabric.</p> <p>1° round: one person is blinded and is guided by the other through the labyrinth</p> <p>2° round: the person that was guiding is now blinded and the blinded is now guided through the labyrinth</p>

ACCESSING IN PRACTICE - "To be an accessing"

Title: My life on the line - One step forward

Tool details:

Title	My Life on the line - One step forward
Tool type	Simulation Game
Tool topic/s	Exclusion (social inclusion, disability, intercultural learning, anti-racism and active citizenship)
Aim	Try to make participants "concretely" experiment the feeling of people with fewer opportunities ("to be an accessing" means to wear the shoes of someone else and to feel what they feel. This is a key starting point in the reflection on inclusion, since sometimes we risk to intervene according to what we suppose is correct to do, but without really feeling concretely what the volunteers with fewer opportunities can feel); to start the reflection on the inequalities that can exist within society
Material needed	Adhesive tape, a copy of the questions, a copy of the roles already cut up and space
Duration	60 minutes
Description	<p>Setting: creation of the proper setting, low light and soft music (also some pictures projected will be very helpful).</p> <p>Trainer explain to the participants that they have to walk in the workshop room (like "raft") and then sit on the floor.</p> <p>Then trainers hand out a role to each participant. Each person has to carefully read the character's description and try to think and act as the person described.</p> <p>In the room has to be drawn a line (horizontal) and participants are invited to stand on the line.</p> <p>One of the trainer explains that the people should take two steps forward for each situation that they feel their character could do easily, one if it is possible, and to stay still if it is impossible. Then the trainer reads out the following situations on the sheet:</p> <ul style="list-style-type: none"> • Do you have a local friend? • Do you feel that people listen to you? • Can you use public transportation? • Do you feel safe going home alone at night?

- Do you feel comfortable kissing your partner in public?
- Do you feel welcome at your local youth club?
- You go into a club full of white men: do you stay?
- Do you feel comfortable drinking in a pub on your own?
- If you are competing with people of a similar standard for the same job, do you feel you have an equal chance of getting it?
- Do you see yourself represented on TV?
- Can you easily adopt a child?
- Do you think you receive fair treatment from the police?
- Do you feel comfortable moving into a shared house?
- Would you get a job as a nanny easily?
- Can you play football easily?
- Can you swim?
- Could your mother take decision within your family?
- Can you invite a person of your age to go out?
- Can you share your house with a person of different religions?

Then ask the participants to stay frozen in their position, to have a look at their own position and at the one of the others. Ask, one by one the character they were representing.

Debriefing and key questions:

- How did you feel?
- Was it easy to represent your character?
- Why did you act this way?
- Do you think to be excluded from society, in some way?
- Why and how did you feel?

ROLE CARDS - My life on the line - One step forward

A white man from Holland, who is 23 years old

A Brazilian transsexual, who is 31 years old

A cleaning woman from the Philippines, 27 years old with 5 kids

A white woman, from the USA, who is 35 years old

A young Polish mother with no husband, who is 26 years old

A German homosexual, who is 24 years old

A Senegalese man, arrived in the country, since four weeks

An illegal migrant from Afghanistan with no documents

A political refugee from Libya with no residence permit

An Albanian carpenter who is doing undeclared work

An Estonian young woman who is doing irregular and not well paid jobs

A street child with no family

A deaf person

A youth in wheel chair

An adolescent with deambulation problems

A business man, 27 years old from the USA working in Wall Street

A Russian secretary who is looking for a job

An old woman from Togo

A young girl, who is 15 years old, from the United Arab Emirates

An adolescent from a European suburbs

An adolescent from an African slum

A rich business man from Argentina, who is 35 years old

A divorced woman from Turkey

An unemployed man, with 5 kids, from Cameroon

A Portuguese top model, who is 25 years old.

A young writer who is spending a month in jail because the police caught him during a night where he was doing a graffiti

A German writer

A Spanish street artist

A youngster forced to abandon secondary school to take care of his brothers and

sisters
A young girl, political refugee from Afghanistan, discriminated at school by the other pupils
A young, fat shy boy, victim of bullies at school
A catholic priest
16 years old hip-hop drug addict from Berlin
Jamaican musician
A taxi driver from Lebanon without a job
65 years old university professor from Bologna
35 years old doctor in the hospital in Rome, HIV positive
Human rights activist, 29 years old
Conservative Politician from the EU parliament
Organic food farmer from France, 50 years old

ALLIANCE and A4A

Title: Presentation of the A4A campaign

Tool details:

Title	Presentation of the Alliance of Voluntary Service Organization, of the A4A Campaign and of the Study Session 2011
Tool type	Presentation in plenary
Tool topic/s	A4A Campaign
Aim	To present to the group the campaign run by alliance and to introduce the two main topics of the T4T
Material needed	/
Duration	60 minutes
Description	<ul style="list-style-type: none">• Presentation of the A4A Campaign - history, how it's working, projects implemented;• Presentation of the A4A tools, that might be used by the organizations interested in joining the campaigns;• Presentation of the A4A working group;• Presentation of the A4A policy paper;• Focus: Study Session 2011

SUSTAINABILITY IN PRACTICE

Title: The Survival of countries

Tool details:

Title	The Survival of Countries

Tool type	Competition/Reflection/Cooperation Activity about sustainability, international relations
Tool topic/s	Sustainability, international relations
Aim	To understand sustainability as the product of a complex system that starts with personal and collective attitudes and which includes economic relations, international relations, (and specifically north/south) environment, history, etc.
Material needed	Chairs (one for each participant), sticks (around 10 per participant); markers, flipchart
Duration	Around 45-60 minutes
Description	<p>The activity is played in 3 phases, and each phase has several rounds (for example 4 or 5).</p> <p>There is a flipchart prepared, with a table, where the facilitator will write the results of each round, and each phase.</p> <p>Participants sit on chairs, in a circle, but looking outside the circle (not within).</p> <p>They are told these instructions: "Each of you is a country (tell me the country you are). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when I say "now!" you (can open your eyes and) will have to go as fast as possible and take the sticks you need to survive; when I say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive. If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".</p> <p>When the participants tell the country each represent, the facilitator writes it on the tables of the flipchart.</p> <p>They can take more than 4 sticks if they want. We don't encourage nor discourage them to do so...we don't want to give more instructions than the given ones. Despite this, the facilitator will adopt the tone of a contest, to stimulate their attitude.</p> <p>Once instructions are told and sticks (around 15 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them, and we say "stop!", it will be time to count the results.</p> <p>One facilitator will write the results; those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief.</p> <p>Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("wow! They took that many!! -we never say that it is good or bad-).</p> <p>PHASE 1</p>

	<p>Game is played as explained. Once we counted the results, we take all the sticks, and they are removed (they only know it after it happens in the first round). The new round is with only the sticks still on the floor.</p> <p>At the end of the established number of rounds for the phase, we count how many countries survived, how many died.</p> <p>After that, we start the next phase, again with all the participants.</p> <p>PHASE 2</p> <p>After the 1st round, we explain them that those who took more than 4, now they have an advantage: we will say a first "now!", when only them will go for the resources; and a second "now!" when the ones who only survived with 4 will be able to go as well for the resources.</p> <p>At the end of the established number of rounds for the phase, we count how many countries survived, how many died.</p> <p>After that, we start the next phase, again with all participants.</p> <p>PHASE 3</p> <p>The same as PHASE 2, but after each round, we will throw again to the floor half of the sticks the participants took.</p> <p>At the end of the established number of rounds for the phase, we count how many countries survived, how many died.</p> <p>ANNALYSIS</p> <ul style="list-style-type: none"> • What were the results on each phase? (how many countries survived until the end? How many survived at least 2 phases? Any phase with all surviving?) -participants shall note that the "death" of one country is already a failure...and most of them die...- • Do you think each phase has a correspondence with historic phases? (which ones? It is supposed to be pre-industrial societies -they just used the resources; industrialised societies -those with benefits can invest to create technology and have an advantage; post-industrial societies • What is it that motivated the death of the countries? More than the scarcity of resources, it will be the use of them, the attitude towards them (excessive consumption, competition against others, ...) and the other countries, that motivated the death. • Did anybody try to change behaviour? What happened then? • Were there at any moment dynamics of cooperation? • Which alternatives could have arisen? (collaboration-solidarity; sustainable consumption; de-growth; education for sustainability -telling the others that this way is gonna kill them all...) • When do we change our behaviour? (After experiencing things that are going wrong, we ACTIVATE OUR CRITICAL THINKING). • Is it enough to recycle to survive?? What else can be done??
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Title: Explanation of what education for sustainability is and presentation of the Alliance Sustainability Campaign

Tool details:

Title	Explanation of what education for sustainability is and presentation of the Alliance Sustainability Campaign
Tool type	Presentation in plenary
Tool topic/s	Education for Sustainability and Sustainability Campaign
Aim	To present to the group the campaign run by the Alliance and to introduce the two main topics of the T4T
Material needed	/
Duration	45 minutes
Description	<p>1. Presentation of Education for sustainability: Bases of the Education for Sustainability</p> <ul style="list-style-type: none"> • Throughout the years: Love for nature, care for nature, holistic approach, critical thinking! • We aren't able to be sustainable (but we have to try!); not only we have to contribute, we have to educate and train others so that there may be a future sustainable way of living. <p>2. Existing actions on Sustainability in IVS:</p> <ul style="list-style-type: none"> • International Campaign for Sustainability in Voluntary Service; sister actions (WTA, Alliance Sustainability Campaign); • White Book: The chapter on Sustainability; • Let's create our own tools: learning on Sustainability;

Title: The race for sustainability!

Tool details:

Title	The race for sustainability!
Tool type	Proofs game
Tool topic/s	Sustainability and the Sustainability Campaign
Aim	<p>A. To allow a better understanding of:</p> <ul style="list-style-type: none"> • education for sustainability • the international campaign for sustainability in IVS <p>B. To help participants to create tools that they will be able to use.</p>
Material needed	
Duration	60 minutes
Description	<p>Setting: teams of 4-5 people are going to try to win the race. The race is composed of 4 stations, where participants will have to go over proofs that allow them to go to the next station (and in the end win).</p> <p>Participants will have to go from station to station, achieving the proofs and missions given to them, until they finish (win). Each proof will be to implement a certain policy about the corresponding principle; an action that they can implement easily.</p> <p>Station A: Reduction of consumption and waste</p> <p>Think of 3 measures through which you can save resources in an International Camp.</p> <p>Write them on a Flipchart so that other participants will understand/see/read them.</p> <p>Station B: Changes in consumption</p> <p>Look for information about what are:</p> <ul style="list-style-type: none"> • fair trade; • ecological products. <p>Write them on a flipchart together with 2 questions you'd like to solve to understand better.</p>

	<p>Station C: Positive actions to environment (social and natural)</p> <p>Think of 1 action that you can do in a youth activity to:</p> <ul style="list-style-type: none">• improve social environment;• improve natural environment. <p>Station D: Activities on Education for Sustainability</p> <ul style="list-style-type: none">• Prepare a short activity about education for sustainability
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14th APRIL 2012 - Saturday (3rd DAY)

FORMAL, NON FORMAL AND INFORMAL

Title: Formal, Non Formal and Informal

Tool details:

Title	Formal, Non Formal and Informal
Tool type	Work in groups
Tool topic/s	Formal, Non Formal and Informal Education
Aim	To make participants analyse and share the differences between formal, non formal and informal education. The activity is propaedeutic for the following workshops.
Material needed	Paper, pens, flipcharts, markers
Duration	50 minutes
Description	Participants are divided in 5 groups, each group has the following task: discuss, share and define the differences between formal and non formal education and to fix them in a flipchart. Then every group presents its work in plenary. During the discussion it will be introduced also the concept of informal education.

STRUCTURE OF THE TRAINING AND METHODOLOGIES

Title: Methods in 5 stations

Tool details:

Title	Methods in 5 stations
Tool type	Interactive workshop

Tool topic/s	Different non formal education methods
Aim	To deepen the different non formal education methods that can be used during training
Material needed	/
Duration	60 minutes
Description	<p>Different stations in different rooms are created, each one representing a different non formal education method that can be used during trainings, workshops and non formal education activities. The different stations could be, e.g. team building, role play games, simulations, moving debates</p> <p>In each station there is a trainer.</p> <p>Different groups are created (no more than 5-6 participants each), each group has to follow a different rotation so that all the different stations can be visited.</p> <p>In each station a group meet a trainer that is presenting, in interactive and dynamic way the method. Space for questions, examples and discussions have to be left.</p>

ONE DAY AS A TRAINER

Title: Switching roles! - part one and two

Tool details:

Title	Switching roles!
Tool type	Work in groups
Tool topic/s	Non formal education activities
Aim	To make participants practically experiment non formal education

	<p>activities, as trainers and as a participants. This activity is propaedeutic for the workshop "Tool Kits in Practice".</p>
Material needed	<p>Different tool kits on team building, ICL, social inclusion, peer education, conflict management Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastic, cloths</p>
Duration	240 minutes
Description	<p>Participants are divided in groups. Each group will receive different tool kits (about different methods and topics) and has to choose one activity. Then each group (become a pool of trainers) has to define how to perform the activity with another group. In this phase there need to be fixed:</p> <ul style="list-style-type: none"> • the different roles in the pool; • the way to present and perform the activity; • the materials needed; • the space where to realize the activity (logistic issues). <p>When the groups are ready, they start to play the activity with another group. NOTE: a rotation in the groups it's scheduled so that each one can play the activity as the pool of trainers with another group (participants) and can take part in one activity (played by another group - pool of trainers) as participant.</p> <p>Here one example in the group division: group A plays with the group A1 (and then the contrary), group B plays with the group B1 (and then the contrary), group C plays with the group C1 (and then the contrary). After the activity it will be organized a debriefing in small groups (e.g. A+A1, B+B1, C+C1) to analyse how the different activities have been performed.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How was the cooperation within the group? • How was the roles division within the pool? • How the activities have been presented? • Do you think some logistic aspects could be changed or modified? • Were the working methods experimented really effective? • Do you think some working methods could be changed or modified?

15th APRIL 2012 - Sunday (4th DAY)

THE TRAINER SKILLS AND PROFILES

Title: The Super Trainer

Tool details:

Title	The Super Trainer
Tool type	Work in groups
Tool topic/s	The skills, competences and attitudes of the "good" trainer
Aim	To reflect on the skills, competences and attitudes we believe important in a good trainer and to identify what should be avoided
Material needed	Paper, pens, flipcharts, markers, post it
Duration	45 minutes
Description	Participants are divided in groups (possibly each group non more than 5 or 6 people). Each group has the following task: create a list of the skills, actions, competences and approaches of the "good" trainers. Include also the actions and behaviours that a "good" trainer has to completely avoid. Then every group present in plenary the result.

Title: Communication styles

Tool details:

Title	Communication styles
Tool type	Individual activity
Tool topic/s	Communication styles and different approaches in trainings

Aim	To understand the different personality styles that might exist; to be more aware of which is our own, individual, style
Material needed	Pens, style scoring sheet (one for each participant)
Duration	45 minutes
Description	<p>The activity is introduced to the group (it can be used the "COMMUNICATION STYLES Style and Temperament, Summary").</p> <p>Then each participant receive a style scoring sheet and has to fill it.</p> <p>Once each one finished the "TEMPERAMENTS OF THE 4 COMMUNICATION STYLES" is presented in plenary so that each one can see which is the style and temperament he/she belong to.</p>

COMMUNICATION STYLES

Style and Temperament Summary

Before examining ways of developing, improving and maintaining healthy relationships and leadership styles, it is important to understand that different personality styles exist.

Understanding the different temperament styles will help us make sense of our own and other's behaviour. In this way we can address issues in a manner that will best suit the other person and avoid needless complications and frustrations.

Here are the four temperament styles. You should be able to recognize yourself and with a little study and practice, you will come to recognize temperament styles in others.

It helps to examine the temperament in terms of two dimensions:

- People Oriented versus Task Oriented
- Extrovert versus Introvert

People Oriented

	Promoter	Controller	
<i>Extrovert</i>			<i>Introvert</i>
	Supporter	Analyser	

Task Oriented

Style Scoring Sheet

Select the words that best describe your personality. Tick all the words that apply. Be as objective and as honest as you can. While your overall totals will be shared, your selections of individual words will not.

Strengths - learning mode

Style A	Style B	Style C	Style D
<input type="checkbox"/> Animated	<input type="checkbox"/> Adventurous	<input type="checkbox"/> Analytical	<input type="checkbox"/> Adaptable
<input type="checkbox"/> Playful	<input type="checkbox"/> Persuasive	<input type="checkbox"/> Persistent	<input type="checkbox"/> Peaceful
<input type="checkbox"/> Sociable	<input type="checkbox"/> Strong-willed	<input type="checkbox"/> Self-sacrificing	<input type="checkbox"/> Submissive
<input type="checkbox"/> Convincing	<input type="checkbox"/> Competitive	<input type="checkbox"/> Considerate	<input type="checkbox"/> Controlled
<input type="checkbox"/> Refreshing	<input type="checkbox"/> Resourceful	<input type="checkbox"/> Respectful	<input type="checkbox"/> Reserved
<input type="checkbox"/> Spirited	<input type="checkbox"/> Self-reliant	<input type="checkbox"/> Sensitive	<input type="checkbox"/> Satisfied
<input type="checkbox"/> Promoter	<input type="checkbox"/> Positive	<input type="checkbox"/> Planner	<input type="checkbox"/> Patient
<input type="checkbox"/> Spontaneous	<input type="checkbox"/> Sure	<input type="checkbox"/> Scheduled	<input type="checkbox"/> Shy
<input type="checkbox"/> Optimistic	<input type="checkbox"/> Outspoken	<input type="checkbox"/> Orderly	<input type="checkbox"/> Obliging
<input type="checkbox"/> Funny	<input type="checkbox"/> Forceful	<input type="checkbox"/> Faithful	<input type="checkbox"/> Friendly
<input type="checkbox"/> Delightful	<input type="checkbox"/> Daring	<input type="checkbox"/> Detailed	<input type="checkbox"/> Diplomatic
<input type="checkbox"/> Cheerful	<input type="checkbox"/> Confident	<input type="checkbox"/> Cultured	<input type="checkbox"/> Consistent
<input type="checkbox"/> Inspiring	<input type="checkbox"/> Independent	<input type="checkbox"/> Idealistic	<input type="checkbox"/> Inoffensive
<input type="checkbox"/> Demonstrative	<input type="checkbox"/> Decisive	<input type="checkbox"/> Deep	<input type="checkbox"/> Dry Humour
<input type="checkbox"/> Mixes Easily	<input type="checkbox"/> Mover	<input type="checkbox"/> Musical	<input type="checkbox"/> Mediator
<input type="checkbox"/> Talker	<input type="checkbox"/> Tenacious	<input type="checkbox"/> Thoughtful	<input type="checkbox"/> Tolerant
<input type="checkbox"/> Lively	<input type="checkbox"/> Leader	<input type="checkbox"/> Loyal	<input type="checkbox"/> Listener
<input type="checkbox"/> Cute	<input type="checkbox"/> Chief	<input type="checkbox"/> Chartmaker	<input type="checkbox"/> Contented
<input type="checkbox"/> Popular	<input type="checkbox"/> Productive	<input type="checkbox"/> Perfectionist	<input type="checkbox"/> Permissive
<input type="checkbox"/> Bouncy	<input type="checkbox"/> Bold	<input type="checkbox"/> Behaved	<input type="checkbox"/> Balanced
TOTALS	TOTALS	TOTALS	TOTALS

Style Scoring Sheet			
Weaknesses - surviving mode			
Style A	Style B	Style C	Style D
<input type="checkbox"/> Brassy <input type="checkbox"/> Undisciplined <input type="checkbox"/> Repetitious <input type="checkbox"/> Forgetful <input type="checkbox"/> Interrupts <input type="checkbox"/> Unpredictable <input type="checkbox"/> Haphazard <input type="checkbox"/> Permissive <input type="checkbox"/> Angered Easily <input type="checkbox"/> Naïve <input type="checkbox"/> Wants Credit <input type="checkbox"/> Talkative <input type="checkbox"/> Disorganized <input type="checkbox"/> Inconsistent <input type="checkbox"/> Messy <input type="checkbox"/> Show-off <input type="checkbox"/> Loud <input type="checkbox"/> Scatterbrain <input type="checkbox"/> Restless <input type="checkbox"/> Changeable	<input type="checkbox"/> Bossy <input type="checkbox"/> Unsympathetic <input type="checkbox"/> Resistant <input type="checkbox"/> Frank <input type="checkbox"/> Impatient <input type="checkbox"/> Unaffectionate <input type="checkbox"/> Headstrong <input type="checkbox"/> Proud <input type="checkbox"/> Argumentative <input type="checkbox"/> Nervy <input type="checkbox"/> Workaholic <input type="checkbox"/> Tactless <input type="checkbox"/> Domineering <input type="checkbox"/> Intolerant <input type="checkbox"/> Manipulative <input type="checkbox"/> Stubborn <input type="checkbox"/> Lord-over-others <input type="checkbox"/> Short-tempered <input type="checkbox"/> Rash <input type="checkbox"/> Crafty	<input type="checkbox"/> Bashful <input type="checkbox"/> Unforgiving <input type="checkbox"/> Resentful <input type="checkbox"/> Fussy <input type="checkbox"/> Insecure <input type="checkbox"/> Unpopular <input type="checkbox"/> Hard-to-please <input type="checkbox"/> Pessimistic <input type="checkbox"/> Alienated <input type="checkbox"/> Negative Attitude <input type="checkbox"/> Withdrawn <input type="checkbox"/> Too Sensitive <input type="checkbox"/> Depressed <input type="checkbox"/> Introvert <input type="checkbox"/> Moody <input type="checkbox"/> Skeptical <input type="checkbox"/> Loner <input type="checkbox"/> Suspicious <input type="checkbox"/> Revengeful <input type="checkbox"/> Critical	<input type="checkbox"/> Blank <input type="checkbox"/> Unenthusiastic <input type="checkbox"/> Reluctant <input type="checkbox"/> Fearful <input type="checkbox"/> Indecisive <input type="checkbox"/> Uninvolved <input type="checkbox"/> Hesitant <input type="checkbox"/> Plain <input type="checkbox"/> Aimless <input type="checkbox"/> Nonchalant <input type="checkbox"/> Worrier <input type="checkbox"/> Timid <input type="checkbox"/> Doubtful <input type="checkbox"/> Indifferent <input type="checkbox"/> Mumbles <input type="checkbox"/> Slow <input type="checkbox"/> Lazy <input type="checkbox"/> Sluggish <input type="checkbox"/> Unwillingness <input type="checkbox"/> Compromising
TOTALS	TOTALS	TOTALS	TOTALS

COMBINED TOTALS	COMBINED TOTALS	COMBINED TOTALS	COMBINED TOTALS
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Chances ideas	Focus on people Informal				Relations atmosphere
	32				28
dominant Focus on goals	Promoting behaviour [influential]			Supporting behaviour [Stable]	Focus on processes passive
		16		14	
			0		
		16		14	
	Controlling behaviour [Leading]			Analysing behaviour [Consistent]	
Result Competition	Focus on tasks Formal				Details information's solid
	32				28

TEMPERAMENTS OF THE 4 COMMUNICATION STYLES

The Temperament of the Analyser

Analysers are analytical, self-sacrificing, gifted, and perfectionists. They have a very sensitive emotional nature.

Because analysers' feelings predominate, they are given to a variety of moods ranging from the heights of ecstasy to the depths of despair.

They are loyal friends but will not push forward to meet people.

Analysers have exceptional analytical abilities. They are able to diagnose the potential obstacles and dangers of every project. However, this may make them reluctant to initiate new projects.

Many of the world's great geniuses, painters, musicians and scientists are analysers.

They are task oriented introverts.

Strengths	Challenges
* practical	* dull
* economical	* stingy
* reserved	* unfriendly
* thorough	* compulsive
* methodical	* plodding
* analytical	* critical
* steadfast	* stubborn

The Temperament of the Promoter

Promoters are warm, buoyant, lively and enjoy life. They have a receptive personality in which feelings predominate. Reactions may be based on "gut feelings" and their effect on behaviour.

Promoters have a hearty nature and make great storytellers. They are never short of friends and are genuinely empathetic towards others with problems or joys. Promoters enjoy people and do not like solitude. They tend to be the life of the party and never at a loss for words.

Promoters make great salesmen, teachers, conversationalists, actors, public speakers and leaders.

They are people oriented extroverts.

Strengths

- * flexible
- * youthful
- * enthusiastic
- * tactful
- * adaptable
- * sociable

Challenges

- * inconsistent
- * childish
- * hyperactive
- * afraid of confrontation
- * lacking conviction
- * manipulative

The Temperament of the Controller

The controller typically has a hot, quick, active, practical, and strong willed temperament. He/she has endless ideas, plans and ambitions and yet has a practical, keen mind capable of making instant decisions.

Despite a well organized mind, controllers are not given to analysis, but rather to quick, almost intuitive appraisals.

Controllers make great generals, executives, idea people, producers, dictators, criminals.

They are task oriented extroverts.

Strengths

- * Controlling
- * quick to act
- * self-confident
- * Forceful
- * persistent
- * urgent

Challenges

- * domineering
- * impulse
- * arrogant
- * coercive
- * high pressure
- * impatient

The Temperament of the Supporter

For supporters, life is generally a happy, calm experience. They almost never become upset. Supporters have a very high boiling point, and seldom explode or show extremes of anger or happiness.

Supporters may look placid, but they feel more emotions that they have expressed. They enjoy the finer things in life. They enjoy people and have many friends.

Supporters have a natural, dry sense of humour are good listeners, friendly, non-competitive and willing to take direction. They value close, long-lasting relationships and allow others to initiate new projects or activities.

Supporters generally ask "why" types of questions and are very effective in the helping professions, psychiatry, and counselling.

They are people oriented introverts.

Strengths

- * idealistic
- * trusting
- * helpful
- * receptive
- * modest
- * loyal
- * aspiring

Challenges

- * impractical dreamer
- * gullible
- * patronizing
- * over committed
- * self-depreciating
- * obligated
- * perfectionist

RELATIONS BETWEEN COMMUNICATION STYLES

You Others	Controlling control	Analysing analysis	Supporting support	Promoting promotion
Controlling control	Agreement in advance on goals and tasks. Provide freedom to work within agreed-upon limits. Let them win and let them be in charge.	Summarize facts. Let them decide. Rely on their self-discipline. Recognize results with something materialistic.	Be businesslike. Let them decide. Stick to agenda. Don't insist on personal relationship. Let them tell you what they want.	Back up ideas and enthusiasm with concrete results. Keep agreements. Let them choose. Demonstrate workability of ideas.
Analysing analysis	Bring facts and logic in writing. Be patient while they process information. Assist in decision-making. Work with time limits. Build trust.	Recognize need to set timetables for decision. Encourage risk-taking. Provide perspective on decision at hand.	Demonstrate (technical) competence. Acknowledge need for facts and data. Work with time limits.	Talk facts, not opinions. Provide details. Back up facts with details. Be patient.
Supporting support	Show personal concern for them and their family. Provide details and specifics. Acknowledge their contribution. Value their efforts and accomplishments. Build relationship.	Establish personal relationship. Encourage them to increase goals and upgrade prospects.	Be strong, insistent and directive. Encourage and support work through interpersonal relationship.	Slow down the pace and volume. Allow time for a relationship. Work on one agenda at a time. Move on after completion. Encourage suggestions and participation.
Promoting promotion	Be more open about self and emotions. Relax time-pressure. Give incentives. Let them win. Provide public recognition. Loosen up. Play.	Spend informal time with them. Recognize their need for excitement. Ask for ideas. Move quickly. Take risks.	Be firm when challenged. Give acknowledgements in public. Provide them a focus and follow-up. Maintain relationship.	Provide discipline and focus. Stay on track. Move quickly. Use creativity and excitement.

TIPS FOR TRAINERS AND THE STATE OF ART IN A TRAINING

Title: Tips for trainers - .ppt presentation

Tool details:

Title	Tips for trainers
Tool type	Presentation in plenary
Tool topic/s	Training courses, why and how?
Aim	To present the trainer role within a training course, the learning based approach, the methods and methodologies, the steps to organize and implement a training course and to share some tips for those interested in being trainers.
Material needed	Flipcharts, markers, .ppt presentation, pc, projector
Duration	20 minutes
Description	The presentation is done in plenary, with the support of flipcharts, and .ppt projection. The presentation is open for questions and comments and has to be interactive among the group. NOTE: attached the .ppt presentation "Training Essential"

COMMUNICATION

Title: How tall is Alfred

Tool details:

Title	How tall is Alfred
Tool type	Work in small groups

Tool topic/s	Communication, information
Aim	To analyse the way information are transmitted; to go in detail in the communication system
Material needed	Seats, papers, pens, post it
Duration	45 minutes
Description	<p>Participants work in groups of 7 (6 players and 1 postman) - each group is in a separate room.</p> <p>Six players (P1, P2, P3, P4, P5 and P6) sit in a circle with their backs to each other. They are not allowed to talk to each other. Their aim is to find how tall Alfred is by sending messages to other players in the circle.</p> <p>They are sending all their messages via the postman, who is standing in the middle of the circle and distributing messages. The postman cannot speak either. (His/her task is to register messages).</p> <p>The rules of sending messages:</p> <ul style="list-style-type: none"> • Sender to receiver (e.g. P1>P5) and then the text of the message • Telegram is addressed to one person only • Another message can't be sent on the same piece of paper • Messages can ONLY be sent through the postman <p>The exercise is over after 30 minutes, or when everybody from one group has decided how tall Alfred is.</p> <p>At the end of the exercise a debriefing takes place. The debriefing is focused on the process that participants went through. The idea of centralising information; the willingness to take over such tasks as processing a huge amount of information are mentioned.</p>

CONFLICT AND CONFLICT MANAGEMENT

Title: Acting Conflicts!

Tool details:

Title	Acting Conflicts!
Tool type	Interactive Role Play Game with Theatre
Tool topic/s	Conflict and conflict management in the accessing and inclusion projects
Aim	To reflect on social exclusion; to create real situations of social exclusion that might be experienced in the daily life and in projects; to present conflicts that may arise in the accessing projects; to empower the ability to analyse conflicts from a different point of view; to look for possible solutions to manage conflicts in non violent ways
Material needed	The case studies and a big space for the representations
Duration	90 minutes
Description	<p>Participants are split in different groups (around 5 each) and receive the hand out with a case study.</p> <p>The trainer explains that their task is to represent in a theatrical way the case study (keeping a big attention to the roles of the "oppressor" and of the "oppressed").</p> <p>While they are discussing and deciding how to represent the case study they should also think about possible solutions.</p> <p>But the representation has to be only about the conflict and NOT the possible solutions.</p> <p>Setting: two different rooms with two stages, half group (approximately 3 small groups) in one room and half group (approximately 3 small groups) in another room.</p> <p>Then, in each room each group makes the representation, one by one.</p> <p>After the representation each group remains on the stage and the following key questions are asked:</p> <ul style="list-style-type: none"> • What did they represent? (to the audience) • What did you represent? (to the actors) • How did you feel? (to the actors) • Do you think the situation you represented may happen in real

	<p>life? (to all)</p> <ul style="list-style-type: none">• Which solution can be found? (to the audience)• Which solution/s did you find out? (to the actors)
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HAND OUT WITH THE CASE STUDIES

CASE STUDY 1

Characters: 1 teacher, 2 pupils-refugees, 2 pupils-locals

Setting: classroom, south of London, UK

Story: the teacher is working in a classroom. The students are local pupils and other pupils-refuges, arrived from Libya in the beginning of the year. They don't speak very good English and the families of the local students already complained with the school director, asking to put them in another class.

Recently they have been problems within the school playground. The indigenous pupils harass, mob and tease the newcomers. The new pupils, in defence start to react aggressively, engaging the first fight.

CASE STUDY 2

Characters: 2 bullies (locals), 1 good student, 2 observers

Setting: school, cité of Paris, France

Story: you are at school during the break, the young person (good student) comes from a family with economical difficulties. He decide to remain in the classroom to prepare the exercises for the next lesson. In the meantime two bullies (locals) come in and ask the young person to give them his homework because they did not prepare it. They say that he has to do it because is a "second class boy" and that is the only way to be accepted

The young person (good student) refuses and they start to bother and insult him/her. In the beginning the injures are verbal, but then they start to be physical. Suddenly two people (observers) step in and see what is going on, but they do not do anything.

CASE STUDY 3

Characters: 1 youth worker, 2 local adolescents, 2 youngsters coming from migrant families (coming from different countries)

Setting: local association, suburb of Rome, Italy

Story: the building of the local association is attended by several adolescents - the ones coming from migrant families, born in Italy come from different countries and are almost the 70%. In the last months several feuds between the immigrants have started and the locals. The last one accuses the first to be the "invaders" of the association.

One day the situation is getting harder and 2 locals start to argue and complain 2 youths coming from migrant families saying that they are not Italians and that for this reason they should not to take part in the activities. The 2 guys (one from Egypt and one from Bangladesh) explain animatedly they are Italians but are also complaining among themselves because of their countries of origin. The situation is going to explode and the youth worker is not able to control it

CASE STUDY 4

Characters: 2 Gypsies (they are born in Romania, but their families come from Hungary), 2 locals (from Bucharest), 1 staff member of the youth club

Setting: youth club in the outskirts of Bucharest, Romania

Story: a Gypsy camp site is located nearby the building of the youth club and for a certain number of months every year Gypsy youth come to the youth club. This create friction between them and the young people who use the football camp in the centre. Each group tries to make territory against the others and the local pretends that Gypsies don't use the football camp.

One day, while the Gypsies are playing in the camp, the locals arrive and pretend that the Gypsies have to live the camp. They start to offend them saying that this part of the city became insecure since their arrival, that they are thief and ugly people. The Gypsies react and say that all these things are not true. They start to fight ...

CASE STUDY 5

Characters: 1 camp leader, 3 participants coming from different countries and 2 youngsters (locals) with socio-cultural problems

Setting: international workcamp in Murcia, Spain

Story: the camp leader of an international workcamp in Murcia really believe that is important to work with the international and the local youth coming from problematic backgrounds to promote intercultural learning and active participation. For this reason, the camp, run with the support of the local Municipality is about the restoring and painting of a new part of the local centre that provides activities and games for the local youngsters. The opening day the 2 youngsters (locals) with socio-cultural problems (that were already involved in the camp activities), encouraged by a group of local youth, start to make noise, want to have a party and get drunk. They do not take care of the new equipment in the centre. The other volunteers would like to take part in the activities and do not want to party. The camp leader try to moderate but the situation gets out of control: the youngsters start to argue and the discussion leads to a physical fight.

CASE STUDY 6

Characters: 1 camp leader, 4 volunteers coming from different countries and 1 "accessing" volunteer

Setting: international workcamp in Belarus

Story: the camp leader of an international workcamp in Belarus is running the camp activities planned in the programme. After the third day something strange happens: there is a volunteer who tents to be isolated and approaches the others in a rude way when he is asked to participate in the activities. The group doesn't like this behaviour and decides to approach him asking the reasons of his lack of participation. The reaction of the volunteer is this time violent and the situation gets out of control: the youngsters start to argue and the discussion leads to a physical fight.

After the event the camp leader gets in touch with the sending organization. After having contacted the family of this volunteer, discovers that he suffers of depressive crises and anger attacks.

The family asks the sending to leave their son to continue the experience since they believe it could be very important for him. In the meantime in the camp the tension raise and there are people in the group who want to push him out and others who want to involve him. One evening the discussion heats up and the two sub-groups start to shout at each other.

CASE STUDY 7

Characters: 1 project coordinator, 3 participants coming from different countries and 1 "accessing" participant

Setting: youth exchange in Greece

Story: the project coordinator is implementing a youth exchange on art and social inclusion in a suburb of Athens. She knows that there is one of the international participant with fewer opportunities who does not speak English, but he received all the information before the project and believe to be prepared for any event.

After some days some participants in the group start to complain because they don't accept the fact that one of the participant doesn't speak at all English and he is not participating in the activities when, on the contrary one of the criteria of their selection was also to have the ability to work in English.

The project coordinator tries to explain to them the situation but, even if they seem to accept the linguistic barrier, they don't accept at all the fact he is participating only in few activities.

One day personal stuff (one earphone, one MP3 and one mobile phone) disappears and the owners blame immediately the "accessing" participant. The level of tension is raising when they force him to open his luggage and find the mobile phone. He says that he is not guilty and that he did not steal it. The level of the discussion raises till explosion of name calling and risks to become a physical fight. The project coordinator tries to intervene but she is not able to control it.

17th APRIL 2012 - Tuesday (6th DAY)

TOOL KITS IN PRACTICE

Title: Presentation of the activity and implementation

Tool details:

Title	Tool kits on practice: presentation of the activity and implementation
Tool type	Work in groups
Tool topic/s	Non formal education activities - setting of a training course
Aim	<p>To make participants practically experiment non formal education activities, as trainers and as a participants;</p> <p>To make them concretely experiment non formal education working methods;</p> <p>To make them in condition to:</p> <ul style="list-style-type: none"> • Organize a training; • Organize a workshop; • Create one specific activity; • To implement the activity with an international group; • To evaluate the experience
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastic, cloths
Duration	240 minutes
Description	<p>Presentation of the activity to the group:</p> <p>1. Introduction: at this final stage of the training, we invite you to take the position of trainers: to decide which kind of training activity you want to do, to create a team for it, to prepare the training, to rehearse it, to play it and to evaluate it all together. For the whole process, we will have one and a half day (10 working hours): 5 hours for preparation and 5 hours for implementation. Each group will have a space of 2 hours for their presentation (1'30 for the activity: introduction to the whole programme and playing some of its activities and 30 minutes: evaluation);</p> <p>2. The training activities you will develop: you will be able to choose.</p>

Our idea is that you can choose the kind of proposal that fits you (in terms of experience, will of development, interest for the topics, etc.), making a team according to interests and common goals.

Proposals:

- Make a workshop (of about 3-5 hours) on Intercultural learning and social inclusion;
- Make a workshop (of about 3-5 hours) on Sustainability, IVS and social inclusion;
- Organize a training of 2 days on a topic;
- Organize a training of 5-7 days on a topic.

NOTE: These are open proposals that you can modify, or you can do something different according to your interests. Just take in account that you should be realistic in your goals, that you should find a team to make them real (and therefore you'll have to be flexible on your ideas) and that the maximum number of teams is 6.

3. Short presentation: prepare a short presentation and a short summary of your work for everyone. The short presentation has to be shared within the end of the day, so that each group is going to be updated about the work of the others. The presentation will be afterwards introductory for the activity run the day after "presentation and evaluation";

4. Preparation of the activity: each group has to prepare the activity (for more info, have a look at the guide you will find below);

5. Implementation of the activity: each group will have a space of 2 hours for their presentation (1'30 for the activity: introduction to the whole programme and playing some of its activities and 30 minutes: evaluation).

It's scheduled a rotation in the groups so that each one can play the activity as a pool of trainers with another group (participants) and can take part in one activity (played by another group - pool of trainers) as participant.

Here one example in the group division: group A plays with the group A1 (and then the contrary), group B plays with the group B1 (and then the contrary), group C plays with the group C1 (and then the contrary);

6. Closure: at the end of the entire activity the group will be back in plenary for the general conclusions.

GUIDE to design and implement your training activities

A. Design the main framework for your workshop/training

- Choose your **topics** and your main **aims**;
- Define your **goals**;
- Choose the **target/profile of participants** you make the workshop for (age, experience, social background, specificities,...);
- Choose the **context** (place to make it, if it is an isolated session or in the middle of a training, or in the middle of a project about something, or... etc.).

B. Work on the topic and on the training:

- Find **information** about the topic, related to your goals;
- Find, compare, analyse, create and **choose activities and tools** that are helpful and adequate for you and your training.

B 1. Define the structure of the training/workshop (introduction, activities, evaluation, breaks, etc.); taking in account:

- the needs as the group;
- the needs for the topic,
- the situations in terms of comfort of the participants (comfort, stretching, crisis, panic zones), attention, etc.

B 2. Define the main topics and "messages" to work on at each activity.

B 3. Analyse and prepare in depth each of the activities:

- Play them;
- See what and how it comes out;
- See the needs and risks;
- See how they fit in the process you want to create.

B 4. Check again the whole evolution of the training,

- from the introduction to the conclusions;
- from the getting to know each other to the final goodbye.

C. Work on the pool of trainers

- roles in the pool;
- who makes what;
- who is involved in each activity.

D. Prepare each activity

- Logistics: What materials do you need? Which kind of room? When do we start? Etc.
- Play the games and rehearse: so that everybody in charge is aware on how it goes and what can happen;
- Prepare the general introduction and the general conclusion.

E. Prepare a short presentation and a short summary for everyone

DIFFERENCES BETWEEN THE ROLE OF THE TRAINER AND OF THE FACILITATOR

Title: Trainer-Facilitator

Tool details:

Title	Trainer-Facilitator
Tool type	Brainstorming in groups and plenary
Tool topic/s	Trainer role and facilitator role in a training course
Aim	To make participants analyse and share the differences between the role of a trainer and of a facilitator. The activity is propaedeutic for the workshop "Tool Kits in Practice" and specifically in the definition of the roles within the pool in order to keep a good balance
Material needed	Paper, pens, flipcharts, markers
Duration	45 minutes
Description	Participants are divided in 5 groups, each group has the following task: discuss, share and define the differences between the role of trainer and the role of facilitator and to fix them in a flipchart. Then every group presents in plenary. The pool will facilitate the discussion and the definition of differences between the two different roles.

PRESENTATION OF WHAT A WORKSHOP IS

Title: What is a workshop?

Tool details:

Title	What is a workshop?

Tool type	Short presentation in plenary
Tool topic/s	Differences between a training course and a workshop
Aim	To make participants aware of the differences between a training course and a workshop. The activity is propaedeutic for the workshop "Tool Kits in Practice"
Material needed	none
Duration	15 minutes
Description	The pool shares in plenary the difference between a training course and a workshop. Time for questions and comments from the participants is left.

FEEDBACKS

Title: Feed Back Rules

Tool details:

Title	Feed back rules
Tool type	Feed Back Rules
Tool topic/s	To learn how to give and get feedback after the training
Aim	none
Material needed	none
Duration	15 minutes
Description	Aim of this tool is to make participants think on how to give a positive feedback to another person, by putting them in the situation to have to provide feedbacks to randomly selected person from the group.

The task is to start walking around the room where the entire group is and look who is there around us. The walking goes on and on until the moment when a trainer says STOP. At that moment all the participants have to turn to the person closest to them and each of them gets two minutes to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question.

There are three questions:

1. What was my first impression about you?
2. What did I learn to appreciate about you?
3. What do I wish you for the future?

The focus is on giving positive feedback, since all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. But rather to get a chance to think how could we find positive words for people we work with and encourage them to continue working and trying to improve them all the time.

18th APRIL 2012 - Wednesday (7th DAY)

TOOL KITS IN PRACTICE

Title: Presentation of the tool kits and evaluation

Tool details:

Title	Tool kits in practice - presentation of the tool kits and evaluation
Tool type	Work in groups
Tool topic/s	Non formal education activities - setting of a training course
Aim	<p>To make participants practically experiment non formal education activities, as trainers and as a participants; to make them concretely experiment non formal education working methods; to make them in condition to:</p> <ul style="list-style-type: none"> • Organize a training; • Organize a workshop; • Create one specific activity; • To implement the activity with an international group; • To evaluate the experience
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths
Duration	360 minutes
Description	<p>1. Implementation of the activity: each group will have a space of 2 hours for their presentation (1'30 for the activity: introduction to the whole programme and playing some of its activities and 30 minutes: evaluation).</p> <p>It's scheduled a rotation in the groups so that each one can play the activity as a pool of trainers with another group (participants) and can take part in one activity (played by another group - pool of trainers) as a participant.</p> <p>Here is one example in the group division: group A plays with the group A1 (and then the contrary), group B plays with the group B1 (and then the contrary), group C plays with the group C1 (and then the contrary);</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How was the cooperation within the group?

	<ul style="list-style-type: none">• How was the roles division within the pool?• How the activities have been presented?• Do you think some logistic aspects could be changed or modified?• Were the working methods experimented really effective?• Do you think some working methods could be changed or modified? <p>2. Closure: at the end of the entire activity the group will be back in plenary for the general conclusions.</p>
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THE ACTORS:

HOSTING AND COORDINATION: Lunaria

POOL OF TRAINERS: Oriol Josa, George Kalmpourtzis, Sara Mandozzi, Duchan Milojevic and Stefano Varlese

LOGISTIC SUPPORT: Federica Alberino and the staff of Centro Nazionale per lo Sviluppo Sostenibile "Il Girasole"

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ASSOCIATIONS INVOLVED: the Alliance of European Voluntary Service Organization, ADVIT Moldova, CBB - Compagnons Batisseurs Belgium, CIA - Citizens In Action, COCAT - Coordinadora d'organitzadors de camps de treball internacionals de catalunya, CONCORDIA France, HUIJ - Voluntary Service of Armenia, INEX SDA, INEX Slovakia, LEGAMBIENTE, LUNARIA, LYVG - League of Young Voluntary Georgians, LYVS - League of Youth Voluntary Service, Movement SFERA, VJF - Vereinigung Junger Freiwilliger, UNA EXCHANGE, YAP Italy

WORKING GROUPS: A4A, TNWG, Sustainability Campaign

