
Training for Facilitators

**Non- Formal Education
Pedagogical Concepts
and Structure**





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Editorial

Within many contexts, and especially within a refugee camp, games, sports, arts, theatre, dancing, singing are usually seen as recreational activities made to help children to escape from the roughness of their lives for some hours.

We believed that those activities can be way more than just recreational. If they are run by trained educators with individual and collective educational goals they can contribute to reduce trauma, enable individual resilience and peace building, especially in the context of refugee camps.

That's why we decided to launch a 3 year programme called « Animation Kurdistan » to experiment and frame this methodology in refugees and IDPs camps as well as youth centers of Kurdistan. It was run from September 2016 to August 2019 by the Danielle Mitterrand Foundation in partnership with the French organization Leo Lagrange Federation and the Kurdish Iraqi organizations Civil Development Organization (CDO) and Public Aid Organization (PAO).

Inspired by the « popular education movement » (also referred as non formal education), 43 facilitators and 12 trainers from all the areas of north Irak and several local NGOs and youth centers received 1 year long term training and organized non formal education that benefited to more than 8000 children.

What we witnessed and assessed during those 3 years proved that this methodology when properly adapted and with educators well trained, can have, with very low means, significant impact on children's well-being as well as on communities.

The booklets you are about to read are one of the main outcomes of this programme.

They aimed at providing support for any organizations and persons to organize educational and peace building activities for children as well as training frames for trainers and facilitators. Three booklets are available in English, Kurdish (Sorani) and Arabic. One for facilitators, one for trainers and the last one for trainers of trainers.

It is the fruit of months of practices in various environments as well as theoretical inputs provided by different educators from Irak, France and other parts of the world. We warmly thank them and sincerely hope it will be useful for you in your further activities. You can spread it as you like and feedbacks and suggestions are welcomed.

Gilbert Mitterrand
Fondation Danielle Mitterrand
President

Yves Blein
Fédération Léo Lagrange
President

Introduction

Danielle Mitterrand Foundation-France Libertés, with **Leo Lagrange Federation** and our Kurdish partners **CDO (Civil Development Organization)** and **PAO (Public Aid Organization)** have been implementing the project “**Fostering children resilience through non formal education activities**”, since 2016 in the Kurdistan Region of Iraq. The aim of the project is to create teams of qualified trainers and Facilitators and suitable educational tools to promote **NFE (Non Formal Education)** as a methodology to empower children and youth with a specific focus on the ones living in precarious conditions.

In the frame of this project, we have developed a set of three manuals:

1	<p>A Training for Trainers Manual: on the basic pedagogical concepts and a structure for training NFE trainers. The focus of this manual is mainly the NFE principles, methods and tools.</p>
2	<p>A Training for Facilitators Manual: on the basic pedagogical concepts and a structure for training NFE Facilitators, focusing on how NFE can be used to support the holistic development of children.</p>
3	<p>A Toolkit for Facilitators: containing a set of activities to be used by people working with children and youth in child friendly spaces, youth centres, community centres in and outside camps.</p>

All three manuals are structured with two main components; a part dedicated to theory and a part where we present practical examples. We developed the theoretical part based on different existing resources of Leo Lagrange, the Council of Europe and other Institutions and Organisations and you can find information about these in the notes and the bibliography at the end of each manual.

For the practical part, we used our field experience and many of the exercises proposed have been either adapted or created on the field by our team members (Trainers and Facilitators).

We do not pretend to have created perfect manuals, but we can state with confidence, that what you hold in your hands has been tested in very different, and many times difficult conditions and has been proven useful and efficient.

We have been working with children and young adults, refugees, displaced, locals, living in refugee camps or in the host communities, persons with good education or without education at all, of low or medium income, directly traumatised by the war experience or by being witnesses of horrible crimes.

These experiences have proven our initial hypothesis that Non Formal Education (NFE) is a powerful tool that can help people overcome their psychosocial barriers in any environment and under any conditions as long as it is done in a professional and organised way.

Please use the manuals as a resource that can guide and support you in your travel to Non Formal Education world and remember that being a NFE practitioner is a never-ending personal development process and a source of great civic fulfilment.

Facilitators' Training Manual

Aim of this Guide

You can use this Guide to organise a long-term training course for NFE Facilitators. You can either follow the one year plan, if you are engaged in a long-term process and your Facilitators are at the beginning of their career, or you can focus on individual topics and organise short workshops on different issues needed to upgrade the capacities of your existing staff.

Including the Non Formal Education approach in your working practice with children and young people, requires the involvement of the whole organisation. You will need to offer to all your staff, Facilitators, team leaders, directors and managers, some sessions on the basic NFE approach, to guarantee that they are all on the same wavelength about the changes they need to bring to their work. At the end of the manual, you will find a plan for a two days long introductory workshop developed by our local trainers' team, during their practice phase.

For the long-term process, we propose a series of three face-to-face trainings, of 7 days duration each and some tools to follow up the Facilitators' practice.

We present the detailed programme of each day followed by the necessary practical tools/activities and the theoretical input needed. These materials have been successfully tested in the frame of our project: "Fostering children resilience through Non Formal Education activities", for three consecutive years.

An experienced trainer can find in this material some guidelines and maybe new tools, to enrich his/her practice. A new trainer, on the other hand can feel guided and supported in using the material as such, with the necessary of course, adaptations to his/her target group. Having most of the materials available, the trainer can focus on the implementation without the stress of finding all the needed tools for the work to be done.



Aim and objectives of the training course

By the end of this training process, participants will be able to design and deliver high quality Non Formal Education activities suitable for every target group, environment and recourses, with a special focus to the refugee and Internally Displaced People, children and youth population living in camps.

More specifically, they will Know

- What NFE is
- How to use the basic NFE tools
- The process of learning
- Children development stages
- How to identify the needs of the children
- Children's Rights
- How to identify and express emotions
- How to build a session and long term NFE projects

How to promote in their daily practice: Respect of Children & Human Rights, Inclusion for All and Gender Equality

Profile of participants

Working with people from different cultural and social background is always a very interesting and challenging experience and as trainers, you have to learn more than the things you will teach, as long as you keep an open mind and a humble attitude.

Those of you with long experience in training NFE Facilitators, might have in mind an ideal profile of who your participants are or should be. Nevertheless, reality can challenge your expectations. No matter who your participants are, you need to overcome any frustration feelings and offer them the best possible learning experience.

People who join your trainings, might not always be informed about what is this all about. There might be people sent to the training by their organisations. Many times this process is not based on participants' free will and is part of their professional obligations. In such cases, it is important to help participants realise the benefits that they can personally gain from their participation and the positive impact that NFE can bring both to their lives and work. If your participants believe that the training is just one more thing they have to do in order to comply with an external demand, their motivation, participation and learning achievements will not necessarily be those that you expected.

Many of the people who find themselves working at children and youth friendly spaces and centers, especially in refugee and IDP camps, have not always chosen to do this job by vocation or mission but instead as a survival opportunity. There is no space here for judgment, as people will do whatever is needed to survive. Your responsibility is to show them that NFE will help them to do their work in a more interesting, useful and enjoyable way. It will also give them a set of competences that they can apply in other professional settings, when time for a change of job will arrive.

Non Formal Education approach requires serious commitment, as well as deep changes in people's attitudes, values and the stereotypical perceptions they might have about education and the power of the "teacher". You need to be ready to face resistance, especially at the first steps of the training and when dealing with sensitive issues such as expression of emotions, gender equality and democratic sharing of power, just to mention a few.

In NFE trainings, we ask learners to participate in activities that might be perceived as childish and not serious. Spend enough time at the first steps of the training to build an atmosphere of trust and relaxation and participate personally to the games when possible. Give participants time to experience the positive impact of games and fun to their learning, before pushing them to participate.

As a trainer it is your responsibility to overcome all the above mentioned and many more challenges and adapt your expectations to the reality that your participants are bringing to the training space.

Preparation & management of the space

The ideal setting of chairs in NFE session is circular. This shape, delivers equal power to all the members of the group and allows participants to see each other easily.

Use a table (in a corner) for your materials and remember that you might need extra tables if you plan to work in smaller groups.

Identify free open space where you will organise games and implement methods that are more active.

Organise the space, in order to have the possibility to hang materials (posters, photos, etc.) on the walls. When placing the materials try to follow the time line of the training and do not put things randomly.

Place the writing board in a position that everyone can see.

If you plan to use a projector, keep an empty space on the wall for that, in case you have no screen.

Make sure that at the end of every day the room is in order, materials are organised and if some materials are missing, replace them. You can create teams of participants responsible for setting the room and the materials in order.

You need to prepare a signature list and remind participants to sign it. Remember to check if logos of the organisations and/or donors should be added on the list.

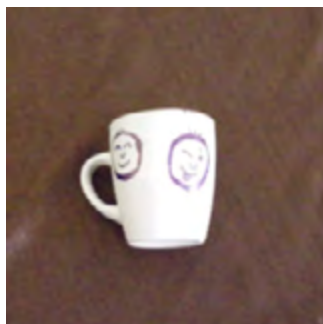
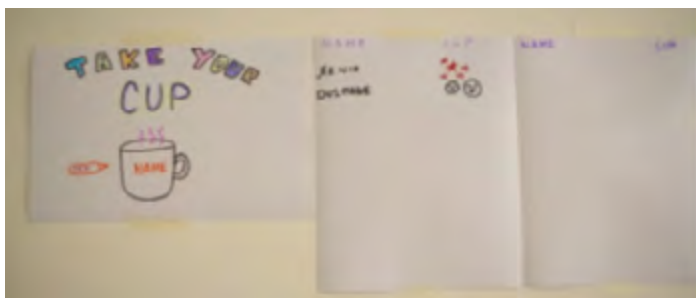


Other things to consider

Every day you will create a number of written (mostly) products. These you will need to place on the walls around so that the realised development and the collective achievements of your group are made visible.

At the end of each training, it will be useful to select some of these productions and keep them for the next trainings. This way you will have a base to build on for the following trainings. It will also give participants the clear message that in training, there is continuity and what they say and create is recognised as valid and useful, thus boosting their feelings of self-esteem and commitment.

Invisible training



In every training setting, while there is the visible training process: the trainer and trainees with their knowledge, attitudes, skills and values and the activities proposed, there is also a vast invisible training process that works in a subtle way. How we treat and manage the space and resources, how we share tasks and power, what type of materials we choose to use, what type of relations we have with the community, how we enable participation of people speaking other languages, having a disability or being parents; all these can become carriers of very strong educational impact. In NFE, we take into consideration these “invisible” training elements very seriously.

Walk the talk!

People, at any age, learn more from observing behaviours than listening to lectures. No matter how much time you will spend talking about equality, inclusion and respect, if your behaviour is not supporting such talk, participants will never take your words seriously.

- If you think that the environmental impact of your training should be minimised you can:
 - Exclude one- time use plastic cups, cutlery and plates. Instead use ceramic and metallic ones. If this is not possible choose paper or recyclable materials.
 - Catering is another area where your choices can have a big impact on the environment. Choose a community or social enterprise to prepare your meals using local products. Buy fresh or big size packaged products and not those using too much packaging material.
 - Reuse paper (one side A4 printed pages, old posters from campaigns and concerts, make games with cardboards etc.)
- If some of your participants have babies or small children that they cannot leave to the care of others, then find a way to support their participation by organising children or babies space with a baby carer, next/in your training space.
- Ensure that the training space is accessible for people with physical disabilities.
- Make sure that all participants can equally participate and provide translation support if needed. If you do not have budget to include a professional or volunteer translator then use the resources of the group. Ask participants who speak both languages to translate for others who do not. Take into consideration: a. that translation will take time so adapt your training schedule accordingly, b. make sure that what is translated is not influenced by cultural, educational or personal views of those who translate.

Step by Step Training for Non Formal Education Facilitators

The overall aim of this long-term training course is to enable participants to become competent Non Formal Education Facilitators able to organise educational activities for children and young people in any environment, with a special focus to the refugee and IDP population living in camps.

Bellow you can see the overall structure of the one year training course. The structure of each training as well as the topics presented and the time allocation are just a frame that each trainer's team will adapt to the needs of the learners. You may need to change the duration of some sessions or repeat some concepts several times and using different methods, if you realise that participants need more practise to master them.

1st face 2 face training

The main aim of the **first training course** is to create a common understanding among the participants about Non Formal Education pedagogical values and methods.

More concretely, the objectives of the first training are, to:

- create a team of active and engaged NFE Facilitators
- help participants understand & experience first-hand the non-formal education approach
- empower participants and give value to their capacities, knowledge and experience
- identify their learning needs and design their individual learning path
- explore the definition and perception of childhood and youth and the related children's rights centered framework.
- set the bases of the next steps of the training process (practice phase and on the job training)

2nd face 2 face training

In this second training, the main aim is to develop Facilitators' capacities based on the needs they have identified in the previous months of fieldwork.

Specific objectives are, to:

- realise the existing exclusion mechanisms and to develop an inclusive attitude
- learn how to organize NFE inclusive activities
- understand the difference between stereotypes and prejudices
- explore the deeper dimensions of identity and culture and be aware of their implication in the learning process
- express emotions and increase their empathy
- practice with new tools such as: recycling material, storytelling, theatre
- connect needs, objectives, activities
- understand the importance of exploring and use of all available spaces
- understand the different ways to lead an activity

3rd face 2 face training

In the third and final training the main aim is to equip Facilitators with more technical skills and knowledge based on their personal capacities and needs.

Specific objectives are, to:

- explore and practice art as NFE educational tools
- learn how to combine all the experience they have gained in the previous months under the logic of a project
- develop their professional identity and culture
- explore future career paths
- learn how to structure and use evaluation tools
- learn how to organise public events and valorise their work in the community

Between the three trainings, it is advisable to have regular contact with the participants, using the related forms of needs assessment, planning, reporting and self-assessment as well as email and social media communication and of course with visits and ad hoc observations whenever possible.

Indicative programme and sessions of the 1st face to face course

Please consider that the division of the daily programme and the duration of each session depend on both logistic and educational factors and you should adapt it to your conditions.

1st face to face Training Agenda

Day	1 st	2nd	3rd	4th	5th	6th	7th
Duration	Sessions	Sessions	Sessions	Sessions	Sessions	Sessions	Sessions
30 min	Opening – Energisers	Opening, Energisers	Opening, Energisers	Opening, Energisers	Opening, Energisers	Opening, Energisers	Opening, Energisers
1.5hours	Official welcoming Ice breaker and get to know each other	NFE, what is it? Which are its principles?	Definition of Youth , Youth and Children’s rights	Youth Facilitator competences	My working Environment	Talk about feedback Needs Assessment	NFE values
30 min	Break	Break	Break	Break	Break		Break
1 hour	Participants Needs & Contributions	NFE, what is it? What are the benefits?	Communication, & Learning	Self-Assessment	Sports and physical activities as learning tools in NFE	Deliver a training session	NFE approach
1 hour	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break		Lunch break
30-40 minutes	Communication rules for this training	Learning styles	Group dynamics	Team building and group dynamics	Design a new activity	Work on emotions	Next steps

30 min	Break	Break	Break	Break	Break	Break	Break
1,5 h	Presentation of the training : Training methods objectives, programme and team	Learning by doing		Team building and group dynamics	Deliver the new activity and receive feedback	Work on emotions	Final evaluation
30 minutes	Feedback session	Feedback session	Feedback session	Feedback session	Feedback session	Feedback session	Certificates – Group photo

Detailed daily scenarios of the 1st f2f training

1st day plan

Title of the Session, Duration	Welcome and Knowing Each Other Session - 1h
Educational Objectives of the session	<p><i>For the participants:</i></p> <ul style="list-style-type: none"> • get to know each other, • start feeling comfortable within the training and with each other, • start experiencing the use of games as a learning tool. <p><i>For the trainers:</i></p> <ul style="list-style-type: none"> • get some background information about the participants, • identify participants' needs
Methods to be used	Name and team building games, talks in plenary/circle, presentations
Materials Needed	A4, Markers, Music (active dancing one), a ball, tape, alternative interview handout
Detail description of activities Time flow e.g. 09:00-10:00	<p>Trainers welcome the participants and present the team, name and role in this training (5')</p> <p>Name Games (30')</p> <ol style="list-style-type: none"> 1. Each person stands up and says his/her name and what is the meaning/history of it. 2. A participant takes the ball, he/she says his/her name and then says the name of another person and throws the ball to him/her. Repeat until all names are said at least once. 3. Participants form a line standing one next to the other. They try to put themselves, without talking: in alphabetical order (first letter of their name), or birth date order (if they are born the same year, then they consider the month and the day), or in order of shoes' size. You can repeat as many times as you feel the group is interested to do so and have fun. You can also use different criteria (length of hair, height, travel hours needed to reach the training venue etc.) <p>The portrait (20')</p> <p>Give each person an A4 white paper and a colour marker. Ask them to write their name on the top. As long as the music plays, participants dance and exchange papers. When the music stops they find the person whose name is written on the paper they hold and they draw the shape of his/her face (if they end up with their own paper they exchange it with the person next to them). Then the music starts again and they continue as before. Every time the music stops, they draw a new element of the portrait, following your instructions: eyes, nose, mouth, ears, hair, neck, the rest of the body.</p>

	<p>Once the portraits are completed, they continue dancing until each person receives his/her portrait and then sits down.</p> <p>We make a photo of every person with their portrait and hang the portraits on the wall.</p> <p>Tell them that their drawing has to cover the whole A4 paper, in terms of size..</p> <p>Alternative interview (20')</p> <p>Each one takes a copy of the questions and they have 15 minutes to ask their colleagues and find who is who. Once they have identified a person who would answer yes to one of the questions, then they write his/her name next to it. They need to identify a different person for every question. The participant who finds the answers to all questions first, wins</p>
Notes – Debriefing and Evaluation	<p>Thank the participants after each exercise</p> <p>Ask them how they feel by playing games and if they think, they know each other better now.</p>
Title of the Session, Duration	Expectations & rules, 1h
Educational Objectives of the session	<p>To express their ideas about this training</p> <p>To share their expectations and fears.</p>
Methods to be used	The tree – post it
Materials Needed	Post it, markers, glue
<p>Detail description of activities</p> <p>Time flow:</p>	<p>Expectations (40')</p> <p>We draw a tree and we place the drawing in the middle of the room or on the wall. We give to each participant Post-it papers in three different types of shapes (leaves, apples and snails). They will have to think individually and write on each shape the appropriate content.</p> <ol style="list-style-type: none"> 1. Leaves: what I would like to gain from this training (they need to be specific: i.e. learning, skills, experiences, etc.) 2. Apples: what I can contribute to this process (talents, knowledge, ideas) 3. Snails: what I would not like to experience in this training <p>They write ONLY one thing per post it. They can use as many Post-its as they want.</p> <p>We start first by presenting the leaves then we pass to the apples and finally to the snails. They read their Post-it and we stick them on the tree-drawing (30 min).</p> <p>We ask participants if they see similarities to their expectations and fears and we explain to them that we will create space during the training for them to share their “apples”. We then present the objectives for this training:</p>

To know:

- What Non Formal Education is?
- Who is a NFE Facilitator
- Who the young people are and what are their needs and rights

To do:

- To identify children's needs
- To identify objectives that can address these needs
- To design and deliver a non-formal education session
- To develop their communication, team work skills

To be:

- Aware of the basic values of NFE
- Confident about their competences as Facilitators and the steps they need to follow to upgrade them.

We make clear that we will not be able to cover all their expectations in this training but as this is a long-term process, we will try to face their needs in the next stages of the project.

Communication contract (30')

In order to fulfil our expectations and avoid giving life to our fears we need to agree on certain communication issues. There are three areas of interest: **Technical** (Daily schedule, Mobile use, Photos), **Moral** (How do we speak, When do we speak, What are the things we should NOT DO or SAY), **Operational** (Time management, Engagement, Participation etc.)

We ask them to discuss with their neighbour and identify one important rule from any of the three areas.

They present and we summarise, underline, etc...

Some rules to be set by the trainers (if participants have not mentioned them already):

- Engagement: they should take part in all the days of the training.
- Time: we always start on time
- Mobile phones: we put them on silent mode. We use them only during breaks, and if there is a serious emergency such as health issues.
- Photos: we take photos only of the products of our work and only trainers will take photos of people, just for reporting reasons.
- Respect, Open Communication: give constructive feedback, respect the opinions of all, listen to each other
- Participate actively: Explain why if we don't want to participate

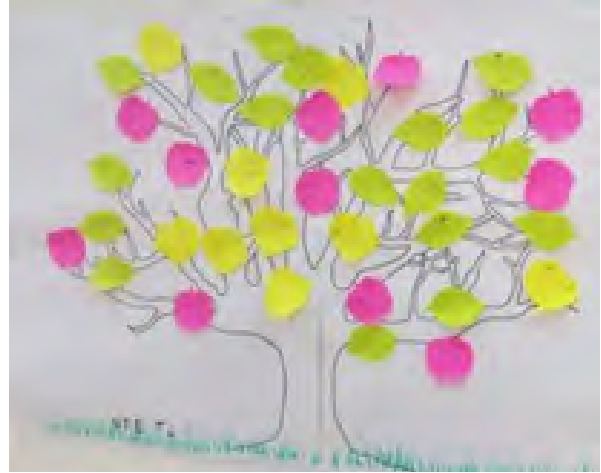
Once the rules are set, we ask approval of the group and we put them in a very visible place on the wall. We will remind them to participants if they do not follow them.

Notes	<p>We should never ever accept to punish those who break the rules, even if some participants will propose it. Instead, we will always discuss with the entire group why they do not follow the commonly set rules and try to make participants take responsibility of their own actions and how they affect the group dynamics and the quality of the training.</p> <p>Ask permission of participants about taking photos, first thing in the 1st morning, and make sure that people who express in any way their disagreement will not be visible in the photos taken.</p>
Title of the Session, Duration	THE PROJECT – THE PROGRAMME (1h)
Educational Objectives of the session	To be informed about the long-term training process and the programme of this training.
Methods to be used	Group work, Presentations
Materials Needed	Quiz copies, animals, pptx
<p>Detail description of activities</p> <p>Time flow:</p>	<p>The project (45')</p> <p>Divide participants in three or more groups according to their number. You ask them to select a piece of paper from a box. On each piece of paper there is the image of an animal (e.g. penguin, horse, and butterfly). They should keep their animal identity secret and they should try to find out who are their team members and form a group, by behaving like this animal (movements, voice).</p> <p>They have 5 minutes to answer to the quiz individually and another five as a group to find the best answers. At this stage, we do not ask them to present the results of their quiz, yet.</p> <p>We present the project under which the training is taking place. We include in this presentation the answers to the quiz.</p> <p>We then ask participants to tell us how many correct answers they had to their quiz.</p> <p>We conclude with a question and answer session to make sure that participants are well informed.</p> <p>The programme (15')</p> <p>We give them the agenda of the training – and ask them if they have any questions.</p> <p>At the same time we create an empty agenda on the wall where for the first day we only put the day and the topics ***</p>
Debriefing	<p>*** our aim is to show that, day by day, even if we have a plan we might change it, in order to adapt it to the needs of the participants, if needed.</p> <p>Underline the importance of their commitment and active participation and that they will be supported, monitored and assessed during the whole process.</p> <p>With the quiz exercise, you can see what information participants got before applying for the training and try to cover the information gaps.</p>

Daily feedback session	<p>CLOSING activity</p> <p>Each one takes a set of emoticons and chooses one or two that represents his/her feelings. He/she then shares it with the group explaining why he/she feels this way.</p>
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"The portrait"



"The tree of expectations"



"The agenda on the wall"

1st day's tools

The alternative interview

This is a sample for how a questionnaire can look like. Please use your imagination and create the one suitable to your group.

Alternative interview

Write the name of the person who has answered YES to the question. You cannot use the same name for more than one question.

No	Question	Name
1	Do you speak more than three languages?	
2	Are you vegetarian?	
3	Are you born the same year like me (e.g. 1995)?	
4	Have you travelled to another country?	
5	Do you have more than five brothers and sisters?	
6	Have you done more than four different jobs until now?	
7	Do you have a driving license?	
8	Do you own a house?	
9	Have you ever ridden a horse?	
10	Are you a good dancer?	
11	Do you sing?	
12	Do you have three children?	
13	Are you the youngest in the team?	
14	Are you the oldest in the team?	
15	Can you say funny jokes?	
16	Are you married?	
17	Do you know a love poem?	
18	Do you have a university degree?	

The Quiz

This is a sample for how a quiz can look like. Please use your imagination and create the one suitable for your project.

QUIZ*

WHAT DO YOU KNOW ABOUT OUR PROJECT?

PLEASE CHOOSE THE RIGHT ANSWER FOR EVERY QUESTION. YOU NEED TO HAVE ONE COMMON ANSWER AS A GROUP.

1st Question

The project title is:

1. "Education for all"
2. "Fostering children resilience through non formal education activities"
3. "Training for trainers for organizing support lessons for kids"

2nd Question

The project promoters are:

1. UNICEF
2. UNHCR
3. France Libertés – Leo Lagrange – CDO

3rd Question

The project is

1. 1 years long
2. 2 years long
3. 3 years long

4th question

The project is offering to future Facilitators

1. Free training and mentoring for 11months
2. A full time job for 11 months
3. Both

**adapt the questions of the quiz to your project*

Emoticons



Each participant should have a set of three emoticons and choose the one that she/he will use. So print as many sets of three as the participants you have.

Animals for dividing groups

Print as many of each animal image as the number of participants you need to have in each group.



2nd day plan

Title of the Session, Duration	Team building , Non Formal Education - 3h
Objectives	<p>To get to know each other better</p> <p>To identify what NFE is</p> <p>To learn what are the leading principles of NFE</p> <p>To identify the benefits of NFE activities</p>
Methods	Name game, presentation, treasure hunt, teamwork, pantomime
Materials Needed	Blanket, flip chart, markers, tape, handouts, papers
Detailed description of activities	<p>Name Game: The blanket (10')</p> <p>We divide participants in two groups. Two people hold a blanket and the participants' teams are sitting on each side of the blanket. They choose one participant from every team to approach the blanket. We let the blanket fall and they have to say the name of each other as quickly as possible. The first one who says the name of his/her "opponent" correctly, wins. The player who losses joins the winner's team. We play as long as we have fun and participants seem to learn their names.</p> <p>Overview of 1st day (10')</p> <p>You present the objectives and the activities used in the previous day. You have printed them and while presenting them, you stick them on the wall. You ask participants how far they feel we have achieved those objectives and if they think the activities used have helped us to do so. What was the most important thing they learned during the day?</p> <p>Do they have any questions?</p> <p>You then present the main topic of this day.</p> <p>Non Formal Education, part 1</p> <p>Participants form groups according to the colour of the paper that they will find under their chair. You need to place the colour papers yourself in the morning before the arrival of the participants, in order to keep the formation of the groups as random as possible.</p> <p>Once they form their groups they have to go around (clearly define the area of the research) and collect the hidden pieces of paper which are the same colour as their group colour. Once they have, all the pieces (tell them beforehand how many pieces they are looking for), they will connect them and read the task they will have to perform. They have 20 minutes to execute the task. Remind them that they should collect only their own colour. They DO NOT touch the papers with the colours of the other groups.</p>

	<p>Blue team: Create a poster presenting the main objectives and characteristics of Formal Education. As a group create a live photo (photos do not talk) that when others will see it, they will understand that your theme is Formal Education.</p> <p>Green Team: Create a poster presenting the main objectives and characteristics of Non Formal Education. As a group create a live photo (photos do not talk) that when others will see it, they will understand that your theme is Non Formal Education.</p> <p>Red team: Create a poster presenting the main objectives and characteristics of Recreational or Informal Learning. As a group create a live photo (photos do not talk) that when others will see it, they will understand that your theme is Recreational or Informal Learning.</p> <p>We all come back together and each team presents their photo. The others try to understand what it is about. After that, they present their posters and we have a short discussion.</p>
Notes	<p>For the group division and the treasure hunt activity, you need to prepare before the arrival of the participants in the morning.</p> <p>Print the tasks in the related colour (blue, green and red or any other colours you have available). Cut each paper in the same number of pieces (an A4 paper between 6-10 pieces). Hide all pieces in a restricted area and make it relatively difficult to be found.</p> <p>Place under the chairs pieces of same colours with those you have used for the tasks and as many as the members of each team.</p>
Methods used	Flower-building activity
Materials Needed	Coloured paper, scissors, pens/pencil, egg carton, tape
<p>Detail description of activities</p> <p>Time flow:</p>	<p>Participants get into pairs.</p> <p>Each participant will draw around the contour of his or her hands on an A4 paper (preferably coloured). Once with their fingers spread open and once again with their fingers closed.</p> <p>Cut these out to make the petals. There should be 8 per pair in total.</p> <p>On the bigger petals, the participants will write down who benefits from NFE – one answer on each petal.</p> <p>On the smaller petal, the participants will write down what the value of NFE education is.</p> <p>Use tape or glue to tape the petals onto the egg carton to make the flower.</p> <p>Each team will present their flower to the others.</p> <p>While they present, we keep notes on the board aiming to summarise the main points of their presentation. We conclude by adding, if needed, the key benefits and values of NFE.</p>

	FORMAL EDUCATION	NON FORMAL EDUCATION
	Compulsory Teaching Teacher Authority Measure – exclude Conformism	Voluntary Learning Learner Equality Support – include Change
Debriefing	Both Formal and Non Formal Education are well planned. They both have methodology, tools, objectives; they have set time and place. They can have observed results. They are not neutral as they both serve a certain social and political vision of the kind of citizens they expect to develop. We can ask participants what they think is the vision of Non Formal Education and the type of competences we try to develop through it.	
Title of the Session, Duration	Learning by Doing, Learning styles, 2h	
Objectives	To learn Juggling To understand what learning by doing means To learn about the different learning styles To identify their own learning style	
Methods	Juggling, Learning styles test	
Materials Needed	Rice, aluminium foil, balloons, scissors , Learning styles test	
Detail description of activities Time flow:	<p>Juggling</p> <p>1st step: We teach them how to make juggling balls from rice (two each) if there is enough material, they will make three each (20 minutes)</p> <p>2nd step: We start juggling without a plan, first with 1 ball, with one hand, with two balls with two hands, rotating the two balls, etc. (20 minutes)</p> <p>3rd step: We sit and watch a video explaining how to juggle</p> <p>4th step: We try juggling again (10 minutes)</p> <p>Finally we discuss about the purpose of this activity. What they think they can learn from it, about themselves and learning in general.</p>	
Detail description of activities Time flow:	<p>We do the learning styles test and we share the results. How many Visual, Auditory and Kinaesthetic people we have in the group.</p> <p>Do they think it is important to know this? Why?</p> <p>Talk about the learning process and present the Pyramid of learning (I listen and I forget, I see and I remember, I do and I understand)</p>	

Notes	<p>If you Google search “juggling tutorial for beginners”, you will access many related videos.</p> <p>Practice, in advance, yourself both in creating the balls and in juggling.</p> <p>As the Internet is not always available, make sure you have the videos downloaded for of live view.</p> <p>Things to be underlined</p> <p>The Facilitators should always use activities suitable to all children’s learning style, using different active methods, promoting learning by doing, with a lit bit of challenge.</p>
Daily feedback session	<p>At the closure of the day, we dedicate 10- 15 minutes to share the participants’ feelings. A method that can be used is the weather forecast:</p> <p>We place on the floor pictures with different weather conditions. We ask them to think of the day and stand next to the weather that reflects their feelings for the day. We ask them to share, if they want.</p> <p>We thank participants and conclude the day.</p>



The blanket



"The treasure hound"



"Flowers"



"Juggling"

2nd day's tools

You can download an example of Learning Styles Self-Assessment Questionnaire from this site:

<https://www.businessballs.com/freematerialsinword/vaklearningstylesquestionnaireselftest.doc>

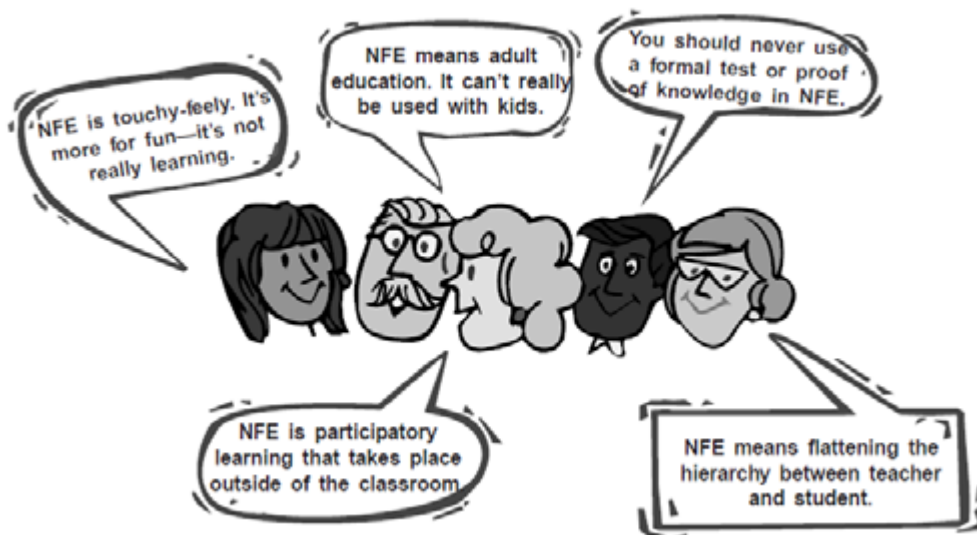
Or

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

You can use it as inspiration to develop your own test adapted to your participants.

2nd day's background basic theory

What is Non Formal Education?



- ▷ For Non Formal Education related theory please refer to the "Training for Trainers" manual on pages 8- 14
- ▷ For Learning Theories please refer to the "Training for Trainers" manual on pages 15-18

3rd day plan

Title of the session, Duration	Youth and Children Rights, 3 h
Educational Objectives of the session	<ul style="list-style-type: none"> • To explore the meaning and importance of Children’s Rights • To share some of participants’ expertise • To let participants practice facilitation skills
Methods to be used	World café setting – simplified version
Materials Needed	Sheets of paper (A4 & A3), markers, copies of the Convention of the Rights of the Child https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
Detailed description of activities	<p>Energisers (ask participants to do an energiser)</p> <p>Overview of 2nd day (10’): See the description in day 2.</p> <p>Youth - children rights (60’)</p> <p>World café exercise</p> <p>Setting of the room: we place 4 tables in the four corners of the room. On each table, set as many chairs as the participants of the larger team (in case they do not have equal number of participants). On each table place one big piece of paper (flip chart paper) and several markers. Write on each of the flip chart papers one of the “4 table topics” which are mentioned in the paragraph after next. If your budget allows, put some candies or biscuits on each table.</p> <p>We divide participants in 4 teams with a small energiser game. The activity will have 4 rounds of 10 minutes duration each. Participants are invited to sit on each table and spent 10 minutes discussing on the topic of the table. They write on the paper the most important points of their discussion. When 10 minutes pass, we ask the teams to change table. We repeat four times so as each team to sit and discuss the topic of each table.</p> <p>The 4 tables topics are:</p> <ol style="list-style-type: none"> 1. Who is a child? (description, definition and analysis) 2. Who is a young person? 3. Which are the children and youth rights? 4. Who should take care of children and youth rights? <p>When changing table, participants spend few minutes reading what other groups have written and add or develop further.</p> <p>The last group of each table will present to the plenary the outcomes of the discussions using the poster of the table. After each presentation, we discuss if they have questions, comments, and additions.</p> <p>When the outcomes of the fourth table will be presented we try to present visually the network of actors concerned about children’s rights protection and place the FACILITATOR in the position that our participants will propose (centre, periphery etc.) and discuss why.</p>

	<p>As final part of the discussion, we invite participants to reflect on the role they have as Facilitators, in helping children develop their skills, become empowered and on raising the awareness about children's rights.</p> <p>At the end we can give participants the print out or the link to the Convention of the Rights of the Child and have a short presentation about the history and the current situation.</p>
Notes	<p>We need to push participants to think regarding their own role in the system and not to just remain at the generic level, where someone else is always the responsible.</p> <p>All of us have different roles and we should be aware of the responsibility we have for children and young people in all of these roles. The Convention is a powerful tool that we can always use as a reference, but it has limited power if we do not actively practice and protect them in everyday life. Having said that, we also need to underline that Facilitators are neither psychologists nor protection experts. They need to identify who are the responsible actors in their region and connect to them for reference in case of protection issues.</p>

Title of the session, Duration	Communication – 2h
Educational Objectives of the session	<ul style="list-style-type: none"> • Raise participants' awareness on the different dimensions and tools of communication • Experience each of them through exercises and debriefing • Improve participants' communication skills
Methods to be used	Arab phone, mirror
Materials Needed	Paper, markers
Detailed description of activities	<p>We ask participants to form pairs with the person sitting next to them.</p> <p>1st Step</p> <ol style="list-style-type: none"> 1. They have to use all the means they can imagine , excluding speaking to "say" to the other person what they like about him/her, both regarding his/her appearance and his/her personality (5') 2. They should imagine that they are unable to move any part of their body, including their facial muscles. HOWEVER, they can talk. This time they have to say the same things they were "saying" before (5') 3. They are now free to speak and move and they should speak to each other about the same topic (what they like about him/her, both regarding his/her appearance and his/her personality). <p>We ask participants how they felt during the different steps of this exercise. Was it easy, difficult? Did they manage to communicate?</p>

2nd Step

We ask participants to stand up and form couples. They should face each other. This activity will have two rounds, each round will last (3- 5 minutes). In the first round, one of them will be the mirror and the other will be the actor. After 3- 5 minutes, they will switch roles. The topic of this mirroring is “a working day”. The actor should do (without talking) different moves representing various actions he/she does in a normal working day, from the morning until of the end of his/her work. The Mirror needs to be very focused and follow the movements and expressions of the actor as precisely and synchronised as possible.

We ask participants to sit and we share in plenary. Was it difficult, easy? How did they feel at each moment? Did they manage to synchronise? Did they manage to feel the feelings of their actor? What helped them to succeed in their role as mirror? What blocked their communication?

3rd Step

Participants form two lines (of equal number if possible. If participants are more than 20, we then divide in three teams) and they stand behind each other.

They will have to be silent during this activity.

We invite the last person of each line and we whisper to him/her a word. Each, in turn, will have to pass this word to the person in front of them, until the word arrives to the first person of the line.

RULES

- You cannot talk
- You cannot write
- You can only use symbols and drawing
- You cannot look back
- Your only way to pass the message is by “drawing”, using your finger on the back of the person in front of you.
- When you have finished your “drawing”, tap the shoulder of your co-player
- You can ask for a repetition, by tapping your shoulder.
- You can ask only for one repetition
- The last player will draw the message on an A4 paper and keep it secret until the other team finishes as well.

It is good to start with a simple word and then increase the difficulty level e.g. SUN, HOUSE, WOMAN, FOOTBALL, FLOWER, SNAIL.

At the end of each round, we compare the drawings and we reveal the word that was given at the beginning.

For every round we change the first and last player. In between the rounds, we give them 1 minute to talk and find ways to improve their performance.

	<p>We ask participants to sit and we share in plenary. Was it difficult, easy? How did they feel at each moment? Did they manage to pass the message? What helped them to succeed? What blocked their communication?</p> <p>At the end, we present the basics of communication theory. We need to underline the element of time, trust and care as those are very basic in NFE environment.</p>
Notes	<p>Before starting the last step (Arab phone) you need to explain, that during this activity they will have to touch each other. In some cultures women or men are not used to touch each other, and physical contact between strangers may not be accepted in general. If this is the case, give participants time to form the teams in a culturally respecting way..</p>
Daily Feedback session	<p>Pantomime: we ask participants to think about the day and express their feelings in a pantomime.</p>



"World café"



3rd day's background basic theory

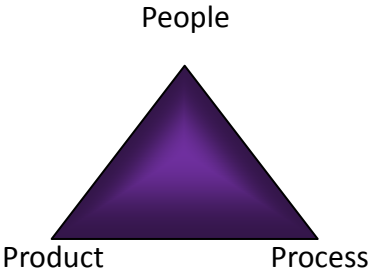
- ▷ For theory about Children's Rights please refer to the "Training for Trainers" manual on pages 60-63.
- ▷ For theory about Communication please refer to the "Training for Trainers" manual on pages 49-52.

4th day plan

Title of the session, Duration	Youth Facilitators, 2.5 h
Educational Objectives of the session	To define the basic competences of a Youth Facilitator To assess their competences as Facilitators To share some of participants' expertise
Methods to be used	Individual reflection – silent “walk” – discussion
Materials Needed	Flip chart, markers, tape, handouts
Detailed description of activities	<p>Energiser by one of the participants</p> <p>Overview of 3rd day (10'): same as the days before</p> <p>Youth work – Youth Facilitation (1h)</p> <p>We explain that the topic of this session is the Youth Facilitator</p> <p>Silent walk: We give participants 10- 15 minutes individual time, to reflect about their job, their responsibilities and the tasks they need to perform on a daily basis. During this time, they can also keep notes and walk around, if they wish so. It is not allowed, to discuss with each other, but they can keep notes.</p> <p>On three big papers, we draw the three images (Head – Heart – Hand). We invite participants to write what makes this person a good Youth Facilitator. On the Head poster they should write what the Youth Facilitator should know, on the Heart poster what his/her attitudes and values should be and on the Hands poster what he/she should be able to do.</p> <p>While writing they can read each other's comments and write down what they believe or any questions or ideas that were generated from the comments of the other participants, that they have just read (silent debate). If someone sees that something already exists, she/he underlines it and or put a little symbol (same as his/her cup symbol).</p> <p>Once this step is completed, we spend some time- sharing on the main ideas or feelings they have so far.</p> <p>Self-Assessment (1hour)</p> <p>We give participants the hand out of the self-assessment.</p> <p>They choose from the three Posters the three most important points for them (three from each poster).</p> <p>They write them on their handout and then we ask them to assess their personal situation in relation to these characteristics.</p> <p>We make a round of sharing in plenary (participants can read others self- assessments).</p> <p>When this step is concluded we ask participants to form pairs and spent 15 minutes sharing their self-assessments and giving feedback to each other.</p>

Debriefing	<p>Conclusions in plenary – key points</p> <p>We ask participants to share their ideas and comments on the previous experience.</p> <p>We need to underline that:</p> <ul style="list-style-type: none"> • The perfect Facilitator does not exist • You become a better Facilitator only by practicing • Being a Facilitator is a never ending process • You need to self-evaluate & develop • Whenever possible, work in a team with other Facilitators • Always ask for the feedback of your colleagues • Remember everything we do is reflecting who we are and what our values are, even if we are not aware of it.
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Title of the session, Duration	Team work , 1.5 h
Educational Objectives of the session	To explore the basic rules and functionalities of team work and group dynamics
Methods to be used	The bridge
Materials Needed	A4 paper (preferably used one), tape, glue, scissors, a small ball, a ruler, various other material, etc.
Detailed description of activities	<p>The Bridge</p> <p>We divide participants in two teams. From each team we select one participant to be the Observer. We briefly explain to the Observer that he/she needs to be around his/her designated team while they are working and keep notes that he/she thinks are interesting (What are they saying? How are they working?)</p> <p>Instructions for the bridge:</p> <ul style="list-style-type: none"> • Participants will have 20- 30 minute to create a Bridge out of paper. • The Bridge must be 60 cm tall and 120 cm long, minimum. • Participants must use only the materials given to them • The Bridge has to be able to stand by itself (without being supported by anything else for example a wall, chair, etc or by someone). • It has to be able to hold a ball and allow it to roll from one side to the other. <p>We let them work and then we test the results and we proclaim the winning team.</p> <p>Once the game is over we have a small talk about their feelings and whether they have enjoyed the activity.</p>

	<p>We ask the Observers to give us a short report about what happened in every team in relation to: leadership, cooperation, communication, teamwork.</p> <p>We ask the group to express their opinion and try to identify what are the elements that lead to a successful teamwork.</p> <p>What is success for them?</p> <p>We ask participants about what they think is the connection of this activity to their work as Facilitators.</p>
<p>Debriefing</p>	<p>We can present the model of the three P (People, Process, Product) and discuss in which occasions we give importance to each one of them and how we can have a balance in the NFE settings.</p> <div style="text-align: center;"> <p>People</p>  </div>
<p>Daily evaluation</p>	<p>At the closure of the day, we dedicate 10- 15 minutes to share the participants' feelings. A method that can be used is the meter. We stick on the floor a long paper tape and on this, we create a gigantic meter setting at one end the point 0 and at the other the point 100.</p> <p>We ask participants to reflect about the day and stand on the number that reflects their level of satisfaction. Once everyone has taken position, they can share and explain their reasons for choosing the specific position.</p>



“The Bridge”

4th day's tools Self-Assessment form

My skills as Facilitator

SKILL				Explain why you think so? Add comments
Which one from the listed skills, I consider as the most relevant for my current job as a Facilitator?	I am really satisfied with my performance in this skill	I need lot of development in order to achieve a good level in performing this skill	I am not sure how good I am in this area and I need feedback	The reason I think so, about myself (give examples if possible) – Comments I have received from my colleagues
e.g. Communication		x		I am good in explaining activities to the children but I think I speak too much and I need to learn how to manage and share the “speaking” time with children. My colleague told me that I am right and that sometimes I do not really show interest when other people speak. I need to find a way to learn how to be a more active listener.

4th day's background basic theory

Who is the NFE Facilitator?

The Facilitator is the person who educates children using active methods based on game and fun. This does not mean that his/her mission is not serious. On the contrary, as she/he ensures the physical, moral and cognitive development and integrity of children, his/her role is extremely important.

She/he proposes activities and games to stimulate personal development of children, their socialisation and their autonomy. She/he does so by adapting the methods chosen to the needs of each individual child and allowing to anyone to grow up with collective experiences. This means that she/he is able to offer both individual and collective support.

She/he motivates children by CURIOSITY, INTEREST, PARTICIPATION and CREATIVITY.

She/he works based on children rights respect.

What should the NFE Facilitator know?

The Facilitator has to know:

- The NFE Educational Methodology.
- The different facilitation dimensions: educational, pedagogic and technical.
- The process of child development (physical and affective needs).
- Notions of safety and responsibility.
- Children's rights.

What should the NFE Facilitator be able to do?

The Facilitator has to be able to:

- **communicate** with children and their family.
- **manage** a group.
- **run a game** and how to prepare and evaluate it.
- **organise** a suitable space for the children.
- **use** children's imagination and capacities and empower them.

She/he gives meaning in the activities she/he organises.

She/he knows how to consider children's needs and their daily rhythm.

The Facilitator has a variety of activities for each age group and she/he is able to do both short (a simple game) and long duration (a bigger project) activities.

She/he knows how to **design a NFE educational project**:

- conception
- realisation
- evaluation

The Facilitator has to know how to **work in teams**: be cooperative, use the dialog, listen ideas from the others, share his/her own ideas, make a place for other Facilitators, and ask questions.

What attitudes and values should the NFE Facilitator adopt?

The Facilitator should:

- be committed to promote actively: equality, inclusion, intercultural understanding, and respect for diversity and Human Rights for all.

- be committed to the role and values of NFE.
- understand how the environment in which children live can influence their behaviour and state of mind.
- recognise the emotional state and moods of children. She/he is the guarantee of children's well-being.
- respect and listen actively and with genuine interest to the opinions of the children.
- be a referent for the group: available for each one. She/he listens and gives advices, answers to all questions honestly.
- be a role model and teaches by example.
- be aware of his/her own prejudices.
- be an active learner.
- be a team player and promote cooperation and group achievements.
- follow the same values and rules that children are expected to follow.
- believe in children's capacities and experience and offer them the freedom of choice of the activities she/he proposes based on their needs.

Which behaviour should the NFE Facilitator demonstrate?

The Facilitator should:

- be **available** as a **resource** and an **advisor** for everyone. In order to fulfil this role the Facilitator is keeping an open communication during the activities with all children.
- **allow** children to express themselves.
- be **accessible, find the balance between being fun and serious.**
- **validate** the participation of children, encourage the sharing of experience in group.
- **not judge** the personality and ideas of the children but try to use positive feedback to guide them gently.
- create **a framework of trust.**
- **promote group dynamic and unity.**
- **be patient** and **give space and time** for everyone in the group.
- open a **dialogue** between him/her and children and among children themselves.
- **allow** anyone to find his/her place in a group.
- **include** every one without forcing.
- keep **confidentiality.**
- give **responsibility** to the children (assigns roles).
- **value** all opinions expressed and consider all questions asked equally.
- be **positive and smiling.**
- be **humble** and accept criticism.

Communication and posture

In order to manage the energy of the children and make sure that they take maximum benefit from the activities, as a Facilitator you need to:

- **speak quietly and gently.**
- **never shout** at children, as this is a form of psychological violence and hurts children.
- use **positive words to validate** children and group efforts. On the other hand be aware that your words must be genuine and realistic. You should not lie or exaggerate, as children have a genuine sense of justice and it is of vital importance to not affect it.

- **look at every child, learn all the children's' names, give equal attention to all.**
- **control** your voice so as to be listened by all without shouting.
- **Non-verbal communication** is a massive carrier of messages. Therefore you should be really connected and focus on your non-verbal – body language trying to keep coherent between the two channels. Be careful because non-verbal communication varies from culture to culture and you risk misunderstandings.
- move in the whole **space**, arrange the room in a nice – friendly way. Make sure that children feel comfortable in the space and they have access to the materials easily. Being able to do things on their own (taking materials from the shelves and putting them back, will empower their self esteem and autonomy).
- place the chairs and tables in a **circle or smaller circles for group work** that enables equal access to all and a balance in power division.
- **Go outside!** Being in contact with the community and nature can be a school full of miracles for the children.
- use **energisers and games** to manage the group's and your energy and emotions.

Self Assessment

Self-assessment is an essential skill for upgrading your own professional practice.

Therefore, you need to be honest with yourself and do your self-criticism:

- Have the goals, the objectives of activities been reached? Did I evaluate them?
- What has been ok? What do I have to upgrade in my “way to be” and “my way to do”?
- Have I respected the security, the rights, the needs and rhythm of the children?
- Have I allowed everyone to express him/herself freely?
- Have I succeeded in team building?

Professional Code of Facilitator

Have a neutral position

- Your religious and political believes and practices have no place in your working space.
- Your appearance and dressing should not attract any special attention. Dress with comfortable shoes and clothes, as you will have to be active and flexible while working with children.
- Take care of your personal hygiene.
- Being a Facilitator and an adult gives you a lot off power by default. Be aware of that and do not use it to force or manipulate children.

Set the example

- Be on time, even early.
- Do not use alcohol or any other drugs. If you are a smoker avoid smoking in front of the children.
- Follow the rules that you have set for/with the children.

Respect the children

- No violence of any form: word, insult, voice, gesture.
- No sexism or racism or any other form of discriminatory behaviour.
- Get informed about the local or group culture and traditions. You do not always need to comply or follow them, but it will help you understand, without judging, certain behaviours. If your work is in conflict with some of them (e.g. if you plan to work with mixed [boys and girls] group of children

and this is in contrast with the community's traditions, you need to speak with the parents or/ and community leaders and explain to them what is the added value and benefit of your way of working, for their children.

- Ask the parents and the children for the image rights if you take pictures and avoid publishing photos, with clearly visible children faces, in any Media.

5th day plan

Title of the session, Duration	My working environment – Sports and physical activities
Educational Objectives of the session	<p>To share information about their work as Facilitators</p> <p>To identify common aspects</p> <p>To increase their presentation skills</p> <p>To share experiences</p> <p>To learn how to use sports and physical activities in their work</p>
Methods used	Team work, presentation, games
Materials Needed	Papers, markers, tapes, pens, balls, rope
Detail description of activities	<p>Welcome participants and ask them how they are and if they have anything to share before you start this new day.</p> <p>Invite one of the participants to do an energiser</p>
Time flow:	<p>Overview of 4th day (10')</p> <p>Ask participants if there are some things happening during this training that they are not part of the official programme and activities that you present so far. Your intention is to draw their attention to the “invisible trainers” elements of this training. For example:</p> <ul style="list-style-type: none"> • Use mugs or paper cups instead of plastic ones • Rice balls • Cartoons and used paper • Cleaning teams • Other <p>Training is many more things than the obvious. We can “educate” through different channels and activities.</p> <p>My working environment (1 – 1.5hs)</p> <p>Presentation of your work: divide participants into teams working in the same space. They will have 20- 30 minutes time to prepare a poster with the following information:</p> <ol style="list-style-type: none"> 1. A very short description of your organization 2. Location of your work 3. Facilities (CFS, School, Youth center, etc.) 4. What is your target group

	<ol style="list-style-type: none"> 5. What type of activities do you offer to them 6. What is your official role (Facilitators or...)? 7. What is your most common method of work (game, presentation, lecture – give a percentage of each method used) 8. How is one of your typical working days structured? 9. What are the main challenges you are facing in your work (up to 5) 10. What are the most interesting parts of your work (up to 5) <p>When they finish their poster, they decorate it (it must look nice) and they hung it on the wall. You then visit the exhibition and study all posters. They need to find similarities, differences and questions. When the visit to this gallery is done, you spend some time talking about their findings. You give extra time to discuss the challenges they face and to share possible ways to overcome them based to each other's experience.</p>
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Title of the session, Duration	Sports and physical activities as a learning tool , 2hs
Educational Objectives of the session	<p>We start with an energiser by one of the participants</p> <p>We ask participants and write the answers on the flip chart</p> <ol style="list-style-type: none"> 1. What sports do you know? 2. Why do you think we do sports in general? 3. Are the reasons the same when we do sports for children? 4. Is there any other way to achieve similar results? 5. What is the different between sports & physical activity <p>Invite participants to play two games:</p> <ul style="list-style-type: none"> • If there is the possibly (space, time, weather) we play a sport activity: football – volleyball etc. (for 20 minutes) • We play a game such as the: <p>Prisoner ball</p> <p>Duration: as long as people have fun</p> <p>Number of players depends on the space</p> <p>Needs: a big space, enough for players to move.</p> <ul style="list-style-type: none"> • 2 teams with the same number of players. • A space divided in two parts. • Each team occupies one part of the space and they cannot go out of it. • At the end of each part there is a space called the Jail. • The team that has the ball aims to hit the players of the opposite team. • You can hit any part of the body but not the head.

	<ul style="list-style-type: none"> • If the ball hits- touches a player, she/he goes in the Jail of the team that hit him/her. • If someone who is in Jail manages to get the ball, she/he can hit a player of the opposite team and get free. • The team with the biggest number of prisoners wins. <p>We have a talk about the impact of these two different activities and we discuss about the ways they can use them in their work according to their objectives.</p>
	<p>Develop their own activities</p> <p>We divide participants in 4 teams</p> <p>They will have 15- 20 minutes to develop a physical activity for a group of children. The activity should last 10 minutes.</p> <p>The 1st group has to use a ball</p> <p>The 2nd group has to use a piece of rope</p> <p>The 3rd group has to use a A4 paper</p> <p>The 4th group has to use chairs</p> <p>The game should: include physical movement, be new, be fun to play and have an educational objective.</p> <p>They need to write the description of the game and clear rules as well as any restrictions (e.g. age limit), if there exist any. They must underline the possible dangers! Give participants the empty activity form and ask them to write down their activity. Then share with each other and discuss if the description is clear enough as well as their opinion regarding this activity</p> <p>When they have finished we play the games. After each game, we spent some time to reflect on its quality. Do they think they can use it with their children? How can it become better? Do they see any difficulties or weakness on this game?</p> <p><i>It took just 20 minutes to create a new game. Therefore, every time you worry about what to do with your children and repeat the same old activities, remember that creating something new is a fun, creative and not so difficult process.</i></p>
Notes	<p>Remember that not all children or Facilitators are interested in sports.</p> <p>The working space is not often connected to sport facilities and equipment.</p> <p>Physical activities and games can have the same learning objectives and can be easily adapted to any environment, target group, time availability and resources.</p>

Daily Feedback session

We sit in a closed circle. We have three small balls of different colours (red, blue, yellow). We pass the ball to each other as long as the music plays. Once the music stops, the participants who hold the ball have to say something about the day. The one holding the red ball should mention something positive, the one holding the blue ball something negative and the one holding the yellow ball a suggestion on how to do things better. Then the music restarts and the procedure is repeated for a number of times, so that most of the participants get a chance to speak. If something has been said, it should not be repeated.

5th day's tools

Activity description form

Detail description for each activity

Name of the activity	
Age of children	
Number of children	
Duration of the activity	
Materials needed	
Learning objectives Why is the activity useful for the children?	
Step by step (please describe the activity in a way that a person who does not know anything about it, will understand what will happen and will be able to implement it)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Safety notes or any other comments What should we be careful about when we use this activity?	

5th day's background basic theory

What is a game?

A game is a mental and/or a physical activity. It can be individual or collective and is organised through rules known and accepted by all. Pleasure and fun is one of the strongest characteristics of a game. Participating in a game is a free choice. Children can participate or not, according to their own needs and desire. Indeed, forcing a child to play can have negative consequences for the good development of the child such as isolation, the loss of confidence in the adult and in him/herself. Forcing a child to play or eat, sleep, doing anything that it does not want to do, is an act of violence. To force a person to do something in a general way comes from the fact that the person, who impels this violence, seeks simplicity without considering the well-being of the person who has been subjected to this violence.

The game is the ultimate way that will allow the child to learn and discover through pleasure while opening up to the world and to the people around him/her. The game will also allow the child to understand the different social functions, project him/herself into the future and help him/her to become the adult she/he wants to be, and finally manage and organise his/her thinking. Thus, it is important that the games, proposed by the Facilitators are varied, adapted to the needs of the child and of course prepared with after deep reflection.

The big game

A big game is an activity of quite long duration with several actions and different animation sequences. Throughout the game, there is usually a story with a precise imagination. The activity often takes place outside on a large field or several distinct spaces. The feeling of adventure is something that children and adolescents enjoy much in an activity. It usually changes everyday life. As there are teams with different ages, long term activities can be complicated games, Olympiads, treasure hunts, artistic projects, activities of construction or manufacturing objects, tales and shows (entertainments). Short activities can be also improvised considering the dynamics of the children's group at an exact moment (short, starting games, songs, etc. ...).

Why is the child playing?

Play is a vital need for the child, because it allows thinking, expression, creating, and getting in touch with others. Play is the central means of expressing the basic needs of the child. This is happening independently of his/her age as well as the context. The game allows the child to understand his/her emotions and learn to control them. When she/he is playing, the child considers different parameters such as the environment, the materials and the people around him/her. When associated with the imaginary dimension, it can be a positive way of escape, allowing him/her to digest and accept at its own rhythm the elements of reality. Through the game, children build their own personality and their own intentions for the future. Play can be a true tool for peace and happiness of all. The central role of the Facilitator is to allow the child to learn through the game.

Regardless of the context in which the child or adolescent lives, regardless of the responsibilities to which she/he is subjected, play must be part of his/her life. To deprive a child of playing is to deprive him/her of the tool that enables him/her to understand the world and to provide this world with an adequate and positive response. A child, who does not play, is a child who will not be able to be happy even as an adult.

Type of activities

There are many types of activities. Some activities are difficult to index, to fit in boxes because they are a mixture of different types. It is not necessary for the Facilitator to try to identify his/her activity with precision. However, care must be taken to always offer various activities which are educational (which teach something positive to the child), fun, and safe (that does not endanger the child physically and/or psychologically). The production of a finished object after the game is not mandatory, just as the emergence of a winner or winning team. What is necessary is that all children must feel good at the end of an activity.

The main types of activities

Manual and artistic activity

Manual Activity: This activity consists of doing something with your hands, such as the decorative objects, DIY (Do It Yourself) or craft. Examples: Furniture creation with pallets, creation of natural products.

Artistic Activity: Creation of objects or specific performances with the intention to cultivate emotional and aesthetic expression. Examples: Painting, drawing, photography, engraving.

Caution: The artistic beauty is individual; the criteria of aesthetics are particular to the sensibility of each one. Based on this principle, the Facilitator should not judge or make fun of the creation of children, as beauty is subjective.

Body expression and theatre activity

Body expression: This activity will allow the child to express emotions through gesture and posture, and to manage his/her energy. Examples: The infernal machine, living photo scene.

Theatre activity: Art of the representation of written or oral stories. Examples: Fairy tales, folk stories, myths, novels or anything that can be adapted into a theatre play with an educational and pleasant aspect for the children and adolescents.

Caution: Being comfortable with his/her own body is not easy for everyone. So it is important to do things gradually (we start with something simple that the child is already doing in reality and then we increase the difficulty level progressively). Never push a child to perform this kind of exercises. The present recommendation applies to body expression as well as theatre activity.

Singing activities: music and songs are important tools in education. You can use songs to help children memorise things, to have fun, to express and manage emotions.

Sports activity

The sport activity is defined by a physical and/or intellectual effort framed by specific rules common to all the players. The sport is played as a team collectively. Examples: Classics sports: Football, Basketball, Table tennis. Sports games or physical activities: Hide and seek, Dragon tail, position games of all kinds.

Caution: It is important to remember that sport activities supervised by Facilitators are not focused and do not seek the performance of one child at the expense of another. The sport activity aims to convey values such as caring, benevolence, surpassing oneself. For example, if team leaders are given the option to choose the participants of his/her team, they may exclude those with low sports capacity or experience and make them feel worthless, isolated and abandoned.

Scientific activity

Activities (often in the form of experiments) designed to introduce and explain science to an audience (such as kids) with little scientific knowledge. Examples: Invisible ink, simple chemical rocket construction.

Caution: The setting of the space and the availability of the needed materials is a decisive factor to succeed in this activity

Culinary activity

Activity related to cooking. Examples: Creation of cakes, cooking of all kinds of vegetables, teaching elements such as food balance, waste, the taste and the visual aspect.

Caution: Two things must be taken into account when supervising a cooking activity: The first thing is to

make sure that children who prepare and eat food are not allergic to any of them. Depending on the age of the child, it is necessary to check this information with the family. The responsibility of the Facilitator is to adapt the activity so that it presents no danger for any allergic child. The second thing that the Facilitator keeps in mind is that cooking workshops allow children to understand the value of food, so that they do not mess up or waste ingredients. Under no circumstances should children play with food (battle of food, throwing leftovers) in a way that will prevent the food from being consumed. Going through a cooking workshop with a child with eating disorders (food disgusting, under or over eating) is a way of reconnecting the child with the food so that she/he can have a healthier relationship with it.

Digital activity

These are activities related to the different digital tools such as video, radio and internet. Examples: Sidewalk radio project, investigation and documentaries, photo reportage, photo rally.

Caution: It is important to inform and accompany children and adolescents in connection to the potential dangers of screens and addictions that can be generated to them as well as the safe use of social networks.

Reflection activity

It is an activity during which the child uses and develops his/her intellectual capacities and rational thinking. In Intellectual games, there is no space for lucky guess, the only thing that matters is to think in a critical and strategic way and find the right answer. Examples: Investigations, puzzles, enigmas, chess, crosswords.

Activities related to nature

All activities related to environment, animals, plants, minerals and elements. Examples: Gardening and planting, land art, making a birdhouse, building wooden cabins.

Activities related to nature allow the children to understand the value of the environment. To be interested in nature is to be interested in life and therefore to others. For example, observation and contact with nature will allow children and adolescents to realise what is happening around them, the fragility and power of nature and the impact that their everyday habits can have on the environment. Work in/with nature teaches patience, concentration, empathy and counterbalances the attitudes that children develop when they spend a lot of time playing with electronic devices or watching TV (impatience, isolation, lack of empathy and concentration). There is no competition in nature activities.

Taking care of the animals will allow the child to understand the concept of empathy and care.

The child can find all she/he seeks in nature because “nature is complete diversity, it is the whole body, all the senses, it is the intellect, the imagination, the scientific, the aesthetics, the action, the effort, the will, the abandonment ... no other activity can achieve all these at once” as Louis Espanoussou (famous French environmental educator and children’s book writer) mentions. Wonder, sensitivity and empathy are essential things that the child acquires through the nature activity.

Competition and cooperation

Competition is an element of most activities, especially sports. It allows the child to surpass him/herself and compare his/her skills to those of others. Children usually include competition in their own activities without the help of the Facilitator. It is important to accompany the child when competing and promote specific values such as loyalty, solidarity, fair play and respect for others. Without these notions, competition has no educational value and can quickly switch to malevolence and individualism.

Unlike competition, children do not set up cooperation activities without a request of the Facilitator. The Facilitator should therefore propose activities that are based on cooperation. Cooperative games require the mobilisation and mutual help of all in order to win.

Spatial planning

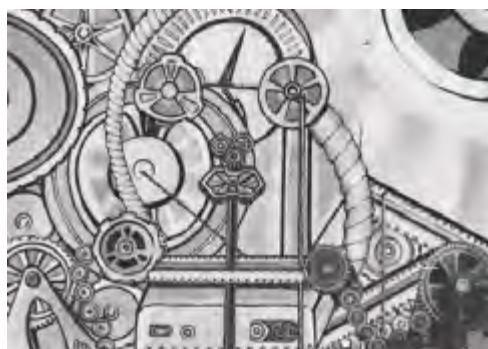
Spatial planning is a determining factor in the smooth running of the planned activity. A thoughtful and secure spatial planning with access to practical and adequate material, will allow the child to move around more easily, understand clearly the activity and avoid unnecessary expectations, possible destruction or misuse of equipment and conflicts between children. Emerging conflicts between children, during games, are often the result of poor spatial planning or poorly stated or missing rules of the game. For example, a sport activity in a space that is too small, with objects that do not allow free movement, will result in a risk of injury, shouting between children and the application of cheating by children, in order to compensate for the handicaps created unintentionally by the Facilitator. The Facilitator must remember that she/he is not perfect, and even if the game has started, she/he must modify the spatial planning if this seems to be necessary.

Material management

The Facilitator is the person in charge of the good management of the material. She/he must be familiar with the material and introduce it to the children. Material should be well maintained and easily accessed by the children. She/he must know the available materials in order to set up the activities, organise them and set up such an operation that allows children to use them without destroying them. For example, if the materials are misplaced, children will not take care of them. If the storage of the equipment is organised, simple and practical, children will find what they need and they will learn to keep it in a good state. For young children, less than 6 years old, put in place a storage space with the picture of the various materials e.g. scissors, on the box and allow the children to identify the tools they need and bring them back after use. One of the common causes of conflict between Facilitators is the management of the material. It is highly unpleasant to want to set up an activity with material that is not in its place or in poor condition and not replaced.

Examples of games for some of the above mentioned categories

The infernal machine



Objectives: To develop a sense of creativity, to energize and build the group dynamic, to develop cooperation, to activate the body and thus to develop self-confidence. Starting from 7 years old. From 5 to 30 participants. Duration: 15 minutes.

Instructions:

The Facilitator asks a child to stand in the centre and make a gesture accompanied by a repetitive sound without stopping. Then another child or pair of children stands next to the first one and makes a different sound and gesture in relation to the first sound. And so on. The parts of the machine are connected, but not necessarily touching each other. The Facilitator can at first, introduce him/herself as a great creative scientist who has an idea for a new machine and so asks the children if they want to help him/her to bring the machine in life. During the game, the scientist can increase or reduce the intensity of sound and gestures, to test the potential of the live machine. The scientist can also propose a theme for the machine for example “infernal machine”, “haunted house”, “Fun Park” etc.

At the end of the activity, it is important to ask the children what they thought of it. Guide this discussion in a subtle way and help children (if needed) to realise the importance of listening to each other and cooperating in order to achieve their goals. The more they will cooperate and listen to each other, the more harmonious and artistic will be the machine.

Creation of natural products, natural house detergent:



Objectives: To teach some basic chemical principals, to do something useful on their own, to learn to use tools and materials, to realise how everyday products are made. Starting from 9 years old. From 5 to 15 participants. Duration: up to 1 hour

Pay special attention at safety issues!

Recipe: 100gr of natural soap chips (Marseille or Aleppo type), 3 soup spoons of baking soda, a can of about 3 liters, 1 spatula, 1 large container, 1 funnel.

Boil a litter of water and put the 100 gr of soap flakes. Add and mix the baking soda. Mix well and leave to rest, if possible for 24h. Next day put the mixture in the can with the help of the funnel and add 1 litter of boiling water. Shake well and it is ready.

It is cheaper and more natural for skin and clothes!

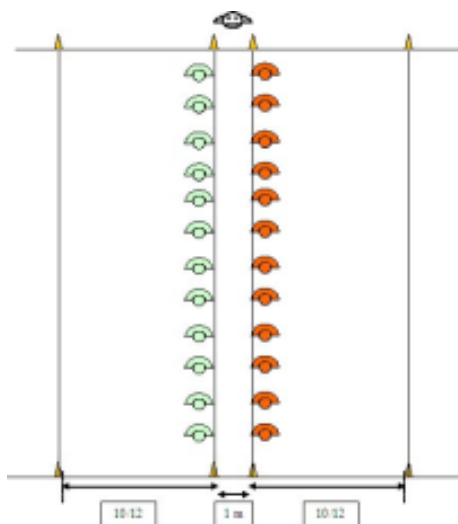
Catch me if you can

Objectives: focus, exercise reflexes and have fun

Starting from 7 years old. From 5 to 30 participants. Duration 5 to 30 minutes.

The goal of the game is to stay last in their camp.

Space planning: Divide the free space in two camps using a line in the middle to separate them. 1.5m (depending on the space) separates the two teams from each other



Instructions:

Divide the children in two teams and ask them to place themselves next to their line facing each other. Ask children to give an animal name to their team. Explain that you will start telling a story where these animals will be protagonists. Whenever in the story the name of one animal is mentioned, this group has to run to arrive at the line marking their land. The other team should run after them and try to catch them before they are entering their camp. If a player is caught he/she joins the opposite team. Children should stay focused and alert. The winner is the player who manages to stay in his/her initial team until the end of the game. When children have a good understanding of the game, in the second part we can offer a child the storyteller role and play again. The Facilitator joins a team or stands on the side to referee the game.

Make an Egg Float in Salt Water

Objectives: familiarise children with chemistry principles, teach them how to use basic materials, develop observation, analytic and deductive thinking, increase curiosity about nature and its laws.

Suitable for all ages

An egg sinks to the bottom if you drop it into a glass of ordinary drinking water. What happens if you add salt?

What you will need:

- One egg
- Water
- Salt
- A tall drinking glass
- A table spoon

Instructions:

1. Pour water into the glass until it is about full.
2. Gently lower a row egg in the glass. The egg naturally will sink. Why this is happening?
3. Take the egg out of the glass.
4. Empty half of the content of the glass
5. Add and stir in the glass lots of salt (about 6 tablespoons).
6. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).
7. Gently lower the egg into the water and watch what happens.
8. Ask again the children what happens and why they think the egg is not sinking in the salty water (e.g. Dead Sea where the density of water is so high that everything floats).

What is happening?

Salt water is denser than ordinary tap water, the denser the liquid, the easier it is for an object to float on it. When you lower the egg into the liquid, it drops through the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, they will not have mixed, enabling the egg to float in the middle of the glass.

Invisible Ink

Materials: The juice of a lemon, a toothpick, a container, a sheet of white paper, a lighter (or a candle). This activity is suitable for all ages but you need to pay extra attention while using fire.

Instructions: Squeeze the lemon to extract the juice in the container. Then dip the tip of the toothpick into the lemon juice and write or draw something on the sheet of paper using the toothpick. Dip the toothpick regularly as if you were using normal ink.

Let the paper dry and then give the paper to someone else. The person takes the lighter and lights it under the sheet of paper in a distance, so as not burn it. The heat will burn and blacken the lemon juice, which will reveal the written words or drawings.

For more scientific activities please watch this video

https://www.ted.com/talks/arvind_gupta_turning_trash_into_toys_for_learning

Land Art



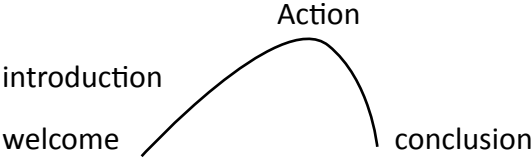
Objective: improve creativity and imagination, see the value in small humble objects, express feelings in an artistic way, connect to nature, and observe carefully.

There is no age, time or number of participants for this activity. Everything can be useful.

Instructions: Go to a natural open area (hill, park, field, forest, etc.) and ask the children to pick and harvest flowers, herbs, leaves, bark, stones and anything else they think can be useful. Once the natural materials are collected, the children settle around a table indoors or outdoors depending

on the weather. The Facilitator then asks them to create an artistic work using the collected natural material. The Facilitator can provide children or teenagers with rope, glue, a stapler if they need them for their creation. However, be careful not to use too much artificial material as your aim is to highlight the value of the natural one. Each child does what she/he wants; it can be abstract or realistic. The Facilitator can also ask the children to do something specific e.g. a flower, a house, an animal, etc. Everything is possible.

6th day plan

Title of the Session, Duration	Educational unit , Feedback , 3 h
Educational Objectives of the session	Learn how to build an educational unit Deliver a unit Give and receive feedback
Methods used	Discussion , working groups, presentation
Materials Needed	any
Detail description of activities Time flow	<p>Opening of the day (15')</p> <p>Welcome participants and ask them how they feel and if they have anything to share before we start this new day.</p> <p>Invite one of the participants to do an energiser</p> <p>Overview of 5th day: same as previous days</p> <p>Let's talk about feedback (30')</p> <p>We open the session with a short discussion about feedback. Do they know what it is? Do they have any idea about how to give or receive it in a useful way? We conclude this part by delivering the hand out about feedback and the observation paper. They read it and if needed we have a short clarifying talk.</p> <p>Educational unit (1.5hs)</p> <p>How do you usually plan your activities? Whom do you have in mind when you make your plans?</p> <p>Do you know what an educational unit is? It is the smallest part of a NFE session. It has four main steps: welcome, introduction, Action, and conclusion. It has a flow looking like an arrow:</p>  <p>Invite participants to a Brainstorming activity: What are the most urgent learning needs of the children and teenagers you are working with now? We write down all the needs mentioned and then we prioritise them by "voting".</p> <p>Create teams:</p> <p>They choose one of the most important needs (from the list created during the previous step) and they will have 40- 50 minutes to design in detail a session that they could normally run at work. This session should aim to fulfil the identified need.</p>

	<p>When they will finish, they will run it, as they would normally do with children. After every presentation, they will receive feedback by the participants and the trainer. Feedback should cover both the planning and content of the unit and their performance.</p> <p>Ask participants how they feel about the whole process and if they think, it would be useful to follow such a path in their everyday work.</p> <p>We distribute a suggested needs list that they can use in their work, in order to be able to identify children needs. We talk about the usefulness and applicability that they believe this tool can actually have in their work.</p>
Notes	<p>In NFE, we follow a very rigid process: identify the learning needs of the children, develop a set of learning objectives that satisfy these needs, choose the appropriate activities to realise our objectives and fulfil the need. Design in detail, implement, come back to the design, change, adapt and archive for future use.</p> <p>We monitor the needs of the children regularly so as to be able to assess the impact of our work to their learning.</p> <p>If you have the access to Child Friendly Spaces, then you can design the training session and implement it with children either there or Community centers or schools. In that case: a. You need to change your training schedule and realise the design, implementation and feedback sessions in consecutive days. Appoint certain people in each group to have the role of the observer. If you follow this plan, you will offer participants an invaluable experience as practicing in real life conditions is very powerful. Nevertheless, it has many logistic demands that you need to assess carefully, before taking this educational approach.</p>
Title of the Session, Duration	Emotions & Feelings, 2.5 hrs.
Educational Objectives of the session	<p>To explore our emotions and how they are expressed</p> <p>To be able to recognise them in others</p>
Methods used	Brainstorming, Communication exercises – pantomime, dice activity, art observation
Materials Needed	2 emotions dice, flip chart board to hide behind, papers with opposite emotions on, paintings which convey certain emotions
Detail description of activities	1. Brainstorming (5')
Time flow	<p>We ask participants to mention as many emotions – feelings as they can and we write them on the board.</p> <p>2. Dice activity (15')</p> <p>Participants sit in a circle and roll both dices in turns.</p> <p>One dice has an emotion on its side and the other dice asks them to describe something that makes them feel that emotion and other related questions.</p>

	<p>As we go around the circle participants discuss examples and stories.</p> <p>Learning Aim: To become comfortable with and start talking about emotions and thinking about what makes them feel in certain specific ways.</p> <p>3. Pantomime (10')</p> <p>Participants get into pairs and choose a piece of paper, which has 2 emotions written on it. One person in the pair has to act or mime out one emotion and the other has to act out the other emotion.</p> <p>The rest of the group should try to guess what the emotions are.</p> <p>Learning aim: To be able to identify emotions in others.</p> <p>4. Paintings and discussion (30')</p> <p>Participants look at paintings and pictures and describe what emotions each painting might be conveying. Why are emotions important?</p> <p>We have a discussion in the group about the importance of recognising our own emotions and being able to “read” them when experienced by children.</p> <p>We also discuss what type of activities they can do in order to help children express their emotions.</p>
<p>Note</p>	<ul style="list-style-type: none"> • Connect to your feelings and be able to express and communicate them is one of the main elements of empathy and resilience. • Some teams might need pushing a little bit more to open up about their emotions on the dice game. This is something to keep in mind. • In some cultures expressing emotions and discussing about your feelings in public, especially when you are a man, is not recognised as a proper behaviour, so it might be difficult to have a deep discussion at this level. Do not worry if this happens, as the topic of emotions will be dealt in the next trainings as well.
<p>Daily Feedback session</p>	<p>Buzz group</p> <p>We ask participants to form couples, share how was the day for them, and what was the most important lesson learned. Then each one says a word describing their main feeling about the day. If a word is already used, they need to come up with a different one.</p>

6th day's tools

Handout about feedback

Give and Receive Feedback

Feedback is a comment on something someone has said or done. Giving and receiving feedback is a crucial skill in education. Feedback is not evaluation in the sense that is not measuring an achievement or behaviour. The aim of feedback is to help the receiver to improve his/her own performance. As a Facilitator, you need to learn how to give feedback to the children and your colleagues as well as how to receive and benefit from it.

Some basic rules for successful feedback are:

When giving feedback:

- You should give feedback only when people ask for it.
- It must be given on the right time and place.
- Your feedback must be objective (as much as human nature allows) and related to facts.
- It should not serve the personal, egoistic or power desires of the person who gives it.
- It should be useful for the person who receives it.
- It should offer support and maybe a proposal on how to become better or change things.
- Feedback should always start from the positive elements.
- Use examples in order to be more clear and specific.
- Take care about individual differences in emotions, needs and perception.
- Feedback is not about the personality, it is about the behaviour! Therefore, you should not say "You are..." but "You are doing this or that or you are saying this or that..."
- Feedback has an important goal: to help the children and you as a Facilitator to become better!

When receiving feedback:

- Give the chance of anonymity for the benefit of people who are not ready to speak openly in public.
- Use simple ways to receive feedback. Not all the people are good with words especially children. So use other methods as well: colours, images, movement, Emoticons, balloons etc.
- The method you use for giving and receiving feedback should be suitable with the participants' capacity and experience.
- Listen carefully to the feedback without defending yourself or your position immediately.

Observation guidelines for Facilitators' performance

Observation guidelines

Please observe the team and keep notes in relation to the following aspects:

- Communication
- Cooperation
- Task division
- Managing the process
- Creativity
- Safety
- Inclusion
- Other

Comments about individual Facilitators:

Observe the participants/children:

- Do they participate?
- Do they understand?
- Do they learn something?
- Do they have fun?

If you were a kid, would you come back to this type of activity?

Why Yes?

Why Not?

Needs assessment form

You can always adapt the form to the social reality and target group you are dealing with.

The form must be up-dated regularly and shared with other significant actors: your supervisor, co-facilitators, teachers, parents, social workers, protection officers, etc.

Examples of Non Formal Education Needs of the children I work with in the (Add location)

Date: (Add the date that you fill this form. After a set period of actively working on these needs return to the form, try to see if there are any changes and fill it again if necessary):

Please think about the children you are working with. Do you believe that they have some of the below listed needs?

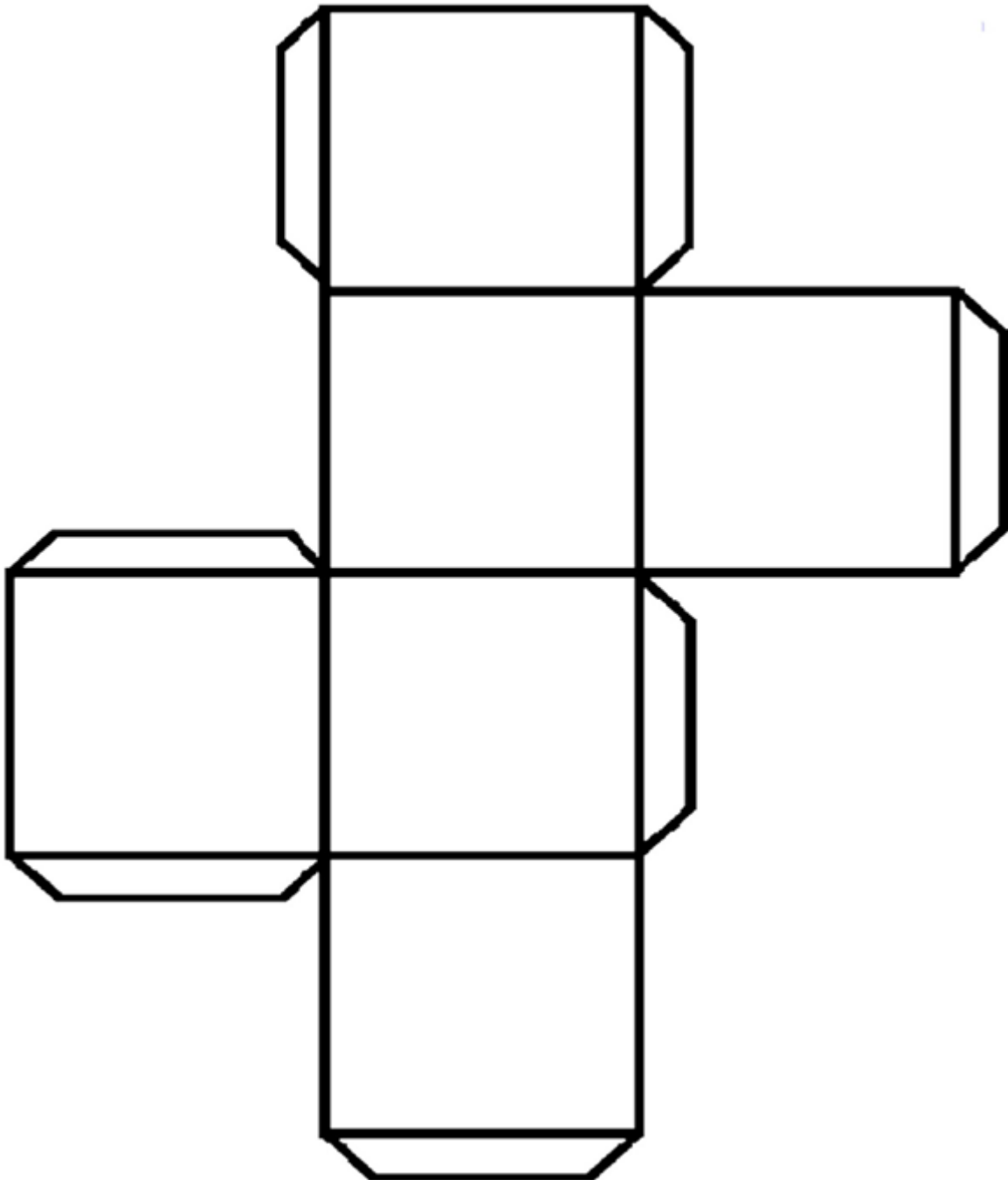
If yes, please tick. If there are other needs that come to your mind based on your experience and observations, please add.

NEED	Learning objective	Tick if the Need Exists	Please explain based on observed behaviour or facts
Formal Knowledge			
Children have difficulties with English	To learn English alphabet		
Children have difficulties with Arabic	To learn Arabic alphabet		
Children have difficulties with Maths	To learn the numbers and the multiplication table		
Children have difficulties with Geography	To learn the countries bordering their own		
Children have difficulties with Geometry	To learn the basic geometrical shapes		
Children have difficulties with Art	To learn how to draw simple shapes		
Behavioural aspects			
Children are not polite to each other	To learn about politeness		
Lack of respect among children	To learn to respect each other		
Children are not polite to their elders	To learn about politeness		
Children talk simultaneously with each other, don't listen to the Facilitators or other children	To develop the ability to listen to others		
Children cannot work in a team to achieve a task	To acquire teamwork skills		

Children struggle to communicate – including speaking	To acquire communication skills		
Children cannot find ways to express their emotions and describe their feelings	To become able to express emotions		
Children display violence and aggressive behaviour	To reduce the use of violence and aggression – to express anger in a peaceful way		
Children struggle with throwing/ catching/dexterity/hand-eye coordination	To develop sensor-motor skills		
Girls are not offered the same opportunities as boys in the camp	To promote gender equality		
Children from different ethnic/cultural backgrounds do not mix or play together and are scared of each other.	To develop inter-cultural inclusion		
Children lack confidence e.g. speaking up, presenting their ideas, being proud of their skills and capacities	To encourage self-perception and esteem		

Children's Rights			
Children in the camps are unclean and don't have good hygiene practises	Hygiene knowledge		
Children in the camp are at risk of being involved in child labour	Child Labour Rights		
Girls in the camp are at risk of being forced into early marriage	Anti-Early Marriage knowledge		
Children in the camp are at risk of gender based violence	Anti-Gender Based Violence (GBV) knowledge		
Girls in the camp are at risk of FGM	Anti-Female Genital Mutilation (FGM) knowledge		
Children in the camp are at risk of being recruited into armed forces and groups	Knowledge about Children Associated with Armed Forces and Groups (CAAFAG) recruitment		
Children are at risk of recruitment into gangs			

The dice: cut the shape, create the cube and stick the trapezium shape sides. Create two cubes. On one you write a feeling at each side: e.g. Happy, Sad, Angry, Alone, Excited, Calm, and Worried. On the other cube, you write questions e.g. what makes you feel the particular feeling? What happens to your body when you experience that feeling? What do you usually do to express this feeling to others? Etc.



Write down pairs of feelings to an equal number with the number of your participants, giving each one of them the opportunity to participate at least once expressing a different feeling.

When miming the feeling participants should use all their body and face expressions to help their audience understand the feeling they try to convey.

Brave

Scared

Confident

Worried

Happy

Sad

Excited

Bored

Shy

Outgoing

Presentation of painting: some very famous paintings expressing emotions that you can download are:

- Pablo Picasso "The weeping woman"
- Edvard Munch "The scream"
- Vincent Willem van Gogh "Starlight over the Rhone"

6th day's background basic theory

How to Plan and Implement a NFE training session

Objective: The objective is the reason you chose to do one activity instead of another. It reflects the things you want the children to learn, develop, understand, experience, feel and practice. The activity you will select must achieve the objectives you choose. The objective can be based on your **observation** about what the children **need**. For example if you have noticed that they are shy or too aggressive, you might think to set as objectives to empower their self-esteem and communication skills or to enable them to express their emotions in a less destructive way, etc. Spend time to observe the children and young people you are working with, speak to the important adults in their life (parents, teachers), ask them about things they would like their children to learn, ask the children what they would like to learn. Do not set the objectives based only on your own or others' (organisation, donors, and politicians) desire, preferences and opinion. Your priority as a Facilitator is the children. Try to make your objectives simple. You cannot change the whole personality of a child with just one activity. However, with one activity, you can bring a little change and in the long term, changes will be more visible.

Non Formal Education methodology and Formal Education content:

It may seem strange to say the least if one includes in Non Formal Education settings, learning objectives that are related to Formal Education curricula such as language, mathematics, geography, etc. In order to understand the necessity and logic of such a choice we need to consider the general context. Historically, Non Formal Education started as a means to support working class to acquire the necessary literacy skills that would eventually enable their active participation in decision making processes.

Children living in Refugee and IDP camps are suffering from lack of adequate formal education services (limited number of schools and teachers, classes of large numbers of students, etc.) and thus their academic knowledge is, often, very weak. On the other hand parents value academic knowledge more than other competences and because of that they are more open in allowing their children, especially girls, to participate in NFE activities if they are complementary to the formal school content.

Sensibilisation: To make children join your activity, you need to create expectation, excitement and curiosity to them, using adequate communication. Sometimes you can communicate about your activities using posters, sometimes by talking to them about the activity few days before or ask other children to spread this information to their friends or the community. The way that you will communicate depends a lot on your resources, but make sure that the information is available to as many people as possible. If they will need specific things to participate in this activity, (sport clothes for example) or specific material (like plastic bottles for recycling activity) it is important to include this information in your communication. Remember that if your activity satisfies a real need then children will participate and engage.

Space: To have a well-organised activity, you will need to think about the space, prepare it and find the best way to host the activity: indoors/outdoors, tables, chairs, whiteboards, materials, refreshments, etc. You will also need to take in consideration issues like safety and accessibility. Are the children safe by doing this activity? Can all children access the space? Think beforehand what you need to do in order to diminish risk, and enable all children to participate.

Material: NFE is not depending on materials; you might find yourself in situations where the technical and material resources are very limited. In such cases, you need to become very creative: use recycling material and adapt your activities to what you have. In any case, make sure before starting that you have all the materials you need to use.

Welcome: When you invite the children to participate in your activity, think about how you will welcome them. How are you going to create a good team atmosphere and improve cooperation? How will you explain the rules of the games and the reasons you think is a good idea to do this activity. How will you take feedback from the children? Try to give an active role to the children and do not replicate the old-fashioned system where the children have just to obey your rules. **One of the main reasons you are implementing Non Formal Education is because you want children to become self-confident and think on their own. This cannot be achieved without sharing responsibility, expressing their own ideas, opinions and taking part at the decision making process.**

Animation: During the activity, the Facilitator is vigilant to all children as a group and individually. He/she monitors how they feel and how they follow the activity. The Facilitator is here to help the one who does not succeed, motivate the one who is not interested, and repeat the rules for the one who did not understand. The Facilitator is also in charge of the good process of the activity: ensure that the rules are respected, that all the steps of the game are running well, and that children are engaged in the process, learn and have fun.

Rhythm: the curve represents the intensity of the activity. At the beginning the intensity should be low and increase gradually. Towards the end you need to decrease intensity and make sure that children become relaxed and calm at the closing of the session.

1. Welcome the children and spend some time to learn their names and create a team feeling (maybe using a short game) then set, together with them, the rules of cooperation etc.,
2. Propose them an activity and invite them to participate,
3. Explain the rules of the activity and make sure everyone understands what it is about,
4. Do the activity,
5. Ask children what they feel-think about the activity/ies they just did,
6. Finally close the session with a relaxing moment (music helps a lot on this) and make sure that children go back home happy and relaxed.

End: The End is the last picture of your activity for the children. They will keep it in their mind, and for this reason, you need to plan it carefully. Think about how you can close your activity properly.

Storage: At the end of the activity and before the group of children leaves, you need to put everything in order (space, equipment, materials) to be ready for the next session/group. It is very important to involve children in this process. All children, no matter how old they are, should take responsibility and learn how to organise the materials and the space. As a Facilitator you are there to explain, guide and pay attention to their safety. Instead of giving orders, try to make proposals. Do not do all the work yourself and do not correct any mistake done by the children, by doing the work yourself. If a child has done something not correctly or carefully enough, ask them to help you to make it better. **Remember to praise the children for their hard work and thank them.**

Accompany the children to the exit and invite them for the next time.

Feedback: There are two main kinds of getting feedback:

- The one given by the children: Did they like the activity? Why? How we can improve it?
- The one you made: you can use some questions to ask yourself and your team members: Did we achieve our objectives? What was working well? What are the things we can improve for the next time? This will help you to improve your practice and become a better and more professional Facilitator day after day.

You can also have a meeting with parents and teachers, from time to time, to ask if they have seen any changes in their children behaviour and whether they have new proposals to make for your future actions.

Debriefing and evaluation: As mentioned in the experiential learning circle, experience is not knowledge, we need to analyse what happened and try to transform the experience in an idea leading to a future action. To do so we need to foresee a period of time after each activity or at the end of a session for debriefing and evaluation. Give the children enough time to complete the activity and if necessary, some more time to relax and get out of the activity. Then ask them to reflect on their experience and share their learning. The Facilitator guides this process by asking children questions such as:

- What happened during the activity and how they felt?

- What have they learned about themselves?
- What have they learned in general?
- What else they would like to learn on the activities' topic.

For theory about Emotions please refer to the “Training for Trainers” manual on pages 64-65.

7th day plan

Title of the Session, Duration	NFE values, 2 - 2.5 hrs
Educational Objectives of the session	Revise the basic values and approach of Non Formal Education Practice a dialogue based on arguments Explore possible difficult situations and look for solutions Share participants experience
Methods used	Moving debate, fish bowl, teamwork, presentation
Materials Needed	Statements, A4 papers, pens, a bowl or box, lemons (as many as the participants)
Detail description of activities	Opening of the day (30') Welcome participants and ask them how they feel and if they have anything to share before starting this new day.
Time flow	Invite one of the participants to do an energiser Overview of 6th day: same as previous days
Debriefing and Evaluation	Remember the basic ideas and values of Non Formal Education 1. Moving debate (30') We put a sign of agreement (I AGREE) and one of disagreement (I DISAGREE) at the two opposite sides of the room. Participants stand in the centre of the room, forming a line. We explain that we will present some phrases. When we present one phrase, we read it, they take a few minutes to think and then they position themselves to the position near the sign of “I AGREE”, or near the sign of “I DISAGREE”. There is also the possibility of “I AM NOT SURE” and in this case they stay in the middle of the room. At this moment the debate starts. We give a few minutes for the debate to evolve and then we present the next phrase and so on. Rules of the activity Phrases are not explained or discussed, before taking positions. While taking positions, they are not allowed to talk.

They talk one by one, after everyone has to take a position, trying not to repeat arguments expressed before.

They can change position if one of the arguments presented convinces them to do so.

This is not a competition! There are no right or wrong opinions.

Phrases for the debate

- In NFE the space is not important
- In NFE there are no rules
- In NFE the children should always do what the Facilitator wants
- NFE is just games
- School and NFE have no relation at all
- The Facilitator is not responsible to solve all the problems of the children.
- Only teachers can be good Facilitators

After every phrase, we give time to participants to position themselves and then we ask them to explain the reason they have taken that position.

Remember:

Maintain a good pace during the debate and do not let discussion to die out.

During the debate, Facilitators do not express opinion. You just facilitate and coordinate the dialogue. We conclude this activity by repeating the basic values of NFE: adapt to the needs of the children, respect them, give them space and role and connect to the other actors in children's life (parents, teachers, community leaders).

1. Fish bowl (1h')

During this activity, we will talk about difficulties we are experiencing in our work as Facilitators, about cases we have faced and we will try to find solutions.

- You have 5 minutes to write on a piece of paper the case – issue-difficulty that you have or face in your work and you would like our group to deal with, here and now. We will elaborate five cases at the maximum, so please be very selective and choose cases that happen often or create serious difficulties to your work. We put the cases in a “bowl” in the centre of the room with four chairs placed around it. We ask four volunteers to come and sit. They “fish” one case from the bowl, they read it loudly and they discuss it among the four of them. Some guiding questions that they need to keep in mind and try to answer during the discussion are: What is the issue? Who are the actors? What are the reasons behind the observed behaviour of the different actors involved? Who benefits – who losses in this situation? What should be done? What can be done and who will do it? What is the role of the Facilitator in this case? (write these questions on the flip chart and present them to the group before the “fish bowl” activity starts.

1. A child is beating other children,
2. A child is always tired because she/he is working at night,
3. A teenager girl stops coming to the centre because she is getting married.

We keep on the fish bowl dialogue as long as there is interest in the group and in average, we manage to deal with around five cases. If in the course of the fish bowl, they “fish” similar cases that have already been discussed, we ask the group if they feel the topic has been discussed enough in the previous round and if they agree to move on another case, we do so.

While the discussion is evolving, we keep notes on the flip chart, with the basic techniques or actions they propose for facing the discussed case.

At the end of the debate, we try to summarise underlining the most relevant techniques- actions proposed and if needed we add some more.

Can we make together a Golden rules list? (1h)

We invite participants to discuss in pairs (buzz groups), for 5- 7 minutes, taking in consideration the previous activities’ outcome and their personal experience, so as to set the guidelines and rules that they have to activate in their interaction with children and young people. We ask participants to share and we keep notes on the flip chart.

Some of the basic key words to appear on this list are:

Respect: for the children as young humans with their own competences and needs

Be kind: treat children with kindness and do not lose this attitude under any condition. You can be upset and still behave in a gentle way. You do not need to pretend, you just need to manage your emotions and explain to children in a calm way which are the things that have upset you.

Care: each child is different and needs to be looked after and taken care. Even if you deal with large numbers of children you should never become distant or ignore and neglect the signs that each child’s behaviour shows you about his/her situation. You are not responsible to solve all the challenges a child might face, BUT you are responsible to be aware of them and do everything in your power to make sure that children are protected and safe.

Listen: just because you are an adult and you have the power of your role, does not mean that you are the only one that has important things to say. Children can teach you many important life lessons. Your responsibility is to help them, give them space and time to express all their ideas, capacities and emotions.

Give space & time: you always plan your activities and have objectives to achieve, BUT you should be flexible and adapt to each child’s pace and rhythm, even if this might affect and change your general planning. In NFE, People and Process are more important than Product.

Be present: you are a role model for the children you are working with. Remember that and try to keep out of your work any issue that might distract you from your mission. Make children understand that you are there for them and that they can trust you.

Set clear limits: having said all the above, remember that you are friendly with children, BUT not their friend. You are the one who has the mission to teach them that living and working together is based on set rules of good behaviour and respect for each other. You need to set limits to yourself as well. You are a Facilitator, not their parent, teacher or psychologist. Do not take on more responsibility that you can manage.

Ask questions: in many cultures, children are trained to not speak. Be ready to break this rule. Your role is to make children speak their own mind and help them learn to formulate ideas and express them. Ask questions and facilitate this process. If you notice, changes on a child's behaviour do not ignore them, find the right time and place to ask the child about what she/he is going through.

Do not judge: do not let your personal stereotypes affect your behaviour towards children. A child having difficulties to learn is not because she/he is not clever enough, most probably the child was never given enough attention and help in order to learn how to learn things and then show his/her talents. Your job is to offer them as many opportunities as you can, to help them achieve the maximum of their potential and to never give up on them.

You are the adult: everything that happens in your space is your responsibility.

We conclude this session with the **lemon exercise** to help Facilitators visualise what was said before.

We ask participants to pick a lemon from a bag. They do not need to choose it; they just take any one of them. We ask them to sit in silence (nice calm music in the background could help to create the right atmosphere). We tell them to spend 5 minutes looking at their lemon, try to identify its characteristics, touch it, and smell it. After the five minutes, we collect the lemons in the bag and we mix them. Then we ask participants to find and take back their own lemon. When they do so, they sit back and we ask them if they are 100% sure that the lemon they have, is their own lemon. They are usually sure that it is. We ask them how they know and give them the space to explain (e.g. it had a mark, a special shape, a distinctive smell, etc.).

We close the session by saying that the main reason they could identify their own lemon, in the crowd, is that they have looked and paid attention to it. They have built a "connection" and this is exactly what they will have to do with each child under their care.

Rules of the fish bowl (30')

- ONLY those in the centre can speak.
- If anyone, among the four, has finished talking she/he can go back to his/her sit

	<ul style="list-style-type: none"> • If anyone wants to talk she/he goes next to the person that she/he wants to replace. The person finishes her/his phrase and give her/his place to the new person. • No one can speak more than one minute (use a timer) <p>The Facilitators can also add some cases in the bowl for example:</p>
Title, Duration	Future steps and evaluation, 2hrs
Objectives	<p>To have a clear action plan for the next period</p> <p>To reconfirm their commitment to the long term process</p> <p>To give feedback on this training experience</p>
Methods used	Photos presentation, discussion
Materials Needed	Questionnaires, reporting and planning forms, certificates, thread
Detail description of activities Time flow	<p>Next steps</p> <ul style="list-style-type: none"> • The photos of this training will be shared with participants via an e-folder or any other electronic mean that participants use. Underline that these photos are just for them to use as reminders and not for public dissemination, especially if any participant has expressed disagreement to be in the photos (you have asked the permission of participants to make photos on the 1st day) • Set a clear communication plan adapted to the technical facilities available to participants (e.g. Face book). Discuss what type of information they would like to share or this forum. • Set a regular time that you can meet either physically or by distant communication means. Ask participants what kind of support they think that they will need in the next months and how they would like to communicate about this. • Share with participants the forms for planning, reporting and self-assessment. Give them some time to read them and discuss any questions they might have. Plan together what is for them the best time schedule to fill and share these forms (every week, biweekly or monthly). • Based on their work plan, plan together, which would be the best time for the 2nd face-to-face training to take place. <p>Any other open issue comment or question?</p>
Final evaluation	<p>We invite participants to spend some time going around the room and check the posters and all the other creations of the past week. This is a silent walk, so if you can put some nice – happy music in the background, it will create a nice atmosphere.</p> <ol style="list-style-type: none"> 1. If you have the available equipment, a short projection of photos from the training will help participants' memory. 2. Invite them to take the written questionnaire and fill it, anywhere they feel comfortable. They should give you the questionnaires back in 20- 30 min. Ask participants to be

	<p>honest and as descriptive as they can. Make them understand that answering the questionnaire with care will give you valuable information on how to build the next trainings better.</p> <ol style="list-style-type: none"> 3. Invite participants to sit in semi-circle facing the poster of the tree. One by one, they go to the poster, where they have placed their expectations, fears and contributions the first day. Each one of them will explain what happened during the training. Which of their expectations has been fulfilled, which of their fears have been actually realised and which of their contributions they were able to share. They move each of the Post-it of the things that have happened to an initially empty poster with the Title: DONE (30 min) 4. We ask participants to write on a piece of paper what is the thing they can/will change in their work, based on what they have learned the past few days. They read it out and you collect these papers. You can use this as a base of discussion for the next meetings. 5. We all sit in a circle; we hold a ball of wool. Each person holds the thread and says something in relation to his/her general feeling about this training. When finished she/he keeps holding the thread, and throw the ball to another participant. We repeat until all people have expressed their feelings. The final shape should look like a spider net. 6. Deliver the certificates 7. Take a group photo
Closing	<p>Thank participants for their active participation and invite them to clean the room and collect all the materials.</p> <p>Remember: a. take photos of all the posters and creations of the seminar as you will need them for reporting and future reference and b. collect some of the posters that you can reuse in the next training.</p>

7th day's tools

Sample of certificate

<p style="color: red; font-weight: bold;">At the Header add Partners LOGOS</p> <h2 style="text-align: center; margin: 0;">CERTIFICATE OF PARTICIPATION</h2> <p>We certify that has successfully participated at the 1st Face to Face Training for Non Formal Education Youth Facilitators. The training is part of the long-term project, "<i>name of the project</i>" and took place in <i>add location</i>, between the <i>add dates</i>.</p> <p>The training lasted 7 days (49hours) and focused on the basic Non Formal Education principles, methodology and tools and the role and responsibilities of a NFE Facilitator. Participants had also the chance to develop their cooperation, communication and presentation skills and understand how to practice a Children's Rights based approach in their everyday work.</p> <p style="color: red; font-weight: bold; text-align: center;">Add signatures</p> <p style="color: red; font-weight: bold; text-align: center;">At the footer add the disclaimer for the donor, if needed</p>
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You can find below samples of forms you can adapt and use during the practice phase in between trainings, in order to follow up and guide the Facilitators in their learning process and every day work.

Sample planning form 1.

Biweekly plan of activities (Facilitator/camp)

Dates.....

From**to** **201...**

Please try to base your planning on the identified needs of the children and community you are working with.

<p>Needs of the children</p> <p>Which are the needs you have identified by observing the children you are working with and you would like to address in the next weeks?</p>	
<p>Needs of the Facilitators</p> <p>Which are your personal interests that you would like to explore and develop as a NFE Facilitator in the next weeks? Focus on the things that will help you become a better Facilitator and/or will help you learn something new!</p>	
<p>Needs of the project</p> <p>Which are the priorities that your manager or the general situation has set for the functioning of the CFS (Child Friendly Space) and that you need to consider in your activities?</p>	

Sample of planning form 2

WHAT ARE YOU PLANNING TO DO? Please list all the activities	WHY DO YOU WANT TO DO THIS ACTIVITY? (Have you noticed that children lack this knowledge, cannot do certain things, their behaviour is problematic or you believe that is important that they have this knowledge or awareness? Please explain)	WHAT DO YOU EXPECT THAT CHILDREN WILL LEARN BY PARTICIPATING IN THIS ACTIVITY (Please name all the benefits and learning objectives that you would like the children to achieve)	TARGET GROUP (please state who are the children that are going to join this session. Gender and age, e.g. Girls or Boys or mix, age 6- 9 years old)

PLEASE DESCRIBE IN DETAIL ANY NEW ACTIVITY THAT YOU PLAN TO USE**Detailed description for each activity**

Name of the activity	
Age of children	
Number of children	
Duration of the activity	
Materials needed	
Learning objectives Why is the activity useful for the children?	
Step by step (please describe the activity in a way that a person who does not know anything about it, will understand what will happen and will be able to replicate it)	
Safety notes or any other comments What should anyone be careful of when using this activity?	

Sample of reporting form 1

Periodic report of activities (Facilitator/camp)

Dates:

From to 201..

How many <u>groups</u> of children did you work with every day?	
What is the total number of groups of children that you have worked with during the X weeks? (add the number of the reporting weeks)	
With how many children have you worked in the X weeks in total?	
How many of them were girls?	
How many of them were boys?	
How many of them were between 6- 9 years old?	
How many of them were between 10- 12 years old?	
How many of them were between 13- 16 years old?	
How many of them were older than 16 years old and younger than 6 years old?	

Please try to describe with as many words as you can.

<p>Needs of the children</p> <p>How far have you succeeded to respond to the needs of the children?</p>	
<p>Needs of the Facilitators</p> <p>How far have you succeeded to fulfil the goals you have set in your planning for your personal development as a Facilitator?</p>	
<p>Needs of the project</p> <p>How far have you succeeded to fulfil the priorities that your manager had set for the functioning of the CFS (child friendly space) and that you had considered in your activities planning?</p>	

Sample or reporting form 2

WHAT DID YOU DO? Please list all the activities	WHAT DID THE CHILDREN LEARN BY PARTICIPATING IN THIS ACTIVITY (Please name all the changes you have noticed in children's behaviour after the activities)	DID YOU MANAGE TO FULFIL YOUR PLAN? WHAT CHANGES DID YOU MAKE AND WHY?	ANY OTHER COMMENT OR SUGGESTION FOR THE FUTURE

PLEASE DESCRIBE IN DETAIL ANY NEW ACTIVITY THAT YOU HAVE USED (If already presented in the planning form just revise it and add comments according the way it actually was implemented)

Detailed description for each activity

Name of the activity	
Age of children	
Number of children	
Duration of the activity	
Materials needed	
Learning objectives Why is this activity useful for the children?	
Step by step (please describe the activity in a way that a person who does not know anything about it will understand what will happen and will be able to replicate it)	
Safety notes or any other comments What should anyone be careful about when we using this activity?	

Self-assessment form

Dates:

Name:

1. What is the word that describes better your last weeks' feelings about your role as NFE Facilitator?

2. What was the biggest challenge for you on a:

- Personal level
- Team level
- Community – children level

3. What was the biggest achievement for you on a:

- Personal level
- Team level
- Community – children level

4. What did you learn about:

- Yourself
- Your team
- Community – children

5. What is your personal goal as a Facilitator for the next weeks?

Sample of final evaluation form: Adapt it to the content you have implemented during your training.

Final Evaluation Questionnaire

1st F2F Training for Non-Formal Education Facilitators

Location, Dates of the training

1. Please rate your general feeling for the training:

Poor Okay Good Very Good Brilliant
 1-----2-----3-----4-----5

2. To which extent did the training meet your expectations?

(Please indicate the percentage putting a cross on the line)

0% 50% 100%

3. Please identify how far the objectives of the training have been achieved.

(Please, use the following scale to evaluate the fulfilment of the objectives mentioned in the grid: 5= absolutely, 4 = to a high degree, 3 = moderately 2 = fairly, 1 = not at all)

Getting to know each other (name games)	
Express expectations and contributions and adapt the training to participants needs	
Create a team	
Have fun and relax	
Know Children’s Rights	
Understand what NFE and the role and job of NFE Facilitator is	
Identify which are the quality criteria for NFE	
Develop Communication capacities	
Explore the pedagogical potential of physical activities and practice some game	
Develop my own game	
Explore alternatives to punishment	
Explore the 4 dimensions of child development and their connection to Youth Facilitation	
Learn how to reuse materials	
Design my educational unit	
Learn from practice	
Learn how to get/give feedback in a constructive way	
Design an educational programme	
Share my talents, knowledge and skills and learn from each other	
Experience participatory and democratic approach	
Develop my creativity	
Learn and practice various games and energisers	
Experience the Invisible trainer approach	

4. The highlights of the training were:

5. The worst moments of the training were:

6. What are your comments concerning the structure & methods of the training?

7. What competences have you developed and what benefits have you gained during the training?

8. What are your comments/evaluation, concerning the trainers team (.....add names)?

9. How do you evaluate your contribution to this training? Please describe.

10. Please evaluate, the working environment, the food and the transportation arrangements

(Please circle a number on the following scale: 1= poor, 2= sufficient, 3= good, 4= very good, 5=excellent)

Comments

11. Other comments/remarks/suggestions:

Name (if you want):

THANK YOU!!

2nd face 2 face training

In this second training, the main aim is to develop further the Facilitators' capacities and respond to their needs as identified in the previous months of fieldwork.

Some specific objectives of the 2nd training are:

- To understand the concept of NFE Facilitator's professional behaviour and practice
- To reflect about their own professional behaviour
- To realise the existing exclusion mechanisms and to develop an inclusive attitude
- To be able to organise NFE inclusive activities
- To understand the difference between stereotypes and prejudices
- To connect children's needs, with educational objectives and NFE activities
- To understand the importance of exploring and using all available space
- To understand the different ways to lead an activity
- To practice new tools such as: recycling material, storytelling, theatre



Indicative programme and sessions of the 2nd face to face course

Day	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
09.00 – 09.30	Opening , energisers	Opening , energisers	Opening , energisers	Opening , energisers	Opening , energisers	Opening , energisers	Opening , energisers
Arrival of participants	Reconnect the team	Exclusion vs Inclusion	Stereotypes and prejudices	Values	Emotions	Children capacities needs	Professional behaviour of NFE Facilitators
30 min	Break	Break	Break	Break	Break		Break
	Contract of cooperation Expectation and needs of participants	Learning objectives and choice of activities;	Stereotypes and prejudices	Values	Empathy		Next steps
1h	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break		Lunch break
	Who is a NFE Facilitator	NFE and space: is space a tool for NFE?	Develop inclusive NFE activities	Values		Educational unit	Final evaluation unit
30 min	Break	Break	Break	Break	Break	Break	Break
	NFE and materials: what do we really need in order to do NFE?	Sharing and analysing participants' practices	Sharing and analysing participants' practices	Sharing and analysing participants' practices	Sharing and analysing participants' practices	Practice: de- velop a session based on iden- tified needs and objectives	Final evaluation
30 min	Feedback session	Feedback session	Feedback session	Feedback session	Feedback session	Feedback session	Certificates – Group photo

Provisional agenda, to be adapted to the needs of the Facilitators as they have emerged during the previous practice period

Detailed daily scenarios of the 2nd f2f training

1st day plan

Title of the Session, Duration	Reconnect the team – up to 2 hours
Educational Objectives of the session	<p>To reconnect the team</p> <p>To discover new presentation games</p> <p>To get some more background information about participants</p> <p>To share experiences from their previous field work</p>
Methods used	<p>Presentation games</p> <ul style="list-style-type: none"> • Cooperation game • New information about your peers • Guess what we have in common • Time line
Materials Needed	Sticks, tape, big paper, glue, scissors, scotch tape, and markers
<p>Detail description of activities</p> <p>Time flow</p>	<p>On arrival participants should sign the participants list and personalise their cups.</p> <p>Welcome</p> <ul style="list-style-type: none"> • Round of names • Name- introductions games <p>The straight line, 15 min</p> <ul style="list-style-type: none"> • Use tape to connect 3- 4 long sticks (broom sticks are suitable) so as to create a long one. Place the long stick on the floor. • Ask participants to form two equal, in numbers, groups and stand next to the one side of the stick. • Each participant has to touch the stick with one finger. • Their task is, without talking, to coordinate their movements and bring the stick up keeping it in a straight line. <p>Learn new information about each other, 20 min</p> <ul style="list-style-type: none"> • We ask people to form pairs • They have to discuss and exchange 2 pieces of information about themselves that are new to their partners (5- 10 min) • When everybody is ready, we form a circle and each pair presents the new information to others (1 min per person)

	<p>Guess what we have in common – 15 min</p> <ul style="list-style-type: none"> • Participants sit in a circle • We ask them (one by one) to guess three things they have in common with the person sitting on their left • The person confirms or denies <p>Time line – 1 h</p> <ul style="list-style-type: none"> • Stick a long piece of paper, horizontally on the wall, using the scotch tape. Mark on the paper a time line starting from the last day of the previous training till the starting day of this training. <ul style="list-style-type: none"> - Ask participants to think about this period and to choose 2 important personal and 2 important professional moments that they have experienced during this period. Make clear that they should choose experiences that they feel comfortable to share with the group. - Once they have identified these experiences, they draw (or write) them on different Post-it papers. Each participant will use 4 Post-it papers. <p>When they have finished, they place them on the time line. The upper part is for the personal events and the lower part is for the professional events.</p> <p>We all take a moment to observe the time line and let or encourage the participants to discuss between each other about what they see. If there is something surprising? Common? etc.</p>
Debriefing	Concluding this first session, ask participants their opinion about the activities and how they feel.

Title of the Session, Duration	Contract of cooperation and expectations, 1h
Educational Objectives of the session	<ul style="list-style-type: none"> • To set the ground rules of the training • To share expectations
Methods used	Poster and group discussion
Materials Needed	Poster with the previous rules translated in all languages of the group
Detail description of activities Time flow	<p>Ground rules, 15 min</p> <ul style="list-style-type: none"> • Display the poster with the rules of the previous training • Go through each one of them and reconfirm their validity • Make clear which of these rules are not negotiable (e.g. respect for each other, use of mobiles, photos, etc.) • Ask participants if they want to add more rules <p>Here are some of the possible rules :</p> <ul style="list-style-type: none"> • Respect, open/honest communication, constructive feedback, respect of the opinions of everyone, listen to each other

	<ul style="list-style-type: none"> • Time: start always on time • Mobile: Silent mode • Photos: Only the trainers take photos of the group. Participants can only take photos of the posters and the space • Participate actively: If someone does not want to participate she/he needs to say so and if it is ok to explain the reasons. <p>Expectation, 45 min</p> <p>The “laundry”</p> <p>We give each participant 3 A4 papers with three images: t-shirt, trousers and shoes. They need to think about this training and write on each paper:</p> <ul style="list-style-type: none"> • T-shirt: their expectations • Trousers: what they want to share • Shoes: they would not like to experience <p>Once they have finished writing, they hang their papers on the wall. While doing this they present to the group their main expectations, contributions or fears.</p> <p>If you have kept the portraits that they have created on the first training, you can already place them on the wall and the other body parts will be added accordingly.</p> <p>Programme of the week</p> <p>At the end of this activity, the trainers present the programme of the week. Underline the main objectives and expected outcomes and connect them to participants’ expectations.</p>
Notes	<ul style="list-style-type: none"> • For the expectation part, make sure that participants focus on their learning needs as they have identified them in their previous practice period. • For the contributions, ask them to share experiences and skills they have developed in the last months. • When presenting the programme of the week make sure that you will create space for participants to share their experiences and skills.
Title of the Session, Duration	Who is a NFE Facilitator , 1h
Educational Objectives of the session	<ul style="list-style-type: none"> • To understand what are the capacities of the NFE Facilitator • To understand what we can do and where are the limits of the role
Methods used	Poster about NFE Facilitators’ capacities and self-assessment (from the 1st training)
Materials Needed	Posters, markers, tape, self –assessment forms

<p>Detail description of activities</p> <p>Time flow</p>	<ul style="list-style-type: none"> • Display the posters from the last training (make sure that all participants can understand what is written) • Ask participants to read the posters and to add new elements or to remove those they consider as not valid. • When everyone has done this 1st activity make a short discussion focusing on what they have added and what they have eliminated and ask them to explain the reasons. • Do they think there is a difference between what they previously thought and what they saw and experienced in the field during the past months? • Do they feel that this new description of what the Facilitator should know, be able to do and believe, is more realistic? • Give them the assessment form and ask them to reassess themselves. Do they notice any difference between their first assessment and this one? • Give time for sharing
Title, Duration	Practice new skills – 1h
Objectives	<ul style="list-style-type: none"> • To discover a new activity • To understand that in NFE we can do many activities with basic materials
Methods used	Creative activities: recycling material
Materials Needed	Paper, markers, wood sticks, egg boxes, scissors
<p>Detail description of activities</p> <p>Time flow</p>	<ul style="list-style-type: none"> • Divide the group in two teams • One team will learn how to make an origami using any kind of paper while the other team will learn how to make flowers from egg boxes. • After 30 minutes the groups change task • When both activities are finished the participants present their handcrafts and make a collective exhibition with the different creations. • Concluding ask participants about their feelings in relation to this type of activities and see together what are the pedagogical objectives we can associate to them.
Notes	The activities presented above are just an example. Trainers should identify activities that Facilitators can use in their environment. The main criterion is for them to be simple, with no need of special materials.
Feedback on the day	Conclude the day with a round of sharing feelings on how this first day went according to them and what is the main thing they have learned. Each participant can say a phrase summarising these two points.

1st day's Photos

The straight line



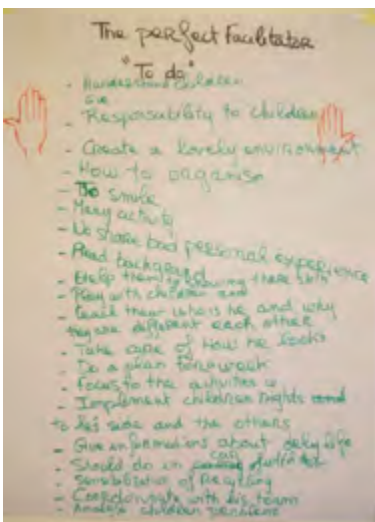
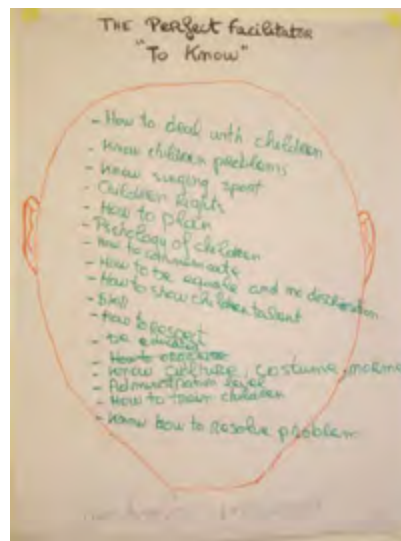
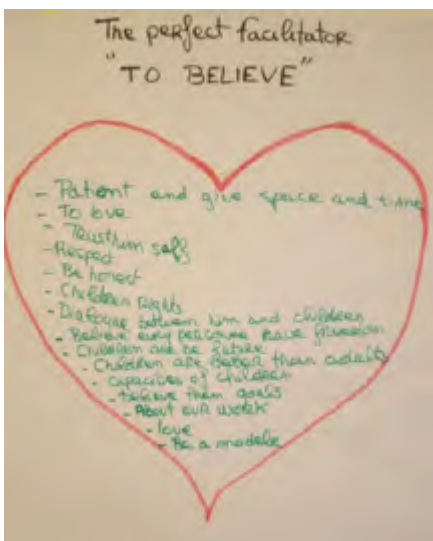
Time line



Expectations



Who is a NFE Facilitator



1st day's tools

For expectations session










Self-Assessment form

My skills as Facilitator

SKILL				Explain why you think so? Add comments
Which from the listed skills, do I consider as the most relevant for my current job as Facilitator?	I am really satisfied with the level I perform this skill	I need a lot of development in order to achieve a good level in performing this skill	I am not sure how good I am in this area and I need feedback	The reason I think so, about myself (give examples if possible) – Comments I have received from my colleagues
e.g. Communication		x		I am good in explaining activities to the children but I think I speak too much and I need to learn how to manage and share the time with children. My colleague told me that I am right and that sometimes I do not really show interest when other people are speaking. I need to find a way to learn how to be a more active listener.

2nd day plan

Title of the Session, Duration	Inclusion versus exclusion, 1.5 hours
Educational Objectives of the session	<ul style="list-style-type: none"> • To identify the mechanism of inclusion – exclusion • To question their own attitudes and actions • To understand their role and responsibility as Facilitators in inclusion processes • To develop their communication skills
Methods used	The Dice
Materials Needed	3 Dices, scoring card, instructions, pens
Detail description of activities	Start the day by presenting the previous days objectives – achievements
Time flow	<p>The Dice (30')</p> <p>We divide participants in 3 groups (e.g. by pulling out sticks of different size). Each group stays on a table where we have previously placed a dice, the instructions, a pen and a white paper.</p> <ul style="list-style-type: none"> • The goal of the game is to throw the dice as many times as needed to sum up to 21 points. The first group to sum up 21 wins. • They study the rules in silence for 5 minutes and then they start playing, following the rules and noting the scores. • After 5- 7 minutes a) we take the instruction note from all tables b) we take two players from each table and bring them to another. It is not allowed to talk. c) They continue playing and after sometime d) we take one more player from each table and bring them to another. The game continues until someone wins (collects 21 points). <p>Note: make sure when moving player that no one returns to his/her initial table-team.</p>
Debriefing	<ul style="list-style-type: none"> • How do you feel? Did you enjoy it? Why yes? Why not? • What happened? • How was it at every stage? • Do they have some comment?
Methods used	Step forward, 30 min
Materials Needed	Roles
Detail description of activities	<ul style="list-style-type: none"> • Ask participants to form a line standing one next to the other. • Give them a piece of paper on which is written a role. They read it in silence and secretly. Once they have read it, they hide it.
Time flow	<ul style="list-style-type: none"> • Ask them to close their eyes and imagine who they are

	<ul style="list-style-type: none"> • according to their role: what is their name? Where do they live? How is their house? When they wake up in the morning what is the first thing they see from their window? • Ask them to open their eyes and listen carefully (no talking). The trainer will say a phrase, if they would answer YES, they make a step forward. If they answer NO, they stay where they are. • When the questions are over, ask them to look around. • How do they feel about their position? Are they happy? How was it to move forward? How was it to stay at the same place? Did they think about the others? At the end they reveal their secret identity to the group. <p>Questions</p> <ul style="list-style-type: none"> • Do you have a nice house with electricity and water? • Do you have never faced financial difficulties? • Do you sleep hungry almost every night? • Can you marry whoever you want? • Can you go on holidays at least one week per year? • Can you travel to other countries? • Can you buy a gift for those you love? • Can you wear whatever you want? • Can you speak your own language? • Can you study at the university? • Can you buy new shoes whenever you need? • Do you have health insurance? • Do you never worry about losing your job? • Can you say your opinion freely? • Can you vote? • Can you be a candidate? • Do you feel safe?
Debriefing	How did you feel in the different positions? Did you think about the others when moving? What was this exercise about? What did you learn? About yourselves? About others? Do you see any connections of the previous (Dice) activity and this one? What were the objectives of this exercise?
Methods used	The circle – 10min
Materials Needed	Flip chart, markers, video
Detail description of activities	<p>The circle</p> <ul style="list-style-type: none"> • Participants form a circle • We ask three of them to go out
Time flow	<ul style="list-style-type: none"> • To the remaining inside, we say: in 5 minutes they (those who went out) will be back and they will TRY to enter your circle. <p>Decide your strategy.</p>

	<ul style="list-style-type: none"> To those that went out we say: In 5 minutes you go in and you WILL TRY to enter their circle. Decide your strategy. <p>After 5 minutes we let the three people enter and the trainers observe and analyse what kind of dynamic develops.</p>
Debriefing	<ul style="list-style-type: none"> We ask participants to share their feelings about the process. Why did they let them, or not, get inside their circle? What kind of strategies have they followed and why? We invite the participants to express their feelings about how they felt when they were the majority (in the circle) and when they were the minority (out of the circle) We conclude with a short discussion on Inclusion – Exclusion mechanisms and Minorities – Majorities’ relations.
Note	<p>The session on Inclusion- Exclusion is a central one in NFE. Therefore we need to use a series of activities that will gradually lead the participants to a deeper understanding of the mechanism and impact of exclusion on people and societies.</p> <p>It is crucial to guide participants in the realisation that what they have experienced in the training room is a reflection of what they live in their everyday life. Many times people choose, for self-protection, to avoid talking or even identify actions of exclusion and oppression in their environment and tend to be theoretical about them. It is your responsibility as trainers to reassure your participants and help them overcome their emotional or ideological barriers on these topics. The more aware they become of this reality, the more able they will be to act in their work and hopefully life, for supporting more inclusive processes and communities.</p>
Title of the Session, Duration	Same activity, different objectives - 1h
Educational Objectives of the session	<ul style="list-style-type: none"> To understand the different ways to lead an activity To understand which methods are more suitable according to the objectives set
Methods used	Drawings of 2 houses and a shelter
Materials Needed	Paper, pens, markers, tape
Detail description of activities	<ul style="list-style-type: none"> Each participant gets 3 A4 papers and a marker. Firstly we show them the drawing of a house and they have to reproduce/copy it. Once they finish they hang their drawing on the wall.
Time flow	<ul style="list-style-type: none"> Next we ask them to draw a house with a blue door. When they finish this, they hang their drawing under the first one. Finally we ask them to draw a shelter. When finished they place this one too, under the first two.

Debriefing and Evaluation	<ul style="list-style-type: none"> Ask the participants why they think we did this activity? Which of the three versions of drawing they use more often in their work and why? What are the objectives of each different way? When they choose one way from the others do they do it taking in consideration the needs of the children and their educational objectives? How they decide which method to use?
Note	<p>Many Facilitators, especially in cultures where conformity is valued more than creativity, tend to use activities that focus more on memorising and reproducing things than imagining and creating freely. This is partially happening because Facilitators themselves are reproducing their personal experiences and they are unable to step out of their comfort zone.</p> <p>As a NFE trainer you need to pay extra attention on helping participants understand how beneficial can be both for the children but also for themselves to imagine new ways of thinking and doing things. You also need to keep an eye on their practices after the training and help them implement this approach as they very easily go back to their habitual way of doing.</p>
Title of the Session, Duration	Use of space in NFE - 1h
Educational Objectives of the session	<p>To discover a new activity</p> <p>To understand how they can use the space in a pedagogical way</p> <p>To realise the importance of the Facilitators being mobile (going where the children are)</p>
Methods used	The colours game
Materials Needed	Cardboard, colour patterns, pieces of paper, glue
<p>Detail description of activities</p> <p>Time flow</p>	<p>Preparation of the grids: glue a sheet of paper on a cardboard and divide it in 16 squares/boxes. Divide each box into two. Design on each one of the 16 squares a different colour felt (different colour in each case or if there are not enough colours, you can also make different symbols) and leave the other part empty (see example in the tools section).</p> <p>Prepare as many grids as the teams (one for each team).</p> <p>Use one grid and add in each square next to the coloured triangle a number (between 1 and 100, the order doesn't matter). Make two copies of this complete grid.</p> <p>Keep one for reference and cut the other in the 16 squares (containing both the design and the related number). Before the game starts, hide the pieces of paper in the area that you want them to be discovered by the participants (e.g. an entire building or an open space, etc.).</p> <p>Divide participants in teams and give to each team one grid with only the colours – shapes. They will have 20- 30 minutes (according to the space they will have to explore) to fill their grid by adding the</p>

	right number next to each design. In order to do this, they have to search and find the hidden pieces. They will have to do it in discretion so that the other teams do not see them finding the hidden papers. The papers must at no time be removed from their place. The participants simply observe the number linked to the colour/design and complete the grid. The game ends when a team fills their grid with all numbers.
Debriefing and Evaluation	Once the activity is finished, we ask the participants about the potential objectives of this activity. Underline the importance of getting out of our usual working space and connect to the community and the surrounding environment. In doing so, we help children gain confidence and being proud of their achievements while on the other hand we show to the community our work and we invite them, in a way, to join and support us.
Title of the Session, Duration	Presentation of participants' activities – 1h
Educational Objectives of the session	Share participants experiences Learn from each other Learn new activities
Methods used	Presentation – games
Materials Needed	Depending on the activities to be presented
Detail description of activities	Each participant presents an activity that she/he has developed and implemented with the children during the previous practice phase. This presentation is not in the form of description but it is an actual implementation involving the other participants.
Time flow	After each activity, ask both the Facilitator-presenter and the other participants about the Learning Objectives and educational value of the presented activity. Spent some time discussing about the different dimensions of each activity: Was it fun? Was it inclusive? Was it safe? Is this activity based on NFE values?
Feedback on the day	Conclude the day with a “buzz” discussion. Participants form pairs and discuss for 10 minutes their feelings about the day and what was for them the most important lesson learned. When they finish they share with the whole group using just two words: one to express a feeling and one to describe their main learning outcome of the day.

2nd day's Photos

One step forward



Learning objectives and choice of activity

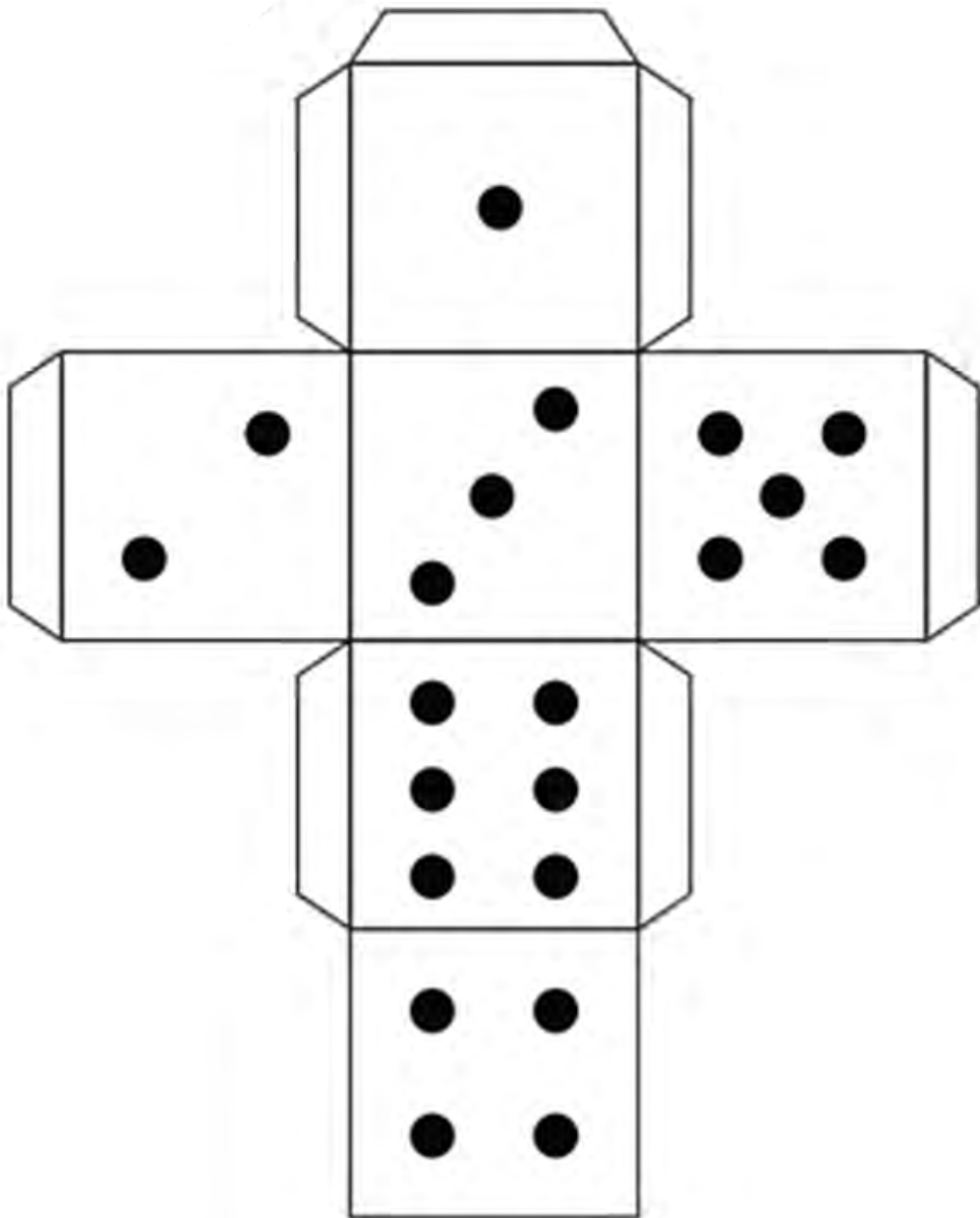


Use of Space in NFE



2nd day's tools

The dice



Team A

Instructions: You need to throw the dice as many times as to collect a total score of 21 points.

You need to memorise the value of each side of the dice:

Real values
1= 0
2= play again
3= 3
4 = 2
5 = -2
6= 3

Team B

Instructions: You need to throw the dice as many times as to collect a total score of 21 points.

You need to memorise the value of each side of the dice:

Real values
1= 3
2= 2
3= 3
4 = play again
5 = 1
6= 0

Team C

Instructions: You need to throw the dice as many times as to collect a total score of 21 points.

You need to memorise the value of each side of the dice:

Real values
1= -3
2= 0
3= 3
4 = 2
5 = 4
6=play again

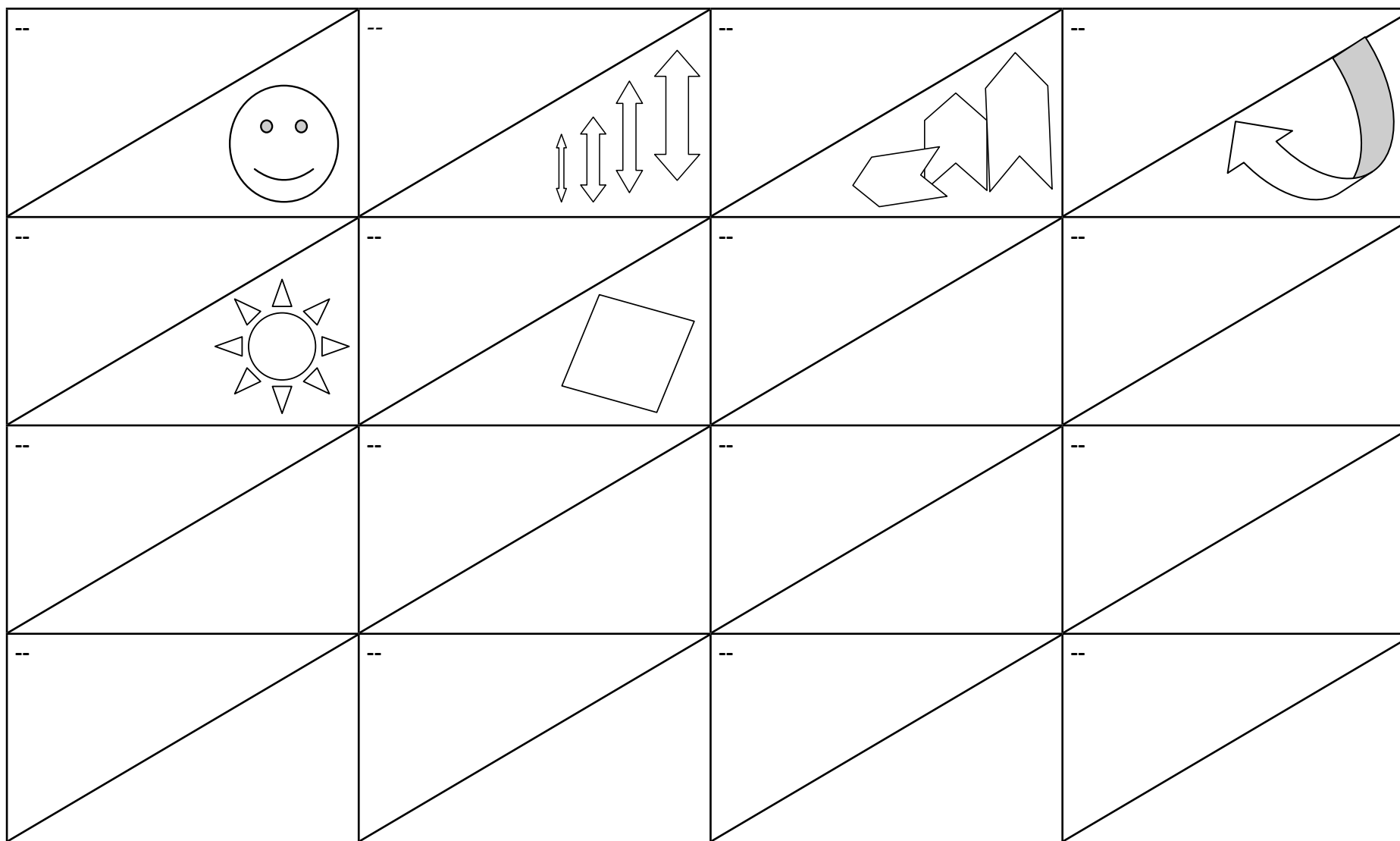
The score writing

Round	Score
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	
9 th	
Total	

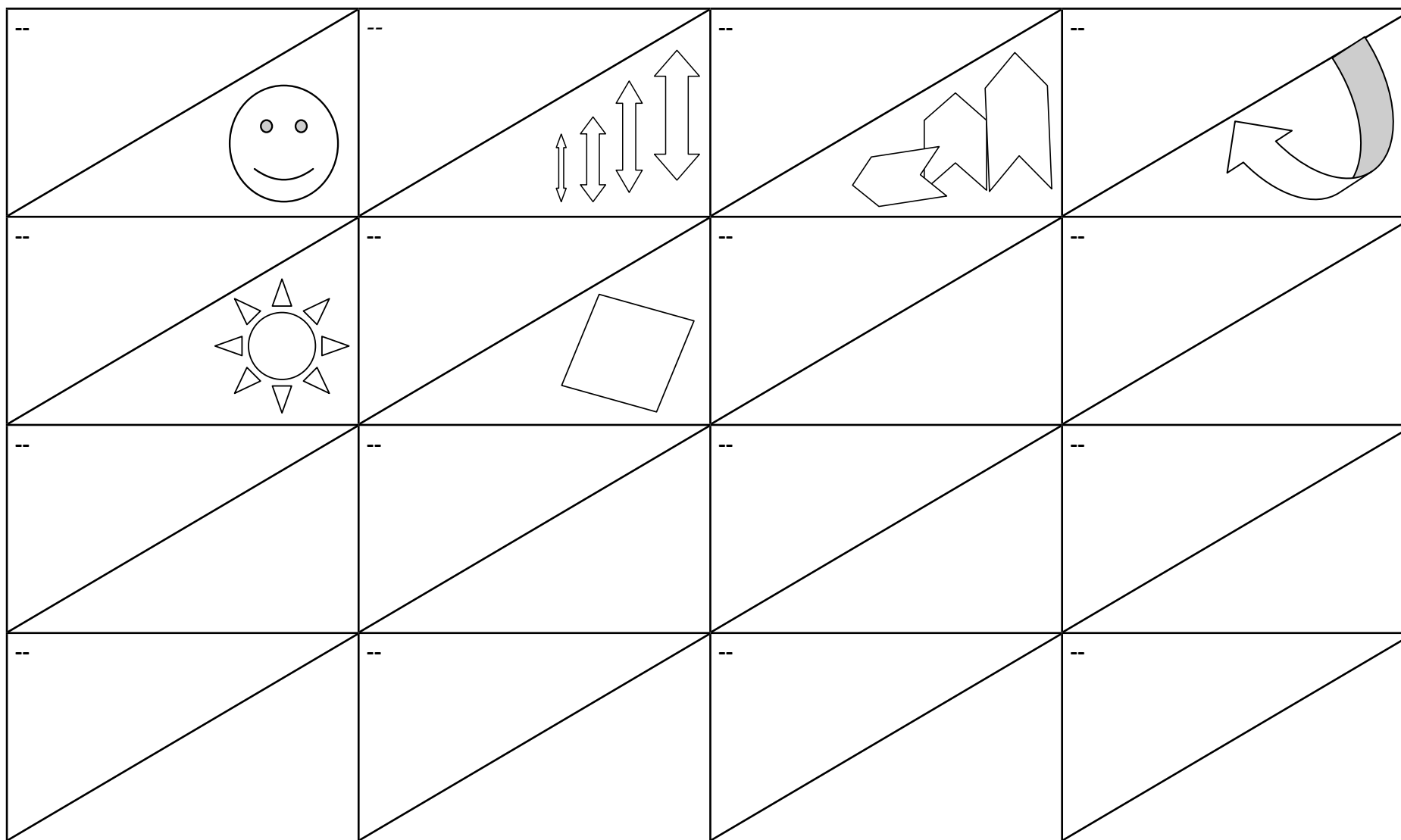
Step forward - The roles

You are a 25 years old married woman with 4 children	You are a 19 years old disabled woman living in a small village
You are a 30 years old man from Dubai	You are an 18 years old trafficking victim survivor
You are a 16 years old refugee from Syria	You are a 12 years old orphan boy living in the street
You are a 16 years old daughter of a millionaire	You are a 20 years old athlete
You are 30 years old unemployed man	You are a 19 years old soldier
You are the 18 years old, the 6th son of a University professor	You are 35 years old and you shine shoes in the city market.

The grid



Grid for participants



2nd day's background basic theory

▷ For theory related to Inclusion please refer to the “Training for Trainers” manual on pages 56-57

3rd day plan

Title of the Session, Duration	Stereotypes - prejudices: tools for Exclusion, 1.5 hrs
Educational Objectives of the session	<p>To know the difference between stereotypes and prejudices</p> <p>To understand how stereotypes and prejudices affect us</p> <p>To know how to avoid stereotypes, prejudices and exclusion among children</p> <p>To make participants think about activities that challenge stereotypes</p>
Methods used	<ul style="list-style-type: none"> • Pictionary activity • Guess who am I? • Short video- The birds
Materials Needed	A4 papers, markers, labels of roles, video
Detail description of activities	<p>Introduction, 5 min</p> <p>So far we have explored the process of exclusion.</p> <p>Humans tend, by nature, to approach those that they consider similar and to avoid those who are considered different.</p> <p>At a society level, this tendency leads to the separation of the different human groups. This separation can have different levels and forms (Exclusion, Segregation, Integration, and Inclusion). Being part of the majority or the minority group can have very strong (positive or negative) impact on people's lives.</p> <p>Today we will try to explore some of the mechanisms that put someone in the majority or the minority group.</p> <p>We will do this through some games and discussion.</p> <p>The first game we will play is called “PICTIONARY”, 30 min</p> <p>We divide participants in three teams using a game (e.g. the straw: we cut straws in three different sizes. We need to have as many straws of the same size, as the number of participants of each group).</p> <p>Step one: The topic of this first round is animals. The first group selects their player who is going to draw. The other two groups agree on the animal and they say it secretly to the painter that will have 3 minutes to draw it in a clear way so that his/her team members understand correctly, which animal it is. For every correct guess, they get a point. We repeat the activity at least two times for every team.</p>
Time flow	

	<p>Step two: We play some more rounds but this time the topic is people /cultures e.g. woman or man, Arab or Indian, etc.</p> <p>At the end of this step we ask participants to explain what helped them understand the drawings. How have they decided what to draw in order to help their team members to understand?</p> <p>We conclude by presenting the theory about STEREOTYPE: what it is, why we use them and how they are created.</p> <p>Definition of a stereotype: it is an oversimplified, generalised categorisation. <u>STEREOTYPES ARE LEARNED!!!</u></p> <p>The second activity is “Guess who am I”, 30 min</p> <p>Each person gets a new identity, written on a piece of paper and taped on his/her back.</p> <p>Each participant starts walking around and behaving to the rest of the participants according to the identity they have on their back. Nobody is allowed to tell the others what their identity, which is taped on their back, is. Everybody should help the others guess their own identity, by the way they behave to them. Even if a person finally understands what his/her secret identity is, she/he keeps on playing and helping the others. After some time, when we consider that most players have understood their secret identity, we ask them to sit down and discuss: Do you know who are you? How did you understand? What strategies have you used to help others understand who they were? Where there any moments, during the game, that you felt embarrassed – offended- sad by the behaviour of others?</p> <p>Conclusion: the behaviour that they have performed is prejudice in action. When we see a role/identity, our stereotypes are activated and we decide to behave to this person based on who we think she/he is, without thinking that she/he is a unique person. The behaviour/action is the most dangerous part of the stereotypes and prejudices. It can lead to exclusion of individuals and entire communities.</p> <p>We give the definition of Prejudice and we conclude this part. PREJUDICES ARE LEARNED!!!</p> <p>Video of the birds, 5 min</p> <p>https://www.youtube.com/watch?v=nYTrIcn4rjg</p> <p>We ask them if they can connect what they have experienced through these activities, to the experience they have as Facilitators. What are the most common stereotypes existing in the community they live and work? What are the most common reasons of excluding people in their communities? Have they ever been excluded? How did they feel?</p>
Title of the Session, Duration	Practice, 2 hours

Educational Objectives of the session	<p>Help Facilitators to connect theory with everyday practice</p> <p>Develop new activities</p> <p>Work in teams</p>
Methods used	Working groups – presentation
Materials Needed	Any materials that participants will need for the activities they will present.
<p>Detail description of activities</p> <p>Time flow</p>	<p>We ask participants to form 3 small groups</p> <p>Then, we ask them to think about stereotypes, prejudices, and exclusion in their environment.</p> <p>They will have 30 minutes to design a short activity to help children understand the negative power of stereotypes. Their presentation, workshop, game, etc. should last between 15- 20 minutes and should include debriefing.</p> <p>Each group presents its activity and we discuss giving feedback both about the content, the structure and the implementation.</p> <p>We underline the role and the power they have as Facilitators to promote positive changes on children behaviour.</p>
Title of the Session, Duration	Presentation of participants' activities – 1h
Educational Objectives of the session	<p>Share participants experiences</p> <p>Learn from each other</p> <p>Learn new activities</p>
Methods used	Presentation – games
Materials Needed	Depending on the activities to be presented
<p>Detail description of activities</p> <p>Time flow</p>	<p>Each participant presents an activity that she/he has developed and implemented with the children during the previous practice phase. This presentation is not in the form of description but it is actually implemented involving the other participants.</p> <p>After each activity ask both the Facilitator and the learners about the Learning Objectives and educational value of the activity presented. Spent some time discussing about the different dimensions of each activity: Was it fun? Was it inclusive? Was it safe? Is this activity based on NFE values?</p>
Feedback on the day	<p>They form three groups and they discuss for 10' about the day:</p> <ol style="list-style-type: none"> What they liked – what they did not like What they will keep and what they will forget. <p>Then they will have 3- 5 minutes to show the outcome of this discussion with some mute theatre play.</p>

3rd day's Photos

Pictionary



Guess who I am?



3rd day's background basic theory

▷ For theory related to Stereotypes, prejudices and discrimination please refer to the “Training for Trainers” manual on pages 52-54

4th day plan

Title of the Session, Duration	VALUES- 2 hours
Educational Objectives of the session	To become aware on our own value system To learn to negotiate and find common understanding To practice resilience
Methods used	<ul style="list-style-type: none"> • Brainstorming • “What are my values” –self-reflection and work in pairs • “ Can we trade values” – Simulation • “ Can we defend values” – Forum theatre
Materials Needed	A4 papers, small papers, pens-markers, flip chart
Detail description of activities	Introduction, Overview of previous day, practicalities
Time flow	<p>Energiser</p> <p>Introduction to the topic of the day, 5 min</p> <p>We have previously talked about stereotypes and prejudices and how they can lead to exclusion. We have also experienced through games, how easy it is to exclude someone either because we are not thinking about them as human beings having the same rights with us or because we simply do not know how to include others or even because inclusion is a demanding process that we do not feel strong enough to pursue.</p> <p>No matter the reasons of our actions, everything we do in our daily life is always related to who we are and which are our deepest believes and values. Today we will explore this part of ourselves.</p> <p>Step one: Brainstorming, 5 min</p> <p>We ask participants to say anything that comes to their mind when they think about the word VALUES and we note what they say on the flip chart.</p> <p>Conclude the brainstorming by underlining that different people have different values that are important to them. Values are specific to a time and to a culture.</p>

Values are dynamic, they change in time. A value that for a group of people was accepted some decades ago, is not accepted anymore (e.g. the value that for centuries dictated that white people are superior to other people, leading to the justification of slavery, is not accepted anymore).

Step two: “What are my values” Self-reflection

- a. Ask participants to make a list of the 10 most important values for them (5 min)
- b. Ask them to form couples and share their lists explaining to each other the reasons of their choices (10 min)
- c. Ask them to prepare a common list of the 10 most important values. They cannot bargain (5 and 5). All the values on the common list must be accepted and recognised as important by both (10 min).
- d. Ask them to choose from the list of 10, the top 5 for each one of them and then write them in big letters one by one in a small piece of paper (one value per paper).

Step 3: “ Can we trade values” – Simulation

The trainer asks the participants to sit down and to put their five Post-its in front of them. She/he walks around, looks at their papers and starts saying in a low but very serious voice: “You must choose one of these values and give it to me. Anything you give to me will disappear; you will not have it anymore. You will lose this value”. While the trainer says these words, she/he walks around and looks each participant in the eyes. The trainer must keep very serious, while keep on asking for their values to be given to him/her. Every time she/he takes a value, she/he says: “Good! You will not have this value anymore! This value stops existing in your world”. After some minutes, start a new round of bargaining. When the trainer feels or participants say that they cannot afford to give away any more values, stop the activity, saying: “ So, you have been giving , this and this value (name some that you have in the papers you have collected), but now you cannot give any more. Let’s see which are the values you have kept and why”.

Participants present the values they have kept and explain why they could not give them away.

Debriefing:

Have a round of discussion on the following questions:

How do you feel? Was it easy – difficult to give away your values? Why? Why did you give them away? (e.g. trust, respect, fear)

Do you think such a situation can happen in real life?

	<p>Have you ever witnessed or experienced such a situation?</p> <p>What do you usually do when someone is violating yours or other people's values?</p> <p>At this point is advisable to have a short break</p>
Note	<p>This exercise is emotionally very demanding and you need to pay special attention to participants' emotional conditions. If you feel that they are arriving at a critical point, stop the "trade of values" and go directly to the debriefing part.</p> <p>Keep on monitoring yourself and the feelings that you are experiencing. Doing this exercise you risk to be overwhelmed from the power you have on participants. BE AWARE that what you are doing is part of a learning process, it is not for FUN and so make sure that you are very gentle to people! They give their values to you because they trust and respect you and sometimes because they are afraid of you. Use these emotions to help them understand how this can work- is working, in real life situations.</p>
<p>Detail description of activities</p> <p>Time flow</p>	<p>Step 4: – 1,5 hours</p> <p>After the break welcome participants and ask them how they feel now and if they have any fresh thoughts about the previous activity.</p> <p>The next hour we will spend some time practicing our perseverance.</p> <ul style="list-style-type: none"> • Divide participants in three groups by the colour of their clothes or another simple game. • They will have 10-15 minutes to discuss in their group's moments that their personal values have been tested in their working environment. • They will then choose one story and they will present a short theatrical play (3-5 min) to show what happened. Give participants time (10-15 minutes to practice their play). • When they will present their story, the trainer will stop the action when she/he considers it is a good moment (when it is obvious what is happening and who are the main actors and violation taking place) and will ask the audience if they understand what is happening and if any of them would like to do something in order to stop the violation or to change the situation for a more positive direction. If a participant has an idea then he/she will go on stage and the action will continue, with him/her performing his/her idea. The trainer can stop the action several more times, if she/he feels that there is space for development. <p>When all teams have presented their stories, ask participants how they feel, if they have something to say</p>

	and conclude this session underlining that perseverance and defence of values is not something that only super humans and super heroes or martyrs do. It is something that all of us can do, but we need to practice how and be ready to react.
Title of the Session, Duration	Presentation of participants' activities – 1h
Educational Objectives of the session	Share participants experiences Learn from each other Learn new activities
Methods used	Presentation – games
Materials Needed	Depending on the activities to be presented
Detail description of activities Time flow	Each participant presents an activity that she/he has developed and implemented with the children during the previous practice phase. This presentation is not in the form of description but it is an actual implementation involving the other participants. After each activity ask both the Facilitator and the learners about the Learning Objective and educational value of the activity presented. Spent some time discussing about the different dimensions of each activity: Was it fun? Was it inclusive? Was it safe? Is this activity based on NFE vales? Final comment
Feedback on the day	We ask participants to think about the day and the things they have experienced and felt. We draw different weather conditions on A4 papers (sunny, rainy, snowy, cloudy, etc.) and we place them on the floor. We then ask participants to stand next to the weather condition that reflects better their experience of the day.

4th day's Photos

Values



5th day plan

Title of the Session, Duration	EMOTIONS, 1,5 hours
Educational Objectives of the session	<p>To become aware about our own emotions</p> <p>To learn to connect to our own emotions</p> <p>To learn how to understand the feelings of others</p> <p>To practice empathy</p>
Methods used	<ul style="list-style-type: none"> • Brainstorming • self-reflection and team work
Materials Needed	Markers, long paper, A4, tape

<p>Detail description of activities</p> <p>Time flow</p>	<p>Introduction, Overview of previous day, practicalities</p> <p>Energiser</p> <p>Introduction, 5 min</p> <p>The day before we have talked about values and how we can lose them or not be able to act according to them, because either we trust someone we should not, or we feel weak and in danger. We have also tried to practice resilience. We have also learned new activities from our colleagues.</p> <p>Trust, fear, shame and weakness are some of the emotions that guide our behaviour. Today we will try to explore deeper this aspect of our personality: our emotions and how they affect our life and work.</p> <p>Step one: levels of emotions-feelings , 15 min</p> <p>Some of the most common feelings that we all experience in our life are: Joy, sadness, fear, anger, surprise, shame, calmness and disgust.</p> <p>We write on A4 papers the most common emotions and we place them randomly on the floor. We ask participants to walk around and think which one of these emotions they experience more often. When they decide they go and stand next to it.</p> <p>Once they have all placed themselves next to their most frequent emotion, they spent some time (5min) discussing with the other participants whether this emotion is always the same or has different levels of intensity. They have to identify at least 3 different levels of intensity of that emotion and write down if they use different names for each level for example: irritated, angry and furious. They write them on the A4 paper. When all teams have finished they read the 3 levels of intensity of that emotion.</p> <p>Step two: where in my body I experience this feeling? , 1h</p> <p>Before starting this activity explain to participants that they can form pairs with someone in the team that they feel comfortable enough to touch and share personal thoughts.</p> <ol style="list-style-type: none"> Participants form pairs. In each pair we give a long piece of paper and markers. One of the participants is lying on the paper and the other is drawing the outline of his/her body. Give to each pair one of the feelings they have elaborated in the previous session. They need to think and decide together what should the colour of this feeling be. What happens to your body when you experience this feeling? Mark with the chosen colour the parts of the body that the feeling affects. What makes you experience that feeling? Write the answer using a different colour. If the feeling is provoked by an external, factor mark this factor with a sun. If the factor is internal, mark it with a star. When you experience that feeling what do you need? Write your needs and mark them with a sun or a star (external – internal)
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	<p>When everyone has finished we ask each participant to formulate a phrase with the following structure: “Rude people (cause) make me feel sadness (feeling). When I feel sad by stomach is tight, my chest is very heavy, and my eyes cannot focus. When I am sad I only want to cry, alone”.</p> <p>When everyone has shared their phrases, conclude this session, underlining the importance of emotional development for human beings and society. Being able to understand what is triggering these emotions in you, how is your body reacting to them and what would help you to overcome them without oppressing them, is one very basic process of personal growth and healing.</p> <p>Step 4: Read other people emotions (1h)</p> <p>“Photos”</p> <p>We give to small teams of participants (every team needs to have enough participants to cover all roles [victim, aggressor, spectators]) a short case and we ask them to represent it in a photo format. Trying as much as possible to express the feelings of all people involved in the story in the most vivid way.</p> <p>When the photo is set, we ask the other participants to describe the feelings of all the actors.</p> <p>Starting from the victim and we arrive at the feelings of the aggressor.</p> <p>After participants express their opinion, we ask the actual actors to share the feelings they were experiencing and trying to express.</p> <p>Conclusion: in order to understand other people’s feelings we need to be very observant of all the signals that their body is sending us, instead of focusing only at the general image. We need to pay attention to every detail! We need to understand these signals and try to get in the position of the other person, in order to be able to understand correctly and take the right decisions about our actions.</p> <p>The stories</p> <ol style="list-style-type: none"> 1. A boy is kicking another boy 2. A manager is speaking in a very humiliating way to a Facilitator in front of the children 3. A father is shouting to his son in front of the Facilitator 4. A teacher is offending a teenager girl in front of her friends
Debriefing and Evaluation	
Title of the Session, Duration	Presentation of participants’ activities – 1h
Educational Objectives of the session	<p>Share participants experiences</p> <p>Learn from each other</p> <p>Learn new activities</p>

Methods used	Presentation – games
Materials Needed	Depending on the activities to be presented
Detail description of activities Time flow	<p>Each participant presents his/her activity involving the others.</p> <p>After each activity ask both the Facilitator and the learners about the Learning Objective and educational value of the activity presented. Spent some time discussing about the different dimensions of each activity: Was it fun? Was it inclusive? Was it safe? Is this activity based on NFE vales?</p> <p>Final comment</p>
Feedback on the day	On A4 paper write numbers 10,20,30,40,50,60,70,80,90,100. Place the papers on the floor and ask participants to position themselves to a number according to their satisfaction about the day. Once they have taken their position ask each person to say a few words about the reasons he/she took this position.

5th day's Photos

Emotions



5th day's tools

Levels of feelings

Anger <ol style="list-style-type: none">1. I feel grumpy2. I feel annoyed3. I feel angry4. I feel furious	Calmness <ol style="list-style-type: none">1. I feel calm2. I feel laid back3. I feel relaxed4. I feel serene
Sadness <ol style="list-style-type: none">1. I feel upset2. I feel disappointed3. I feel discouraged4. I feel miserable	Surprise <ol style="list-style-type: none">1. I feel astonished2. I feel amazed3. I feel blown away4. I feel flabbergasted
Joy <ol style="list-style-type: none">1. I feel pleased2. I feel joyful3. I feel exited4. I feel cheerful	Fear <ol style="list-style-type: none">1. I feel worry2. I feel scared3. I feel panicked4. I feel terrorized
Shame <ol style="list-style-type: none">1. I feel bothered2. I feel uncomfortable3. I feel embarrassed4. I feel humiliated	Disgust <ol style="list-style-type: none">1. I'm fed up2. I feel jaded3. I feel nauseated4. I feel hopeless/desperate

6th day plan

Title of the Session, Duration	Children capacities and needs, 1,5 hours Educational unit
Educational Objectives of the session	To become aware of children needs and skills To be able to design activities suitable to the needs of children
Methods used	“Age Market” – game , presentation , discussion, handouts
Materials Needed	Handouts, paper, glue
Detail description of activities Time flow	<p>Introduction, Overview of previous day, practicalities</p> <p>Energiser</p> <p>Introduction</p> <p>We have an idea of what children can do or not, according to our personal experience, and based on this we choose/adapt our activities. In the next session, we will try to discover more about children, their capacities and needs.</p> <p>Divide participants in 4 teams (use a short game).</p> <p>Each team is given a label stating the age group that they represent. We ask them to recollect and discuss how it was to be at that age. How was their body? What were the things they liked to do? What were their feelings? What did they need?</p> <p>After 10 minutes, we give to each team an envelope – inside the envelope there are various sentences with characteristics of the children. The sentences are mixed for all age groups.</p> <p>Each team has to choose and keep the sentences describing their age group.</p> <p>They keep the sentences that apply to their age group and then they go around meeting the other age groups and trying to exchange the phrases they have and they think represent other age groups. The purpose is to collect phrases representing their age group only and pass the other phrases to other groups.</p> <p>They can exchange only one sentence at a time (give one and take one).</p> <p>At least one member of each team needs to always stay at the team’s station table in order to do the “trade”.</p> <p>This phase of the game lasts between 30- 40 minutes.</p> <p>Once they have collected all phrases related to their age group (there are 10 in total related to each group), they will have to prepare a presentation with examples. Either with a poster or any other way they find interesting.</p>

	<p>Each group presents the characteristics of their age group and the others are making comments – questions, etc.</p> <p>At the end we give participants the handouts (printed copies of all the characteristics by age group). They will have some time to read it and then a short discussion for clarifications if needed.</p>
Title of the Session, Duration	Designing an educational unit – 2h
Educational Objectives of the session	To design an educational unit
Methods used	Puzzle and presentation
Materials Needed	Flip chart, markers, pen and paper, poster, post-it
Detail description of activities	<p>Separate a sentence for example:” I pack my bag and put in a cap, sunglasses, trousers and a towel” into fragments and write the fragments on separate sheet of A4 papers.</p>
Time flow	<p>Mix and scatter the papers on the floor and ask participants to place them in order, so the sentence can be read correctly.</p> <p>We can say things in different ways but if we want to transfer the right message the structure and the order we put the words is very important.</p> <p>The same is valid for the design of your training sessions. If your aim is to contribute to the psychosocial and educational development of the children, then it is very important to organise your session in a logical order and to make sure that all elements are included in your session all the times.</p> <p>BASIC structure of a UNIT</p> <ul style="list-style-type: none"> • Welcome the children – ask them how they feel today <ul style="list-style-type: none"> - Check if they know the names of each other and if not, do a name game - Do some concentration- focus activity - Introduce the main activity of the day - Once the activity is over, ask the children what they have learned from this activity and how they feel - Do a small relaxing activity - Thank the children and invite them for the next time <p>We present all the activities we have done since the first day of the training (energisers & games etc).</p> <p>We ask the Facilitators to choose the 4 most interesting for them. We score – vote the 4 best and then we divide participants in 4 groups.</p> <p>Each group will have to adapt the activity in a specific age group and design a short educational unit following all the above presented steps (30 min).</p>

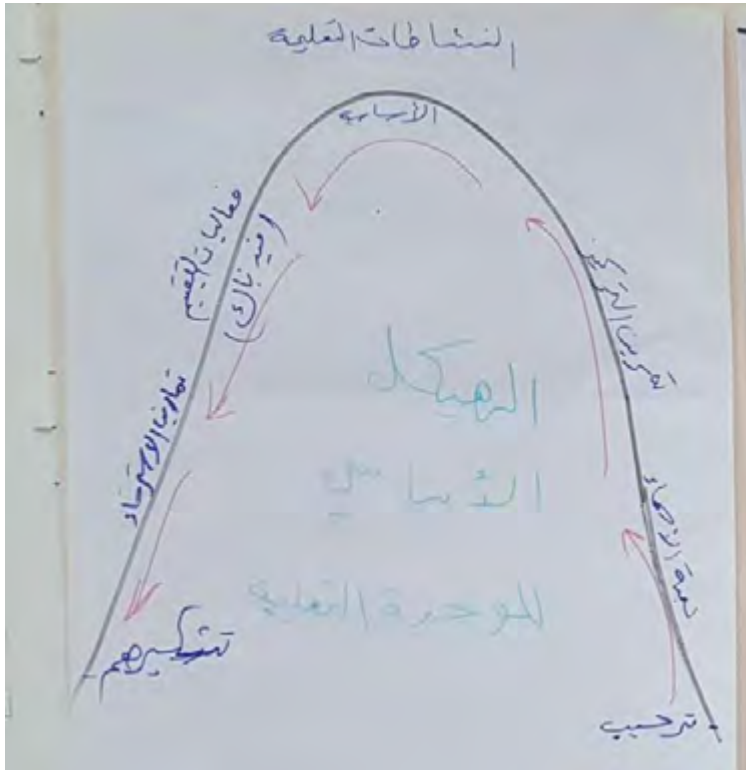
	<p>Each group presents their plan and the adaptations they have done.</p> <p>If we have time, we perform some of their educational units and we give feedback on the structure and quality of their work.</p>
<p>Feedback on the day</p>	<p>We sit on a circle and each participant takes a balloon. After blowing it, they draw on one side a face expressing their feelings about the day and on the other they write some words in relation to their main lesson learned of the day. Once everyone has finished they share.</p>

6th day's Photos

"The age market"



The educational Unit flow



Age: 4 - 6 years old	Ability	Need
Psychology	They have natural creativity. They have strong imagination	Let them dream and imagine without limiting them. Listen to them and assure them
Physical	Developing their ability to recognise locations and time. They still have difficulties to identify directions (north, south)	Improving their independence in their daily life needs
Knowledge	It's the age when they start asking why? (before that age children ask: what?)	They can learn simple rules if we explain them well to them
Relations	They can recognise things. They can imitate	Do activity in small teams. Communicate with playing mates
Daily life	They have different levels of tiredness (4yrs old need more sleep than 6yrs old)	Learn to become responsible of their daily programme (go to sleep at specific time, brush teeth, collect toys)
Suitable activities		ACTIVITIES- Individual and informal activities- Group activities but in small groups (5/6 participants)- Physical activities: climbing, jumping, running, few individual and team sports, games of prowess and nature, wide open spaces, collective games with characters and a story (sheep skip, ice wolf, viper fox hen) course, water games, sand, dirt, collecting pebbles, wood, leaves- Manual activities: painting, collage, salt dough, modelling clay, cutting, building and destroying- Discovery activities: Games of logic and organisation spatio-temporal (puzzles, cubes), books, tales- Sensory activities: cooking, baking, lotto of smells, recognising sounds, images- Artistic activities: Herbarium, music, dance, collective fresco, collective sculpture- Project over several days: Construction of hut, musical instruments, realisation of a show, a fresco, a sculpture, project of collective utility (collection of papers, vegetable gardens)

Ages 7 - 11 years old	Ability	Need
Psychology	They adapt to customs and traditions. They reach psychological maturity.	They need to choose their activities. They need to choose their best friends
Physical	Good knowledge of space and time. They start learning sports	You suggest them activities and allow them to choose the things they like to do
Knowledge	They discover "Life" and "Death". They learn to read and write.	They need to be verbally rewarded for the things they know (encouragement). They need to participate in setting rules related to them (to have their opinions listened to)
Relations	Sensitive towards injustice treatment. They respect the rules and make others respect the rules. They like collective activities and they work in teams.	They want to be treated both like children and grownups according to situations.
Daily life	They can be responsible for their daily needs with the supervision of an adult	They need to be introduced to new possible ways of managing their daily programme (Doing homework at a different time)
Suitable activities		<p>Individual and team physical activities, games of prowess and wilderness, open spaces in nature</p> <ul style="list-style-type: none"> - Collections activities, expression games, discovery of the human and the social environment - Manual activities with advanced techniques, making personal items - Audio-visual and computer techniques - Artistic activities Songs and dance, drama games (theater, mime) - Long term (many days) project: Show, Thematic action with learning of a sporting or artistic technique

Ages 12 - 15 years old	Ability	Need
Psychology	Girls like to play with girls and boys like to play with boys (they feel shy to play with the opposite sex). They try to manage the physical changes in their body	They need to be independent. They need to discover themselves. They try to find their identity through their appearance (clothing, hair style...)
Physical	They cannot manage the change in their bodies (they do not have good balance and coordination). Their hormones are fully active. They don't have much energy to do sports and they are not interested in manual activities.	They need time to be isolated. They need more time to make decisions. They need the freedom to change their mind
Knowledge	They like art related activities. They like expressive activities.	They need to speak, discuss and gather with groups of same age. They need to belong to a group
Relations	This is the time when they resist to opinions of others. They are stressed and tired. They give importance to their autonomy. They give big importance to friendship and flirt	They need to be valued.
Daily life	They can manage activities and organise them.	They participate in activities but they need to have a role.
Suitable activities		ACTIVITIES <ul style="list-style-type: none"> • Various sporting activities and conveying a positive image • Openness to the environment: (visit of the city, meeting with people, new circles) • Artistic activities: going to see rather than doing, otherwise adapting to the proposals • Board Games • Importance of small identity groups: clubs, teams with responsibility • Long term (many days) project: • Organise a party, shoot a video, make a documentary, research or discovery with audio-visual, artistic techniques

Ages 16-18 years old	Ability	Need
Psychology	They are now young adults. Their personalities develop and grow. They can have emotional friendly relationships with the opposite sex	They need motivation. Express the things they like and be heard. Need to debate and discuss about ideas
Physical	They feel independent and know themselves	They need fulfilling activities. They need to learn technical skills and knowledge. They need to get fit and feel strong
Knowledge	They are finishing obligatory school. They have a capacity for abstract thinking (they have theoretical thinking)	They need to be recognised. They need to interact with each other and between boys and girls
Relations	They can collaborate and compete with adults. (They help their father but want to be better than him). To want to identify themselves by being different from others.	They need to take initiative. To take responsibility. To be left alone
Daily life	Organise and have responsibilities. Choosing and proposing activities	They need to learn the social behaviour rules and professional rules
Suitable activities		Sports activities developing technical skills Manual activities developing a useful skill (mechanics, weaving, reading Comics, Romance, reviewing them) Project over several days: Total participation in the organisation, possibility of managing missions, tasks autonomously, organisation of an event, management of a collective place (youth center, club, etc.)

7th day plan

Title of the Session, Duration	Professional behaviour , 1h
Educational Objectives of the session	<ul style="list-style-type: none"> • To understand the concept of professional behaviour & practice • To reflect about their own professional behaviour
Methods used	Brainstorming, discussion
Materials Needed	Poster, markers, piece of paper
Detail description of activities	<p>We ask the participants to say the things which can be associated to a good Facilitator's professional behaviour. The trainer writes the elements on a poster and then everybody shares their opinions on these elements.</p> <p>Then, if there is need, the trainers add some elements.</p>
Debriefing	<p>We thank the participants for their answers. We make clear that a contract is an agreement guaranteeing the basic right and obligations of the two parties (employer – employ) but it is not enough. Facilitators need to feel engaged to their work and prepare themselves in order to offer the best service to the children and young people they work with. Non Formal Education seems to be a fun and easy way to do activities with children but this is just the surface. NFE, in reality, requires a lot of preparation work and designing that surpasses a simple approach of keeping children occupied or just teaching them something. Facilitators need to negotiate with their Directors or Coordinators and ensure that they are given enough time for planning, reporting and evaluating their activities as well as monitoring the impact they have on children.</p>

Title of the Session, Duration	Next steps , 30 min
Educational Objectives of the session	To create a clear path to follow and set the calendar for the next months
Methods used	Short presentation, questions and answers (Q&A)
Materials Needed	Poster, markers
Detail description of activities	<p>Trainers present to participants a plan of meetings and activities to be done until the next and final training.</p> <p>Aspects to be presented are:</p> <ul style="list-style-type: none"> • Practicalities- after this training • Professional conditions – contracts • Reporting (How often they will sent reports and in what form) • Monitoring of children's needs (how often they will monitor the needs of the children and what methods they will use for this)

	<ul style="list-style-type: none"> • Meetings (How often they will meet live or organise virtual meetings) • Communication (How they will communicate as a group, so that they keep the group spirit and learn from each other?) <p>Check Facilitators' availability and decide on the next training dates.</p> <p>Give some time to participants to ask any questions they have or make comments on issues that still concern them.</p>
Debriefing	<p>At the closing of this session, the trainers need to talk about the vision of the next period and remind to the Facilitators the reasons we are doing this work: support children and young people to grow and develop all their capacities (physical, mental and most importantly EMOTIONAL).</p> <p>Invite the Facilitators to share their ideas about the change they believe they can bring through their work and the guiding principles that will help them make the right choices on a daily base.</p>

Title of the Session, Duration	Evaluations & closing
Educational Objectives of the session	<ul style="list-style-type: none"> • To get feedback on the content and process of the training • To identify what might be the future steps • To focus on their own personal development • To commit
Methods used	<ul style="list-style-type: none"> • Questionnaire • Cards of expression • invisible ink
Materials Needed	Questionnaires, papers, markers, lemon, tooth picks, candle,
Detail description of activities	<p>Part a: We go around presenting which were the main parts of the week in relation to the programme that we have implemented (use the posters on the walls as a memory aid).</p> <p>Give participants the evaluation questionnaire and ask them to fill it.</p> <p>Part b: Each participant stands up, goes to the wall where they have hang their expectations, fears and contributions the first day and shares with all the rest of the participants what has been fulfilled and what not.</p> <p>Part c: Invisible ink. Each participant takes a piece of paper and using a tooth pick, writes a message using the lemon juice.</p> <p>The message should be about his/her hope in relation to his future work as a Facilitator.</p>

	<p>We use the candle to read all the messages.</p> <p>Final-closing remarks by the trainers.</p>
Note	<p>Remember to take photos of all the posters and keep those that you will use at the final training.</p>

3rd face 2 face training

As this is the final training, the main aim is to equip Facilitators with more technical skills and knowledge based on their personal capacities and needs.

More specifically the objectives are:

- to explore and practice arts as NFE educational tools to practice field and desk research skills
- to understand how to organise suitable activities for teenagers
- to explore and understand concepts of motivation, participation and gender equality
- to learn how to combine all the experiences they have gained in the previous months under the logic of an educational project
- to develop their professional identity and culture
- to explore future career paths
- to learn how to structure and use evaluation tools
- to learn how to organise public events and valorise their work in the community

Indicative programme and sessions of the 3rd face to face course

Please consider that the division of the daily programme and the duration of each session depend on both logistic and educational factors and you should adapt it to your conditions.

3rd face to face Training Agenda

Day	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
09.00 – 09.30	Opening – energisers	Opening – energisers	Opening – energisers	Opening – energisers	Opening – energisers	Opening – energisers	Opening – energisers
09.30 - 10.30	Reconnect the team Expectations and needs	Why and how to develop children imagination	Teenagers what we know about them	How to work with teenagers	Gender Equality	Motivation and participation	Next steps
10.30 - 11.00	Break	Break	Break	Break	Break	Break	Break
11.00- 12.30	Where am I as a Facilitator now?	Express emotions in a creative way	Field and desk research	Case studies	Gender Equality	Motivation and participation	NFE Facilitator career path
12.30 - 13.30	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
13.30- 14.30	Visual Arts: Introduction and practices for Facilitators	Educational project	Field and desk research	Develop educational content – sharing knowledge	Practice ART	Organise our NFE activities	Question and answers and open issues
14.30 - 15.00	Break	Break	Break	Break	Break	Break	Break
15.00- 16.30		Educational project	Presentation of research outcomes	Mid- term evaluation	Practice ART	Organise our NFE activities	Final evaluation
16.30- 17.00	Evaluation of the day	Evaluation of the day	Evaluation of the day	Evaluation of the day	Evaluation of the day	Evaluation of the day	Certificates – Group photo

Detailed daily scenarios of the 3rd f2f training

1st day plan

Title of the Session, Duration	Introduction, 1.5 hrs
Educational Objectives of the session	To reconnect the team To set the working environment
Methods used	Presentation games, plenary discussion
Materials Needed	Bottle, SWOT copies, posters from previous training, handout for Facilitators role, used paper
Detail description of activities Time flow:	<p>On arrival they SIGN the signature list, if they need paper to write on, they can get some from the pile of used ones.</p> <p>Welcome on the third Tff! Introduce the Trainers team</p> <p>The official me</p> <ul style="list-style-type: none"> We make a round of presentations. Each participant has to say his/her Name and Surname and explain to the group if the Surname has a meaning, a story, etc. When do we call someone by Surname? <p>What I carry with me</p> <ul style="list-style-type: none"> We invite participants to choose one object from their bag or pocket that they always carry with them. They will present the object and tell us what it means to them. <p>A happy memory</p> <ul style="list-style-type: none"> We invite participants to form couples, preferably with the person they know the least about. They will have 10 minutes to share a nice story from their childhood. Once they finish sharing, we invite them in the circle, that we all form and ask each one to tell us what the story has revealed to them about their partner(they are not permitted to repeat the story). The story can be about anything: the place she/he grew up, something about his/her family, a local tradition, something about their partner's character. <p>Dare or truth</p> <ul style="list-style-type: none"> We invite participants to sit on the floor. We take an empty bottle and we will play a game (well-known to everyone, I suppose). One after the other we will rotate the bottle and when the bottle stops the person who faces its neck, will have the right to ask anyone in the group "dare or truth", according

	<p>to his/her answer, he/she will have to either answer a question or to do something. Our game has a theme “NFE Facilitator” so the requests (questions or actions) should relate to it.</p> <p>Rules: This is the third training, which means that by now we know how we are working. BUT repeating is always useful.</p> <p>Here are the previously established rules:</p> <ul style="list-style-type: none"> • Respect • Respect the opinions of each other, and listen carefully to each other • Open/honest Communication • Give constructive feedback • Time: we start on time! • Mobile: on Silent mode • Photos: only the Team. • Participate actively: Explain why if you don’t want to participate or if you will be absent for some reason. • Any other desire, rule, comment, need?
11:00-11.30	Break
Title of the Session, Duration	Self-evaluation, 1h
Educational Objectives of the session	<p>To be aware on where they are now as Facilitators</p> <p>To identify their learning needs</p> <p>To experience self-assessment process</p> <p>To raise their self-perception of the Facilitator’s role</p> <p>To get a full picture of the plan of the training and make proposals</p>
Methods used	SWOT analysis and plenary discussion
Materials Needed	Posters about the role of Facilitator, copies of SWOT.
<p>Detail description of activities</p> <p>Time flow:</p>	<p>The role of the Facilitator</p> <ul style="list-style-type: none"> • Present the posters of the previous time. Check if everyone is still ok with these posters and whether they have any questions, suggestions, and comments. • Divide participants in three groups (1 – 2- 3) and give them the handout about the role of the Facilitator. They will have to discuss in their group how far this theory applies to them. • We give each one an empty copy of SWOT (Strengths, Weaknesses, Opportunities, and Threats). We explain what it is the SWOT analysis and what is its purpose. We ask them to think based, both on the poster and the handout, about themselves as Facilitators and complete the SWOT analysis.

	<ul style="list-style-type: none"> • Once they have completed the SWOT copy that we gave them. They are invited to present some of their strengths (the most important one). Then we ask all to present their weaknesses (all the weaknesses) and we identify the most common one. (Each one says one until they have presented them all) • We share the threats and opportunities so as to come back to them in the last days when we will talk about future possibilities. • As participants speak we write some of the most repeated issues on a flip chart paper divided in 4 (same as the SWOT copies that the participants have). • We give some general comments on the type of weaknesses and how they can overcome them. We underline the existing potential of the team (strong points). We talk about the change of perspective and how a threat of today can be a big incentive for change and become an opportunity for development in the future. <p>Expectations – needs</p> <ul style="list-style-type: none"> • We ask them to think, based on their SWOT, which are the topics that they would like to deal with in this training. We do that in a brain-storming way. We write them down and we ask them to vote which are the most important to them. Then we choose the most important topics for all of them, we write them on a paper (one in each) and we place them in the wall of the programme. We will add, at least, one topic every day in our programme. • We make clear that in this training they need to have an active role and we ask them if they have some activity or knowledge that they have gained the previous month (since the previous training) that they would like to share with each other. If they have something we make a list: Name, topic, time and material needed. They write it on A4 papers and we will later try to fill them in the programme. <p>Programme of the seminar</p> <ul style="list-style-type: none"> • We present on the wall the agenda of the training, filling only the known – necessary parts (Pedagogical, project, gender issues). The rest we will fill on the way. We will try, if possible, to connect and address their expectations and needs with the programme and explain that we will do so by adapting and changing it.
Debriefing and Evaluation	Round of questions
Lunch break	12:30-13:30
Title of the Session, Duration	Visual arts: introduction and practices for Facilitators, 2hrs

Educational Objectives of the session	<p>To discover a new activity</p> <p>To learn how to express feelings</p> <p>To explore and practice with works of art as NFE educational tools</p>
Methods used	brainstorming , use of works of art, graphic dictation
Materials Needed	<p>laptop</p> <p>Projector (PowerPoint)</p> <p>1 sheet of paper for Facilitators to write their own production titles</p> <p>3 colour pencils, markers of crayons per Facilitator</p> <p>1 sheet of paper per Facilitator</p> <p>Scotch tape to place on the wall and show Facilitator’s productions</p>
<p>Detail description of activities</p> <p>Time flow:</p>	<ul style="list-style-type: none"> • Start by asking what comes to their mind: • when they hear the work of art • why do people make art? <p>We choose some artistic productions and we ask them to give them different titles and the feelings they have when they look at it. (pptx) They write their title down and then we share.</p> <p>Let’s practice</p> <p>Present the activity, emphasising the need to work quickly, following the instructions given orally. The activity will take place in three phases:</p> <ol style="list-style-type: none"> 1. Draw in the air with a finger 2. Draw on the back of a fellow with a finger 3. Draw with a marker on a paper <p>The forms can be super imposed, to mix on the sheet space.</p> <p>Experimentation</p> <p>We tell them that we will announce some instruction which they will have to follow :</p> <p>“Draw in the air, with your finger, the elements that I’ll tell you. You have to work quickly. “</p> <ul style="list-style-type: none"> • Draw three long straight lines (10 seconds) • Draw small lines (20 seconds) • Draw a large circle (10 seconds) • Draw 3 small circles (20 seconds) Draw 5 triangles (20 seconds) • Add Colour (20 seconds) • Add small lines and dots (20 seconds) <p>We repeat the dictation and they will do the same using the back of a fellow, at the final step we will repeat and they will use a sheet and markers. Complete the production by free colouring with markers and crayons.</p>

	<p>Closure</p> <p>Display all productions on the wall. Make a point of the diversity of productions. Closure of the activity by presenting a work by Kandinsky (Composition 8 at https://www.guggenheim.org/artwork/1924)</p>
Debriefing and Evaluation	<p>We share our feelings about the activity, the process and the meaning</p> <p>What does the activity shows? How can be used with children?</p> <p>How can we define the process of art? Why are people making art? What impact can this kind of activities have on children and young people?</p> <p>Children in the camps have very few stimuli and this can sometimes block their imagination and thus, they usually draw the same things. The Facilitators have to give to children food for though and cultivate their imagination.</p> <p>Focus on the creativity development and the management of emotions and the expression. Keep an open mind and a variety of points of view! We will work on this more tomorrow</p>
Title of the Session, Duration	Feedback of the day, 30 min
Educational Objectives of the session	To give feedback using the imaginary vocabulary
Methods used	Self-reflection – images
Materials Needed	Images
	We place the cards in the center and we ask them to choose the one that represents their feelings about this first day.
	We confirm that everything is ok for tomorrow and we say Goodbye!!

2nd day plan

Title of the Session, Duration	Express emotions, 1.5 hrs
Educational Objectives of the session	<p>To understand how emotions are created</p> <p>To learn how to manage and express them</p> <p>To find creative ways to do so</p>
Methods used	Self-reflection, drawing, open discussion
Materials Needed	Paper, markers, tape, flip chart
<p>Detail description of activities</p> <p>Time flow:</p>	<p>Short connection with yesterday</p> <ul style="list-style-type: none"> • Energiser – one of the participants does the energiser <p>Why and how to develop children’s imagination and creativity</p> <ul style="list-style-type: none"> • 1st step: 30 minutes • We ask them to draw a tree in autumn, winter, spring and summer. • Every season on a different paper. Every time they finish a season we ask them to hang their painting. When all seasons are finished we ask them to stand in front of the painting and share the feeling they have looking at the picture. • As they present, we try to find common elements in the painting. We choose one season and we make a big painting on the flip chart showing the tree on that particular season. For example a tree in winter with no leaves (if this is what they have painted before). What feeling does this image create to them? Why? We ask them to close their eyes for one minute and imagine this tree on a “not alone” context: Forest, mountains, etc. Then we ask participants if there is something they could do to change the feeling. E.g.: “If you add things in the picture without changing it to something else (it will still be winter) what would they be? Does this change your feelings? What thoughts do these feelings provoke to you? The fact that winter is cold or the lack of contacts, safe space, etc.?” • Painting is just another vocabulary carrying a message. Each one of us reads – feels the message in a different way. • 2nd step : 30 minutes • Show some pictures of faces. How does the person in the painting feel? What would you like to do in order to make this person change emotional status?

Debriefing and Evaluation	<p>1st step feedback</p> <p>The environment affects our feelings- emotions, our emotions affect our way of thinking and understanding the world.</p> <p>Having negative emotions and feelings is something natural BUT:</p> <p>a) we need to find a way to express them in a non-destructive manner</p>
Debriefing and Evaluation	<p>b) we need to learn to transform them by transforming the environment that creates them. It is not always easy to understand this process and change the environment and for this reason we use ART, as an educational tool</p> <p>c) ART can be used as therapy, BY THERAPISTS ONLY, but when WE see the drawing of a child we need to look carefully because it might tell us many things about the child's feelings.</p> <p>2nd step feedback</p> <p>Humans are social beings. We depend on each other and we need to understand each other. For survival purposes, we have learned to understand emotions. According to our culture and traditions we learn to react to emotions in specific ways e.g. we tell boys: do not cry, real men do not cry, etc. This is very dangerous, because, if after that they decide not to cry, as men never do, then these hidden / oppressed emotions will be poisonous both for them as well as for the society they live in. We, as Facilitators, have the obligation to help children understand and express their emotions and not to be afraid of them.</p> <p>ART is the most creative and peaceful way to express emotions.</p>
Break	10:30 -11:00
Title of the Session, Duration	Express Emotions, 1.5 hrs
Educational Objectives of the session	To practice how to express emotions in a creative way.
Methods used	Team work, artistic performance
Materials Needed	<ul style="list-style-type: none"> • Our aim is to explore different creative and artistic ways to express feelings and transform them. We will work in three small groups and each group will have to perform a different task. We will have 1 hour to create three different artistic products with the title "the four seasons": a) a photo show – music , b) a poem – song, c) a theatre • Be creative, give time, this IN NOT a competition, make something beautiful!!! • After 1 hour we all come together and we present the artistic product, one team at a time. • We then give them feedback and closing remarks <p>How was the process? Do you feel that you have achieved your aim?</p> <ul style="list-style-type: none"> • What did you learn that can help you at your work?

Lunch	12:30_13:30
Title of the Session, Duration	Start developing an educational project, 2hrs
Educational Objectives of the session	To identify project process To build and manage a project leading to an artistic final product
	To work and plan mid-term sessions To include children identities and needs in the process To include children in the planning and implementation To understand the meaning and realities of project management
Methods	Presentation and discussion
Materials Needed	Sharing of experiences, working in groups, practice on a realistic project, silent walk, oral debriefing and question
Description Time flow	<p>1st step: Brainstorming</p> <p>What type of artistic activities and performances have you done in your work so far?</p> <p>Write down the most common activities</p> <p>We create three teams (mixing people from different working spaces).</p> <p>They will have 30 minutes to share about their experiences of projects organised by themselves or by their colleagues. Then they choose one of the activities that they think was good and prepare a presentation about it. The presentation can be on paper or PowerPoint if they want to show pictures – videos, etc.). No matter how they will choose to present it, the presentation must have information about:</p> <ul style="list-style-type: none"> • Where and when did the project take place? • How long was it? • Who were the actors? • Was there a final product? • Did they present this product to an audience? • Who was the audience – visitors? • Why have they done it? • How long did it take them to prepare it? • What was the role of the children in the preparation and execution of the activity? • What was the benefit of this project for them, for the children and for the community? • Was it a successful project? If yes, why? If no, why? • What will they do differently the next time they will do a similar project?

When they finish the preparation, they present and we ask questions.

Give some **guidelines for a successful project**:

- **Base the project on the needs of the children**
- **Give the children of all ages, an active role in all stages: thinking about the project, designing the project, implementing the project, evaluating the project.**
- **Do not do everything on your own!**
- **Try to be creative and do not repeat constantly the same things!**
- **A project must have a level of challenge for the children! They need to learn something new and be proud of their achievements!**
- **A project should not be something extra, it should be included in your normal work.**

2nd step: Let's do a project about an important issue in your communities!

Divide participants by same working space teams.

They have to think a very strong need of the children or in their community that they would like to address. Once they agree on it, they will share with the rest of the participants.

They will have to make a plan on how to address this need in a three month period, setting as a goal to end it up with an artistic product.

They will need to design their project step by step and prepare a plan for it. They will write on a big piece of paper the following information: Theme of their project; artistic form; type of artistic product; what age group of children will participate in this project; what will the children learn through this project; which will the children's roles be; how long it will last; will they have audience; where will it happen; what materials will they need; what costs will they have; are they going to invite the Media; how will they communicate their event.

Which are the steps they will follow in the next three months in order to achieve this goal?

3rd step: Let's share our ideas and future projects!

The 3 Posters will be exposed on the wall. Facilitators will make a Silent walk individually for 15 minutes and they will put ideas and questions on the Posters.

Finally each group will read the messages written by the others on the posters and try to address them (either answering the questions or considering advices).

We conclude by discussing if they think they will be able to implement this project when they will go back to their work.

Title of the Session, Duration	Closing session, 30 mins
Educational Objectives of the session	Give feedback
Methods used	Group discussion
Materials Needed	balls
Detail description of activities Time flow	We sit in a circle. We give to participants three balls (each one of a different colour). They will pass the balls from one to the other as long as the music plays. When the music stops, the person who holds the ball has to say something about the day. If something is already said, they have to say something new: yellow colour ball = a positive thing, white colour ball = a negative thing, red colour ball = a proposal for doing something else or ameliorating something.
Debriefing and Evaluation	Thank participants, conclude and put the room in order.

3rd day plan

Title of the Session, Duration	Teenagers and how to work with them, 1.5 hrs
Educational Objectives of the session	To learn who teenagers are To find out ways to approach them To design activities suitable for them
Methods used	Team work, research, interviews, presentation
Materials Needed	Filed research, presentation
Detail description of activities	<p>Energiser by one of the participants</p> <p>Connect with the previous day</p> <p>Who we think is a teenager?</p> <p>Step1: We divide them in two groups.</p> <p>Group a. Prepare a poster of who a teenager boy is. What is happening to his body? How does he usually feel? What does he think about himself? What does he usually do? What does he like? What doesn't he like? What do the adults expect from him?</p> <p>Group b. Prepare a poster of who a teenager girl is. What is happening to her body? How does she usually feel? What does she think about herself? What does she usually do? What does she like? What doesn't she like? What do the adults expect from her?</p> <p>They come back and present it. We discuss if we agree – disagree or if there are things we like to add.</p> <p>Step2. In the same groups they discuss and make a poster with answers to the following questions:</p> <ol style="list-style-type: none"> Why do they want to work with teenagers? What are the activities that they usually offer to teenagers? What are the main problems they face with them? What strategies have they used to overcome these difficulties? <p>They come back and we share.</p> <p>Step 3. Form three groups</p> <p>We write down the tasks (A4 paper) and they choose the task that they think they can do. No more than 4 people in any group. No less than 2 people in any group. Balance the languages.</p> <p>Group a. They have to go in the city, in places where teenagers are and interview at least 10 boys. They have to analyse the answers and prepare a presentation of their findings.</p> <p>Group b. They have to go in the city, in places where teenagers are and interview at least 10 girls. They have to analyse the answers and prepare a presentation of their findings.</p>

	<p>Group c. Make a research about Teenagers and prepare a presentation.</p> <p>After lunch they finalise their research and they share the presentations.</p> <p>Each presentation is followed by a short discussion and time for questions, clarifications and opinions</p>
Title of the Session, Duration	Closing session, 30min
Educational Objectives of the session	To give feedback about the day
Methods used	Changing position
Materials Needed	-
Detail description of activities	<p>All participants are sitting in a circle.</p> <p>The trainer will read some phrase and the participants will move according to what their feeling about the day's activities is.</p> <p>If the answer is yes, they stand up</p> <p>If the answer is no, they sit on the floor</p> <p>If the answer is so and so, they remain seated</p> <p>Some phrases to be used by the trainer:</p> <ul style="list-style-type: none"> • I know better who teenager boys are and what they need • I know better who teenager girls are and what they need • I feel that I can use different tools to identify children's needs • I feel that I can develop more suitable activities to the needs of the children
	Thank participants, conclude and put the room in order.

4th day plan

Title of the Session, Duration	Challenges and how to address them, 1.5 hrs
Educational Objectives of the session	<p>To share challenges when working with teenagers</p> <p>To identify best strategies to cooperate with them</p> <p>To deepen our understanding about teenagers</p>
Methods used	Case studies, role play, discussions, team work
Materials Needed	Case, A4, pens, markers, flip chart paper

<p>Detail description of activities</p>	<p><i>Preparation: hang the posters on a string with clips.</i></p> <p>Energiser</p> <p>Connect with the previous day</p> <p>How do they feel in relation to the work they have done yesterday?</p> <p>Do they feel that they understand teenagers more? Do they feel that they can deal with them in a more effective way?</p> <p>Let's check it</p> <p>We will do an activity in three steps. Our goal is to find the best strategies to deal with difficult cases</p>
	<p>Step 1. >15 min</p> <ul style="list-style-type: none"> • Each participant takes a pen and A4 paper. • Each one writes a short description about a difficult case that they have with one or more teenagers. • He/she also writes what strategies he/she has implemented so far in order to solve this case. • Finally, he/she writes one or two questions about this case. <p>All participants write their own case and their own questions. They need to choose a case that they have not managed to solve so far.</p> <ul style="list-style-type: none"> • They then give their paper to the person sitting on their right. • Each one of them reads the story and tries to answer the questions. Trying to give practical advices on what he/she thinks can help to solve this case. Do not repeat things that your colleagues have already said. Try to give feedback using what you have learned about teenagers. • They then pass the paper to the next person who reads all that is written and add his/her own suggestions, comments, and opinion as well. • We go on until each person receives back his/her own story. • We give them some time to read their paper and then we have a short discussion about the proposed strategies and whether they feel they have received some useful suggestions. Did they learn some new strategy that they have not used yet or did not know about? • Trainers are reading the papers as well and they try to find out what are the most common problems and the most common strategies. They keep notes on the flip chart about this. • We conclude by: a) giving some strategies and advices that maybe they have not mentioned and b) by inviting them to practice some strategies live.
<p>Break</p>	<p>10.00-10.30</p>

Step 2. Practice (1.5 hrs)

We divide participants in three groups and we give to each group one case. If, during the previous activity, some more interesting cases have appeared, we choose them for the practice.

CASES

First story:

Roles: a teenager (Ari), 6 Kurdish teenagers and 3 Arab teenagers one Arab Facilitator. At the youth center while the Facilitator is doing the activities, Ari starts doing a mess in the room and when the Facilitator asks him why he is doing that, Ari says swears in Arabic and threatens him.

Second story: a teenager in the center always wants to be the leader of all the activities, if this does not happen he makes mess and starts smoking in the room.

Third story: a group of teenager girls is interested in knitting and are preparing for an exhibition. They quietly sit knitting for hours and the Facilitator is very happy because she does not even have to be in the room.

We explain to them that we do a role play of all the cases, one after the other.

They have to share roles, One or two Facilitators, the teenagers, including the one who creates the problem.

They should try to be as realistic as possible. They should be as serious as the case they face. The Facilitator should act as he/she would have acted normally in a similar case. The “teenagers” including the one with the difficult behaviour, do the same.

We let them play for 3- 5 minutes and then we stop them (we say STOP and they immobilise). We ask the actors, one by one how they feel. What is happening to their body? What are they thinking? Why? What would they like to happen? What do they really want?

We let them play for few more minutes and then we stop going back in the circle

We then talk about the “case”. Do they think they can solve this case? Why is the teenager behaving like this? Did they manage to understand better the reason behind this behaviour, by playing the roles? What would the best strategy be?

At the third case (quiet teenagers), we need to underline that this is not a positive behaviour! Girls are not learning anything useful for them. They just have no other choice both practically and culturally. They have to be polite, obedient and follow the orders!

If they do not behave like this, they risk their reputation and freedom.

	<p>We need to underline that not all the cases can be solved by the Facilitator, in the limited time she/he spends with teenagers. But / her/his responsibility is to try and not to give up on the teenager!!</p> <p>Step 3. Conclusion, 30'</p> <p>We make a poster presenting the most important aspects of the teenagers and the advisable strategies. We discuss and add new ones.</p> <p>Ask, if they feel that their initial need (How to deal with teenagers) is answered. We give them the paper with the description of which are the needs of a teenager. We give them some time to read and ask for their questions if they have any.</p>
Lunch	12.30 -13.30
	<p>Let's write a book!!! , 3 hrs</p> <p>Now that they have collected all this knowledge about teenagers, it is important that they organise it in order to use it as a reference in the future and to share it with other Facilitators.</p> <p>If they agree with this, then we will invite them to write a short manual with the title "Teenagers " (they finish the title...)</p> <p>The manual will have 4 chapters:</p> <ol style="list-style-type: none"> 1. Introduction: Why do we need a manual about teenagers? 2. Who are the teenagers? How you can learn about them? 3. What are the most common difficulties? What are the most useful strategies? 4. Conclusions <p>We divide them in 4 teams and we give them 2 hours to work on the manual.</p> <p>We will edit this manual, print it and give it to them the next day or at the end of the seminar.</p>
Title of the Session, Duration	Closing session, 30 min
Educational Objectives of the session	To give feedback on the day
Methods used	Self-reflection – Mid-term evaluation form
Materials Needed	We invite them to look at the steps we have followed the previous days and then take 15 minutes to answer the written questionnaire. We conclude with a round of one gesture expressing their feeling for the day.
	Thank participants, conclude and put the room in order.

Mid-term questionnaire

Training of Facilitators

Date

1. Did you experience any changes in your work as a Facilitator since the first training?

2. Why are you in this training?


3. What is the most important lesson learned for you during this training?

4. What is the least interesting part of this training, so far?

5. What would you like to happen in the next 3 days?

Thank you for your constructive and honest feedback!

5th day plan

Title of the Session, Duration	Equality, 1.5 hrs
Educational Objectives of the session	<p>To explore the concept of equality</p> <p>To challenge gender discrimination</p> <p>To understand their role as Facilitators for promoting gender equality</p> <p>To understand the benefits of equality for development</p>
Methods used	Brainstorming, “role” play, reflection, discussion
Materials Needed	Flip chart, markers
Detail description of activities	<p>Energiser</p> <p>Connect with the previous day</p> <p>How do they feel in relation to the work they have done yesterday?</p> <p>Do they feel that they can manage difficulties in a more creative and efficient way?</p> <p>Today we will explore the concept of equality. One of the main aims of NFE is to offer to all children equal opportunities for learning and developing and promote social change in this way.</p> <p>Brainstorming</p> <p>What is Equality for you? Why you think is important? Do you feel equal? How do you promote equality among children?</p> <p>We conclude this part with the article 21 of the Iraqi Constitution (or the related article of the Constitution of the country you are living in) and we also mention the article of the Human Rights Declaration.</p> <p>Iraqis are equal before the law without distinction as to race, nationality, origin, color or religion Doctrine, belief, opinion, economic or social status</p> <p>The Universal Declaration of Human Rights</p> <p>Article 1: Innate freedom and equality</p> <p>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p> <p>SEX and Gender</p> <p>Step 1.</p> <p>We put the symbols for male and female and ask them if they know what they mean</p> <div style="text-align: right; margin-top: 10px;">  </div>

	<p>We explain the meaning of the symbols and we ask participants if they believe that in their society men and women are equal and have the same rights.</p> <p>Step 2. We divide participants in 2 groups.</p> <p>One group should write a list of everything that according to them a MAN is and can do.</p> <p>The other group will write a list of everything that according to them a WOMAN is and can do.</p> <p>Once both lists are presented we reverse the symbols and we discuss with participants, which of the characteristics they are presented in the list below are still suitable for the gender placed above it and why. At the conclusion of this step we clarify which of the characteristics are based on nature-biology and which are social –cultural constructions.</p> <p>We show them the video https://www.youtube.com/watch?v=-sUIqlq-zxM and share about the ideas and feelings it evokes to them.</p> <p>Concluding, we go back to their perception of equality and the actions they take as Facilitators (gender base games, roles). We connect with what they have said about teenagers and we make it clear that no matter what they think and independently of traditions, promoting gender equality is a fundamental NFE value and has a huge impact not only on individuals but also on social development and economy. Excluding half of the population from Rights such as, education, work, and freedom of speech is not only against human rights but has a great negative impact on development (present the most recent statistics of poverty and women level of education).</p>
Break	
Title of the Session, Duration	Art- Step two, 4 hrs
Educational Objectives of the session	To practice their artistic and creative skills
Methods used	Painting
Materials Needed	Paintbrushes, colours, canvases
Detail description of activities	<p>Each participant takes a canvas and draws his/her portrait.</p> <p>They can either take a selfie of themselves and then start copying it, or if a projector is available they can work in trios. One is holding the canvas, the other is standing between the canvas and the projector and the third one is drawing the outline of the shadow on the canvas. They do this in turns so at the end all three have the outline of their portrait on the canvas and can start working the details of it.</p> <p>Once all portraits have been finished, each participant will draw a little detail in the portrait of the others.</p> <p>While participants work, put some relaxing background music</p>

Title of the Session, Duration	Closing session
Educational Objectives of the session	To give feedback about the day (30 min)
Methods used	Self-reflection
Materials Needed	We ask them to think about the day and discuss with the person next to them about their experience. Every pair will have to use a range of colours (placed in the centre of the room) and express their feelings about the day.
	Thank participants, conclude and put the room in order.

6th day plan

Title of the Session, Duration	Motivation & Participation, 3hours
Educational Objectives of the session	<ul style="list-style-type: none"> • To understand the different levels of participation • To experience how motivation works • To learn how to increase participation and motivation in their work
Methods	Group discussion, Competition game, cooperation game
Materials Needed	<ul style="list-style-type: none"> • Posters, boxes
Description	<p>So far we have explored many elements that the Facilitators should take in consideration in order to offer to children meaningful NFE experiences. Today we will explore one more aspect: how we can boost children's motivation and level of participation.</p> <ul style="list-style-type: none"> • Participation unit • Step 1: Individually: think about, what participation means? 5' • Step 2: Brainstorming: when did you participate in something? 7' • Step 3: We ask them to describe the level of their participation? 10' • Step 4: Theory about the ladder of participation, the degrees, examples and usefulness of participation (why do we participate what is its purpose in NFE?). 30' • Step 5: Individually: think about a project you have leaded and the degrees of participation it allowed. What would you change and what would you do to increase the degree of participation? 20' • Motivation unit

	<p>Step 1: What's in the box? Memory activity</p> <p>Prepare as many boxes as the number of participants. We put in each box several small items (4-7)</p> <p>Divide in three groups (we choose leaders and they play scissor, paper, rock and whoever wins gets to choose a player). They will have 20 min as a team to memorise the content of as many boxes as they can. After memorising, they come back in plenary and we check. The group that memorises the most boxes wins.</p> <ul style="list-style-type: none"> • Feedback: How do you feel? What do you think about this activity? Was it interesting for you to do it? Were you motivated during the activity? Why yes- why not? <p>Step 2: Learn a new dance</p> <p>Step 3: Present the model about motivation</p> <p>Step 4: Discuss about how they think they could achieve the maximum motivation in their training. What happens if a child is not participating?</p> <ul style="list-style-type: none"> • Children/people learn better when they think they have an active role, when their knowledge and skills are valued, when they have fun and they are challenged!!!
Lunch	12.30 -13.30
Title of the Session, Duration	Let's organise our experience, 2hrs
Educational Objectives of the session	<p>To share experience</p> <p>To organise useful material</p> <p>To be confident about what they know.</p>
Methods used	Working groups and exhibition
Materials Needed	Papers and markers
	Let's organise our activities
Title, Duration	<p>They start with a brainstorming about the different types of activities they do.</p> <p>We write on the flip chart and at the same time on a small piece of paper.</p> <p>We ask them to form 3 groups trying to have in each group people with different experiences and knowledge.</p> <p>In their groups they have to select from the small papers some type of activities.</p> <p>We give them 20 minutes to write down all the activities – games they know for each category they have. For every activity on their list they need to write:</p>

	<p>Name, duration, number of children, age group and learning objective</p> <p>After 20 minutes, we ask one person from each group to visit another table. They present their ideas and the newcomers will add any other activities they know of the same type.</p> <p>After 10 minutes, they hang the three posters on the wall and read them.</p> <p>If they remember any new activity, they add it. They ask questions about the activities they do not know.</p> <p>Then we choose to play some short and unusual activity of those presented.</p> <p>We give them the document with the theory about games and after reading it, we clarify any point that they do not understand.</p> <p>We conclude by saying that there is no limit in finding and creating new activities. It is important to remember:</p> <ul style="list-style-type: none"> • Always choose an activity suitable for your learning objective • Take care about safety and inclusion • Plan the activity well
Title of the Session, Duration	Evaluation, 30 min
Educational Objectives of the session	To give feedback about the day
Methods used	Self-reflection and team work
Materials Needed	We give them the blobs of the football game and they choose the player or players that reflect their feelings about the day. They then put color on it. They write what is the most useful thing they have learned today. They put their answers on the wall. We ask if anyone wants to share anything and we conclude.
	Thank participants, conclude and put the room in order.

You can find blob images at <https://pedagogy.blog/tag/blob-tree/>

▷ For theory related to Motivation and Participation please refer to the “Training for Trainers” manual on pages 57-60

7th day plan

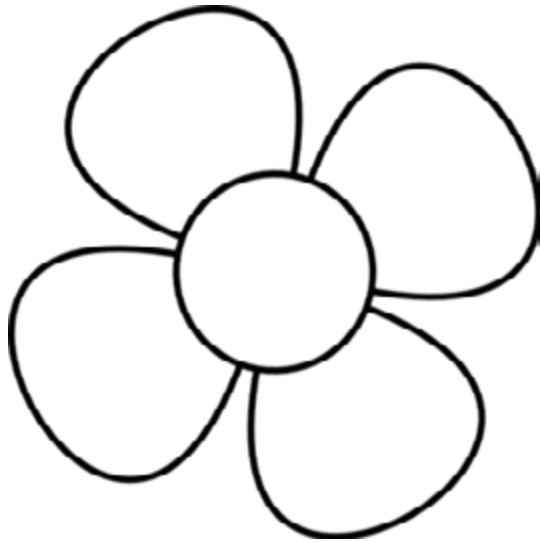
Title of the Session, Duration	Closing of the Long term training process
Educational Objectives of the session	To plan the next steps of the process To reflect on this training To evaluate this training
Methods	Presentation, discussion, questionnaires, the spider net
Materials Needed	Self-assessment forms, A3 papers, pens
Description Time flow	<p>1st step: remember the past</p> <p>Photos & videos projection (15 minutes)</p> <p>We invite participants to view a projection of photos from various moments of the previous months (3 trainings, from their working spaces, etc.)</p> <p>Self-assessment (30 min)</p> <p>When the projection is over we ask them to revise their self-assessment form and compare the one they have filled during the first training with this latest one.</p> <p>What are the main changes they have noticed to themselves?</p> <p>Peer assessment (30 min)</p> <p>We stick on the back of each participant an A4 paper, we invite participants to write on the back of each other some messages. The messages should highlight the strong points of the person as a Facilitator and some advice on what he/she has to develop further.</p> <p>Play some soft music in the background during this activity.</p> <p>When they finish writing we give them some time to read the messages written on their own paper and we ask if any of them wants to share any thoughts or feelings.</p> <p>2nd step</p> <p>We explore the next steps of their learning and professional process.</p> <p>Divide participants into two groups and ask them to discuss and write down ideas related to:</p> <p>Group A: possible ways and recourses to develop their skills further</p> <p>Group B: possible career paths</p> <p>Each group presents their ideas and we share adding more ideas.</p>

	<p>3rd step Evaluation</p> <p>Invite participants to spend some time going around the room and observing all the hanging posters, trying to remember the process we have followed the previous days.</p> <p>SWOT: they spend some time studying the SWOT they have filled the first day and check if they have been experiencing some changes due to the training process they have been through these days.</p> <p>They share with the group their ideas.</p> <p>We invite them to mark their position in relation to the different elements of this training on the Spider net.</p> <p>We ask them to fill the final questionnaire</p> <p>Certificates and group photos</p> <p>The Lily Pond</p> <p>Each participants takes a colored piece of paper and draws a very simple flower</p> <p>They cut the flower and they write in the center a wish for their colleagues.</p> <p>They fold the flower pedals and place it the “Pond” that is in the center of the table (a shallow tray with some water in it)</p> <p>The flowers once absorbing water will start opening slowly revealing their messages.</p> <p>During this exercise put some nice music, ask participants not to speak.</p> <p>When all flowers are open, you read the messages and you close the training wishing them all Good Luck and Peace!</p>
<p>Conclusion</p>	<p>Organise the space and collect all materials.</p>

▷ The spider net evaluation can be found at the “Training for Trainers” manual at page 88

Lily pond

The shape of the flower



A two-day introductory workshop on Non Formal Education

Training of Facilitators “Basic principles and tools of Non Formal Education methodology”

The main aim of this two-day long training course, is to offer people working with children and youth a basic understanding of Non Formal Education (NFE) methodology.

We believe that, by the end of the training, participants will be able to enhance the quality of their work through NFE.

The size of the learners group should ideally be between 10- 20 people and the trainers’ team composed of two trainers.



Schedule

Day 1	Sessions
~ 2 hours	Introduction and team building activities
40 min	Name games – Methodology of this training
20 min	Rules of cooperation
10 min	Break
15 min	“Cup stack”
15 min	Expectations
10 min	Agenda of the training
10 min	Closing comments
up to 3h	What is NFE?
10 min	Brainstorming
30 min	“Treasure hunt”
10 min	Break
30 min	Benefits of NFE
50 min	Learning by doing
10 min	Closing comments
1/2 hour	Closing – evaluation of the 1st day
15 min	“Traffic light” game
15 min	“Emoticons”
Day 2	
2 hours 30 min	Children’s rights
5 min	Welcome
20 min	Brainstorming
60 min	Role playing
15 min	Break
5 min	Energiser
30 min	Case studies

15 min	Closing comments
2 hours 10 min	Designing a training unit
10 min	Introduction
20 min	“Words cocktail” game
20 min	“The recipe” activity
30 min	Team work
10 min	Break
30 min	Presentation
10 min	Closing comments
1 hour	Evaluation
30 min	Balloons
30 min	Message in the box

Title of the Session, Duration	Introduction , 2hrs
Educational Objectives of the session	<p>To get to know the names</p> <p>To be open and not feel shy</p> <p>To have fun</p> <p>To practice working in groups</p> <p>To share expectations</p> <p>To give basic information on the training’s subject</p>
Methodology/Methods proposed Activities	Games, Presentations, Discussion
Materials Needed	<p>Flip chart, pencils, stickers, crayons (markers)</p> <p>For the Cup stack game: as many cups as the members of each team. (You can add more to make it more difficult), an elastic band, 6 pieces of string</p>
Description step by step *	<p>Welcome and introductions</p> <p>1. Trainers and Host welcome participants and introduce themselves (5 min).</p>

2. Participants introduce themselves by saying: their name, job, and the meaning of their name (5min).
3. **Name game:** standing in a circle the first one will say his/her name, the second one will repeat the name of the first one and then his/her own name, then the third one will say the first name, the second name and then their own name and so on until everyone has spoken (10 min).
4. **The activity of Introducing by drawing (20 min):**
 - We give participants an A4 paper and a marker.
 - We ask everyone to draw himself or herself using the entire A4 paper surface.
 - Once they finish they put their drawings inside a circle on the floor.
 - Each one will pick a drawing and say who the person on the drawing is and give the portrait to him/her.
 - Then the person of the picture will introduce him/herself again by sharing information on his family and hobbies- and will choose another picture and so on until all pictures are given to their owners.

At the end we put all portraits on the wall and ask participants to have a look and share any impression they might have.

The rules of the session: dividing the participants into three groups (1, 2, 3). The groups need to discuss about what are the things they should be careful about in order to have a successful training. Each group has to identify some points and then we will discuss about all the points together. We will write the points **that we all agreed on**, on the flip chart (15 min).

{photos, time, mobile, respect}

Coffee break(10min)

- **Team building (15-20 min):** Divide the participants into two/ three groups by size of paper they will choose (We cut paper in strips of different sizes and we ask them to choose one, then they have to find those with the same size). Once the groups are formed we play the Cup stack game

Preparation – tie the 6 (as many as the members of the team) pieces of string onto the elastic band and put the cups on the floor upside down

- Each group sits in a circle with the upside down cups in the middle.
- The challenge is for the group to build a pyramid out of the cups
- (3 on the bottom, 2 in the middle, 1 on the top- or adjusted for more cups).
- Group members cannot touch the cups with their hands or any other part of their bodies, even if a cup falls over or on the floor.
- Each person holds onto one of the strings that are attached to the rubber band and they use this device to pick up the cups and place them on top of each other (by pulling the rubber band apart and then bringing it back together over the cups)

- Once the activity is over, we ask participants to express their feelings and opinions about the process. What have they learned from this activity, what helped them succeed, what was blocking them?



Expectations: questioning the participants about their expectations: What would you like to learn in this training?

They say and we write on a flip chart trying to group the similar topics (e.g. to know how to do things, new activities, games or to learn what is NFE or children rights, etc.) (15 min).

Training agenda: We will write down the subjects that we will discuss about during the training:

1. What is non-formal education?
2. What are the children's rights?
3. How to design an educational programme

And we give them the hard copy of the agenda.

Notes – Debriefing and Evaluation

How do you feel so far? Do you know each other better now? Do you like the activities that we are doing? Can you do these activities with the children? (10min)

**Everything written on flip chart or created by participants goes on the wall, in a clear order as the day evolves*

Title of the Session, Duration	Non-formal education up to 3 hrs
Educational Objectives of the session	To know the basic elements of non-formal education To identify the benefits of using non-formal education
Methodology/Methods proposed Activities	Learning by doing, working as group, discussion, games

Materials Needed	Flip chart paper, markers, definition of non-formal education
Description step by step *	<p>Energiser: the fruit salad</p> <ul style="list-style-type: none"> - Brainstorming: making a discussion with the Facilitators about non-formal education, asking questions about what do they know about non-formal education and keeping notes on a flip chart (10 min) - “Treasure hunting”: On two different coloured papers we write the definition of formal and non-formal education and cut it in several pieces. Hide the pieces in different places. We divide the Facilitators into two groups (by placing pieces of the two colours papers under their sit) and each group needs to look for the pieces of its colour, collect and connect them to read the definition. They read the definition in plenary and we discuss. Is it clear, do they agree, do they have something to add, etc.? We add their comments on the flip chart and we stick the posters on the wall. (30 min) <p><i>Break (10min)</i></p> <ul style="list-style-type: none"> • Why is non-formal education important? <p>We start our session saying that we will try to learn some words in English.</p> <p>A. We say one word and write it on the flip chart e.g.: FAR. We ask participants if they know what it means and if they know its opposite: NEAR. Then we write it next to each other. We need to have as many pairs of words as participants. The words are:</p> <p style="text-align: center;">far / near</p> <p style="text-align: center;">laugh/ cry</p> <p style="text-align: center;">give/take</p> <p style="text-align: center;">hot/cold</p> <p style="text-align: center;">difficult/easy</p> <p style="text-align: center;">light/dark</p> <p style="text-align: center;">tall/short</p> <p style="text-align: center;">day/night</p> <p>Once all words are written we ask participants to read them and memorise them on the right order. After 5- 10 minutes, we ask them to say the words one by one.</p> <p>Once this is done, we ask them to tell us if it was easy or difficult to learn the words in order and why? If they like to learn like this and why.</p> <p>B. We invite participants to do the same thing (learn couple of words) but in different way. We give each participant a piece of paper on which there is a written word. We tell them to memorise their word and hide the paper. Then we throw a ball to one person.</p>

The person takes the ball, says his/her word and throws the ball to someone else. This person says his/her word and throws it to someone that has not said his/her word yet. The last one who gets the ball and says his/her word, starts the second part of the game. This time everybody needs to throw the ball to the player that has his/her opposite word. If his/her word is LIGHT he/she must throw the ball to the player whose word is DARK .Then DARK has to throw the ball to the trainer who will give it to the next pair in order e.g. SIT and they play until they complete all the pairs of words. Finally they start again but this time they have to repeat the full order without the participation of the trainer. If they make mistake they start again (5- 10 / Same time as before).

The words are:

light/dark

sit/stand

short/tall

day/night

difficult/easy

walk/stop

eat/drink

far/near

Once this is done, we ask them to tell us if it was easy or difficult to learn the words in order and why? If they like to learn like this and why?

Finally, we ask them which way is formal and which non-formal education? If they compare the two ways of learning, which one is better according to them and why?

CONCLUSION

Both ways are good for different reasons and for different people BUT NFE works better for most of the people especially those who like movement. We now present the benefits and principles of NFE: **active participation of all, inclusion, fun/joy, learning by doing!** (this we write on a poster together with their comments)

Break (10min)

Learning by doing:

We will put some materials like, stickers, markers or crayons, scissors, and tape, in the centre of the room. Then we divide participants by distributing stickers with the name of an animal* written on it. Each one imitates the animal written on his/her sticker and tries to find the animal group she/he belongs (they are not allowed to talk, just pretend the animal voice and movements).

We ask each group to create an activity aiming to teach children some different subjects, using the NFE principles: Fun, active participation of all, learning by doing.

	<p>The subjects are: Arabic words for animals, Cooperation, English words for animals, Respect of the environment. Each group will have 30 minutes to prepare the activity and 5 minutes to play it with the other teams.</p> <p>CATS: teach Arabic using balloons</p> <p>LIONS: teach Cooperation with A4 paper</p> <p>HORSES: teach English with the balls</p> <p>EAGLES: teach respect of the Environment with plastic bags</p> <p>They have the right to use a maximum of two more materials. (30min preparation and 20 minutes playing)</p> <p>When they are ready, we play. After each game we discuss for 5 minutes if the activity fulfilled the criteria:</p> <ul style="list-style-type: none"> - Learning - Participation of all - Fun - Safety
Notes – Debriefing and Evaluation	<p>What do they think now about NFE education? Can it be useful for their work?</p> <p>*The aim of the animals is just to show to people that in NFE we are all children and when working with children you need to be able to take yourself less seriously and be ready to have fun!!</p>

Title of the Session, Duration	Closing of 1st day , 30 min
Educational Objectives of the session	To share feedback about the first day To express emotions
Methodology/Methods proposed Activities	Visual representation – simulation
Materials Needed	Big coloured paper (red, green, yellow) scissors, coloured pencils
Description step by step *	<p>Traffic light</p> <p>In order to know to what extent the participants understood the topics of the first day we will:</p> <ul style="list-style-type: none"> • Have a short presentation- discussion about the topics and activities of the day. We ask them to think if they understood the subjects.

	<ul style="list-style-type: none"> We put three coloured papers on the ground: Green means they understood, Yellow means that they understood somehow and Red means they did not understand. We read the sections and they will choose the colours according to their understanding of the subjects. They will go to stand next to it and if they want, they say something e.g. Do you know each other's name? Do you feel comfortable with the training approach so far? Do you know what NFE is? Do you have fun? (15 min). <p>Emoticons</p> <p>To express their feelings about the day, there will be coloured papers, and markers. We ask the Facilitators to express their feelings by drawing emoticons. They present their emoticon and if they want, they comment briefly. We stick the emoticons on the wall under their portrait. (15min)</p>
Notes – Debriefing and Evaluation	We thank participants for their active participation and we renew the meeting for next morning.

2nd day

We welcome participants and we play two name games (the line and stand in alphabetic order and shoe size), the blanket game

Today we will talk about children's rights.

Title of the Session, Duration	Children's rights, 2 hours
Educational Objectives of the session	To introduce and clarify the children's rights in general. To practice them during the Facilitators daily work.
Methodology/Methods proposed Activities	Case study, role play, brainstorming feedback and closure
Materials Needed	Papers, markers, flip charts.
Description step by step *	<p>Introduction: 5 minutes</p> <ul style="list-style-type: none"> • Brainstorming (20 min) <p>The participants will be divided into three groups (Banana, Orange, Watermelon)</p> <p>Each group will be asked to prepare a list of children's rights, as many as they can remember in 10 minutes and each group will have 5 minutes to present them. We write down the rights on a big poster (if a right has been said before, we do not write it again, we just underline it). At the end, we distribute a handout with all children's rights.</p> <p>We give them time (20 min) to study it and after that, we ask them if there is anything that impressed them or something they did not expect.</p> <p>We conclude by saying that the Rights are alive and develop.</p> <ul style="list-style-type: none"> - <i>Knowing the rights is the first important step, but we also need to be ready to ACT in promoting and defending them, this we will try to do in the next session.</i> <ul style="list-style-type: none"> • Role playing: <p>They will be divided into three groups (A, B, C) and a sticker will be given to each group. Each sticker will cover one type of children's rights and the participants should make a role play about the right's violation made by Facilitators in the working environment. The rights will be (freedom of expression, equality, no violence). The groups will prepare a 5 minutes long role-play. After each presentation, we will have 5 minutes for discussion and feedback.</p> <p>Questions:</p> <ul style="list-style-type: none"> - What happened? - Do you have similar experiences? - What was the violation? - How does the child feel?

	<ul style="list-style-type: none"> - How does the Facilitator feel? - How do the witnesses feel? <p>(30 minutes preparation- break included- and 30 minutes presentation and feedback)</p> <p>Break 15 min</p> <p>5 min energiser (electricity).</p> <p>Case study: (30 minutes) each group will have a case that contains several children’s rights violations, and they have to identify them as a team.</p> <p>The first case is: a 12 years old child whose father took him out of school to work in the Bazaar, and he has learned some bad behaviour there. Sometimes when he is free, he visits a youth centre close to his house. One day during one of the activities he verbally annoys the Facilitator. The Facilitator does not allow him to participate in the activity and tells him: “You will never be like Mohammed” who is another child in the centre.</p> <p>The second case is: an 8 year old girl who has lice in her hair and has a bad smell. While she is attending one of the Child friendly spaces near her house, the Facilitator notices the lice in her hair. The Facilitator in front of all the children tells her that she cannot attend the centre until she gets clean from her lice and smell.</p> <p>The third case is: a 16 year old boy is stopping school and gets married to a 13 year old girl.</p>
	<p>They study their case. They identify the child’s right violation as well as what they are supposed to do as Facilitators.</p> <p>After this, each group presents to the others and we continue with a discussion.</p> <p>Conclusion</p> <ul style="list-style-type: none"> - Any action we take should be based on the best interest of the child and if possible include the child in the decision process. - Our strongest tools are education and awareness <p>5 minutes for a song that is made especially for children’s rights.</p> <p>https://www.youtube.com/watch?v=QxXmLOf0qKw</p>
Notes – Debriefing and Evaluation	

Title of the Session, Duration	Designing a training unit 2h
Educational Objectives of the session	<p>To learn how to find out the needs</p> <p>To create an objective related to the need</p> <p>To use suitable educational tools</p> <p>To design an educational unit</p>
Methodology/Methods proposed Activities	Brainstorming, sentence structure activity, open discussion, team work, feedback, energiser, open question round
Materials Needed	Flip chart, markers, pen and paper, poster, Post-it
Description step by step *	<p>Introduction</p> <p>We will try to identify what is a training unit and how we should design one in our work.</p> <p>a. Words cocktail</p> <p>Splitting a sentence e.g.:” I pack my bag and put in a cap, sunglasses, trousers and a towel.” into fragments and writing the fragments on separate sheets of A4 papers.</p> <p>Write fragment one on the 1st paper: I pack my bag and</p> <p>Fragment two on the 2nd paper: put in a cap,</p> <p>Fragment three on the 3rd paper: sunglasses,</p> <p>Fragment four on the 4th paper: trousers</p> <p>Fragment five on the 5th paper: and a towel.</p> <p>Lay the papers on the floor, with no order and let the Facilitators put them in order, so that the sentence can be read correctly.</p> <p>Any activity should support the meaning and the importance of a structure to deliver the full correct message. This is also the aim when designing a unit. Explain the meaning of the activity. (20 mins)</p> <p>b. Talk about the different Facilitators’ work environment and actual work. We ask participants to share with us what they are doing every day during their activities.</p> <ul style="list-style-type: none"> - How long each session lasts - How many children participate - What do they usually do from the moment the children come until they leave? <p>We keep notes on the flip chart trying to find out which are the most common parts. We ask them to tell us which of these actions constitute the core action. Finally, we present them the FLOW of the session.</p>

	<p>Explain the basic structure and elements of a unit. (5 mins)</p> <p>Preparation phase</p> <ul style="list-style-type: none"> - finding and defining the need(s) - clarifying the learning objective (s) - identifying one or more educational tool(s) to achieve the objectives <p>Implementation phase</p> <ul style="list-style-type: none"> - welcome of the children and introduction game - introduce the subject - implement the activities - sum up and evaluate the unit - close the unit <p>(30 mins)</p> <p>Team work:</p> <p>Form 3 groups and let the groups design a training unit that will address an actual mutually selected need of children as well as of their work environment. (30 mins).</p> <p>Each of the 3 groups describes their approach and method of designing a unit, and explains the activities used and the reasons for using them. Short feedback. (Each group 10 mins time- total of 30 mins).</p> <p>Sum up and evaluation. Question round. (10 mins)</p> <p>Close unit.</p>
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Title of the Session, Duration	Evaluation and closing activities, 1 hour
Educational Objectives of the session	<p>To know that the information of the training has been delivered in an effective way.</p> <p>To know how far participants understood the subjects of the training.</p>
Methodology/Methods proposed Activities	Games, discussion
Materials Needed Description step by step *	<p>Glue, stickers, ball, mixed music, balloons, small box</p> <p>Big coloured paper(red, green, yellow) scissors, colours</p> <p>Balloons</p> <p>We write questions on small papers about the training. We put the papers inside the balloons and we hide them in the building. Participants need to find the balloons, inflate and break them so as to take out the questions. They read their questions and if the answer is YES then they stick their paper under the YES on the board, if the answer is NO they stick it under NO. (30 min).</p>

	<p>Message in the box</p> <p>Have a discussion (dialogue) with the Facilitators as to what have they learned from the training. At the end of the discussion, everyone will write on the paper “the best and the worst” thing of the training, and what is his/her suggestion, to improve things. All of the written papers will be put inside the box, which is on the table (30 min).</p>
<p>Notes – Debriefing and Evaluation</p>	<p>Thank participants for their active participation. Ask them to help you clean the room and organise the material and Good bye!!!</p>

Acknowledgements

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