TRAINING FOR TRAINERS

Principles and methods of Non Formal Education

FONDATION DANIELLE MITTERRAND
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leo lagrange
FEDERATION

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Editorial

Whithin 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 Iraki 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 Libertes, 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 Kurdistan Region of Iraq. The aim of the project is to create ~~a~~ 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	**A Training ~~of~~ 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.
2	**A Training ~~of~~ 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.
3	**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.

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 spot 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 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 fulfillment.

What is non-formal education?

When we talk about **Non-formal education**[1], we talk about an organised educational activity that takes place outside the formal education system.
Non-formal education, happens in places such as youth organisations, sports clubs, youth and community centers, where young people and children meet freely, to participate in projects, play games, discuss, make art, sing, dance, practice sports or get the chance to learn some of the basic academic knowledge that they could not manage to follow at the Formal Education process. NFE is usually implemented by Non-governmental organisations that might or might not cooperate with governmental institutions.

We cannot easily measure and certify what people achieve by participating in Non-formal education activities and this for some people is one of the weaknesses of NFE. For us, this is maybe, one of the most liberating characteristics of the NFE process, which enables participation without fear of judgement and measuring.

Even if NFE has no curriculum and can take place in any available space, it does not lose its educational power, as we connect all the activities we implement to a very precise and clear educational objective. The main principles and characteristics of NFE are: that is open to all people, the voluntary participation without the fear of measurement and value of expected learnings and achievements, the flexibility in structure and planning, the learning based upon participants' needs and interests, and the possibility of working at different speeds and in different ways. The methods used in NFE are very diverse and based on creating an environment of trust and sharing experiences.

NFE is not competing Formal Education, on the contrary it can act in a complementary and supportive way with the formal educational system.
To understand where NFE is coming from, we need to go back in history and try to follow the paths of various social movements aiming to bring social justice and support for those excluded, through alternative ways of education. In the northern European countries, especially Denmark, we have examples of Folk - Popular Education since the 15th century.

In France, in the 19th century started the popular education movement which lasts until today. "Popular universities", offering educational activities, after the working hours,have been organised to enable labour classes to aquire complementary education and thus the ability to participate fully in society. The movement was then strengthened in 1936, by Léo Lagrange, the Secretary of State for Sports and Leisure Activities. At that time youth camps, youth hostels and youth clubs, have been established with the aim to empower and emancipate young people as citizens.

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[1] - *Compass - Manual for human rights education with young people*
  - Smith, M. K. (2001). 'What is non-formal education?'

Popular Education, Andragogy, **Non Formal Education**, Life Long Learning are some of the different forms that these social movements have taken in the course of the centuries. Non-formal education has emerged as a term since the 1970s with the aim of achieving a better recognition of education and learning taking place outside schools, universities and official certification systems.

Through Non Formal Education, we try to answer some very crucial questions: What can we do to offer access to education to people who for many reasons (social, economic and political) are excluded? Can we prevent further exclusion by changing our ways of working? Is it possible to achieve more inclusion if we adapt to the needs and pace of each individual instead of offering the same to everybody?
Almost 50 years later, NFE practitioners are working on the same direction which is extremely valuable and efficient in every environment and of vital importance in crises (war, conflict, natural disasters, social inequality, and poverty).

When dealing with NFE it can be useful for clarity and better understanding to mention as well the two other big categories of education and learning: Formal Education and Informal Learning.

Formal education is **the organised educational process** that happens in schools and educational institutions recognised by the state. It is universal, compulsory (up to a certain age) and implemented by specialised and certified teachers, having a very detailed common curriculum that everybody should follow. Formal education often comprises an assessment of the learners' acquired learning or competences and usually leads to recognition and certification.

Informal learning refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbors, in the market place, at the library, at art exhibitions, at work and through playing, reading and sports activities. The mass media are a very important informal "educator", for instance through plays and films, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured.

Non-formal education

is an organised educational activity
operates in the community by civil society organisation and movements
is open to all people
is voluntary
has no standardised evaluation process of personal achievements
is flexible in structure and planning
is organised based on participants' needs and interests
works at different speeds and in different ways
uses participatory active methods
is about learning life skills and preparing for active citizenship
is based on involving both individual and group learning with a collective approach
is holistic and process-oriented
is based on experience and action
promotes peace and Human Rights

Formal education

is an organised educational process
leads to a certificate recognised by the state
is universal (for all citizens)
compulsory (up to a certain age)
is delivered by certified by the state teachers
has a very detailed curriculum common for all students
has a rigid evaluation process
leads to a recognised by the state certificate
is a universal Human right

Informal learning

is non-organised
is incidental
happens in daily life
is based in social interactions

Pedagogical principles applied in non-formal education

As we stated in the previous session, NFE[2] is usually operating outside the centralised Formal Educational System and lacks official state recognition but this does not mean that it is a process lacking scientific base and sound pedagogical principles.

We will try to present the most important of them in brief:

Holistic learning

NFE takes in consideration and aims at the development of the whole person without neglecting any aspect of the participant's personality (intellectual, emotional, social, physical, artistic, creative and spiritual). In NFE, we try to increase people's Knowledge, develop their practical Skills and affect their Attitudes and Values, while trying to encourage the Application of all these in everyday life.

Open-ended learning

The issues that NFE addresses are very complex and for this reason, we try to approach them from different angles and listen to all possible answers. We do not believe that there is only one "correct" answer for everyone, but that everyone has the possibility to see reality from a different point of view. By sharing and expressing all the opinions we may arrive to a deeper understanding of the realities and more complex and accepted solutions to the issues we have to manage. Open-ended learning encourages **self-confidence** to express opinions and **critical thinking**.

Self-Awareness

Participants are invited to think critically about their own ideas, values, believes and actions and to discuss them with others in a safe and respectful environment.

Participation

In NFE participants, take part in making decisions about what and how they are going to learn. Through participation, they develop various competences including those of **decision-making, listening, empathy** and **respect for others, and taking responsibility** for their own decisions and actions.

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[2] *Compass - Manual for human rights education with young people*

Co-operative learning

People learn through working together to seek outcomes that are beneficial both to themselves and to all the members of the group. Co-operative learning promotes **higher achievement** and **greater productivity**, more **caring, supportive, and committed relationships** and greater **social competence** and **self-esteem**. This is in contrast to what happens when learning is pursued in a competitive way. Competitive learning often tends to promote self-interest, disrespect for others and arrogance of those who succeed, while those who face difficulties lose their motivation and their self-respect.

Experiential learning

Learning through experience is a central element in NFE because we cannot learn core skills and values such as **communication, critical thinking, advocacy, tolerance** and **respect** in a theoretical way; we can only learn them through experience and practice.

Learner-centeredness

In a NFE the learner/participant is at the center of the education process. Everything starts from the needs and interests of the participants and is continuously adjusted to them.

Competence-based

One of the core elements of NFE is the setting of precise educational objectives. At the end of the sessions, we expect participants not only to know certain topics better than before, but also to have developed a concrete set of competences (Knowledge-Skills-Attitudes) that will bring visible change to their life and their environment.

Intercultural Learning

NFE promotes intercultural learning as a means for peaceful coexistence and understanding among people. Understanding the similarities and differences between the various cultures and people constitutes a powerful barrier against discrimination, intolerance, racism and violence. The reasons for conflicts are never simple but unequal sharing of resources and unequal political and social rights are usually among the root causes of intolerance and discrimination.

Invisible trainer

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 recourses, how we share tasks and power, what type of materials do we 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.

What is Resilience?

Resilience is the ability of any organism to cope with difficulties and distress and to adapt successfully to the new situation. Resilience is a process that involves a concrete way of thinking about oneself and the others, and perform certain actions when experiencing a traumatic event.

There are two key elements related to resilience: Identity and Attachment

Identity is the way we perceive and we differentiate ourselves from others. Our identity has a biological dimension, a genetic heritage that defines our physiological characteristics and a cultural dimension, a cultural heritage that defines our ideas, value system and behaviour. Our Identity is built on time and it evolves, but there is a very deep part of it that remains more stable and any change to our core identity impacts the totality of our personality.

Attachment: we survive by creating connections to the people surrounding us. As babies, we connect to our parents in order to cover our basic survival needs, be safe, build our identity and discover the world around us.

Whenever we face a dangerous, threatening and therefore, traumatising situation, in any possible role (victim, witness, perpetrator) our inner self – identity, is deeply shaken and we feel that our protecting mechanisms and relations are failing us. Different people face this process in different ways, but it is very common when the trauma is deep to display PTSD syndrome (Post-Traumatic Stress Disorder), with observed symptoms such as insomnia, fear, nightmares, anxiety, lack of focus etc.

In order to overcome the trauma and activate the resilience mechanism a traumatised person needs to be in an environment that makes him/her feel safe, protected from any danger. This first feeling of safety will allow the elaboration and expression of the feelings of pain and fear, the connection to his /her own identity and the creation of new attachment relationships with other significant people.

A successful Resilience process is when the person transforms the trauma to a memory.

Resilience is not a characteristic that people either have or do not have. On the contrary, all people have it one way or another. It involves behaviours, thoughts and actions that can be learned and developed by all.

Factors that contribute to resilience according to studies are[3] :

- Have caring and supportive relationships
- Receive love and have people that you trust near you
- Have role models and be encouraged and empowered about your capacities
- Learn how to make realistic plans and how to realise them
- Believe in yourself and have confidence
- Have good communication and problem solving skills
- Be able to manage strong feelings and impulses

All of these are factors that people can develop in themselves.

The NFE activities are particularly appropriate to enhance some of the above resilience factors, because their aim focuses on promoting the creation of new attachments, by learning how to live, play and learn together.

Being able to elaborate and express feelings is one of the processes of resilience and NFE activities are particularly useful for this process.

NFE activities particularly appropriate in the process of Resilience are:

- All art creating activities (drawing, theatre, music, dancing, writing etc.): Help to express feelings.
- Activities for discovering the environment; surrounding nature, the city, the neighborhood, other people (professionals, elderly, children of different ages, people from other countries etc.): Help people feel safer as they appropriate the environment they live and they create new connections with people.
- Physical activities (sports, games, walks etc.): Help to connect and appropriate with your own body.
- Cultural activities (visits to museums, cultural events, festivals etc.): Help to discover and understand your country, the world and to reconnect with your origins, if you are from a migrant background. Connection with Art helps also to develop imagination and creativity, develop deeper ways of intra, and inter personal communication.
- Cooperative games: Promote the creation of new attachments.
- Activities about emotions: help to identify and recognise them.
- Use of photos, movies etc.: Help to express feelings through different and not only verbal channels.
- Creative activities: Doing things with your hands help manage stress, express emotions and build self-confidence.

When dealing with traumatised people, psychological therapy is a necessary process to enhance and complete the resilience process. The combined practice of a Non Formal Education and Psychological support can be complementary.

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[3] *www.apa.org/helpcenter/road-resilience.aspx*

Learning Theories

There is a vast number of theories in relation to how we learn and which factors affect our learning outcomes . Here is not really the space to explore all of them, but we believe it will be helpful to get some brief presentation of three closely related to NFE:

1 Howard Gardner's Theory of Multiple Intelligences	**2** David Kolb's learning styles model and experiential learning theory	**3** The VAK learning styles

Howard Gardner's Theory of Multiple Intelligences

In 1983, developmental psychologist Howard Gardner proposed the existence of eight different types of intelligences. Each one of the intelligences is independent from the others.
The eight intelligences are:

1. Musical intelligence: includes sensitivity to music, sounds and rhythms.
2. Visual-spatial intelligence: includes awareness of one's surrounding physical space and how to handle it.
3. Naturalistic intelligence: includes the awareness of elements found in nature, such as trees, flowers and landscape.
4. Interpersonal intelligence: includes the capacity to understand and interact with those around you.
5. Intrapersonal intelligence: includes the capacity to understand your own feelings, motivations, goals and values.
6. Logical/mathematical intelligence: includes the ability to look at things in a logical manner and to understand mathematical concepts.
7. Linguistic intelligence: includes an appreciation for language and the ability to use language to achieve one's goals.
8. Bodily/kinaesthetic intelligence: includes athleticism and an awareness of one's body.

Since each of the intelligences is independent from the others, having a high level of one type of intelligence does not guarantee a high level of the remaining ones.

Traditional education systems are valuing and focusing mainly on the Logical/mathematical and Linguistic intelligence.
Thankfully, though slowly, this is changing and different educational approaches are set in action in the formal school system enabling learning through different channels.

Non Formal Education is using a variety of methods trying to offer to all learners' stimuli suitable to their intelligence (holistic learning).

David Kolb's learning styles model and experiential learning theory[4]

David Kolb published his learning styles model in 1984. This theory sets out **four distinct learning styles** (or preferences), which are based on a four-stage learning cycle.

Kolb's model offers both a way to understand **individual people's different learning styles**, and an explanation of **a cycle of experiential learning that applies to us all**.

The **four-stage cycle of learning**, starts the moment that we live **an 'immediate or concrete experience'**. This experience will become the basis for our **'observations and reflections'**. We then elaborate these **'observations and reflections'** into **'abstract concepts'** and based on this we can think of new **ways to act** in future situations and create new experiences.
The four-stage cycle:

First stage	Concrete Experience - (CE)
Second stage	Reflective Observation - (RO)
Third stage	Abstract Conceptualisation - (AC)
Fourth stage	Active Experimentation - (AE)

In the NFE setting, we follow this cyclical model. We invite participants to join an experience (activity, game, role-play, discussion), once this is done, we spend time in feedback and reflection aiming both at increasing self-awareness of feelings and ideas as well as the capacity to generalise the concrete experience and relate it to the real world. Finally, we always conclude with some activity related to what we can do with this new knowledge and how we can apply it to our life and community to bring change.

According to this model, there are also **four learning styles**, each representing the combination of two preferred styles, for which Kolb used the terms:

1 Diverging   2 Assimilating   3 Converging   4 Accommodating

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[4] *www.simplypsychology.org/learning-kolb.html*

Kolb explains that different people naturally prefer a certain learning style, based on which they make certain choices between feeling and thinking and between doing and watching, whenever they are dealing with a new learning situation.
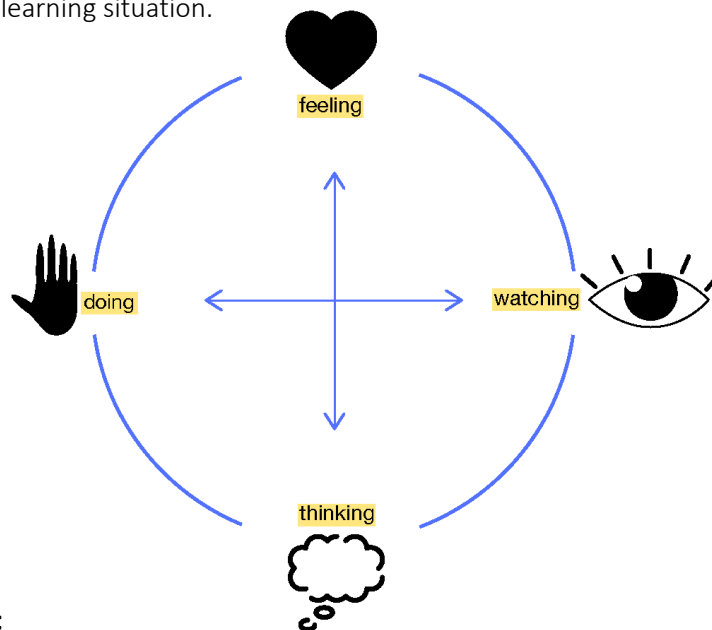
Why it is important:

Knowing a person's (and your own) learning style enables learning to be focused at the preferred method. This does not mean that we ignore all other learning styles but that we rather try to create an environment where all learning styles are supported with appropriate stimuli.

Here are brief descriptions of the four Kolb learning styles:

Diverging (feeling and watching) - These people are able to look at things from different perspectives. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a Diverging learning style have broad cultural interests and like to gather information. They are interested in people; tend to be imaginative, emotional and strong in the arts. People with the Diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating (watching and thinking) - The Assimilating learning preference is for a concise, logical approach. These people require clear explanation rather than practical opportunity. They excel at understanding a wide-range of information and organising it in a clear logical format. People with an Assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value. In formal learning situations, people with this style prefer reading, lectures, exploring analytical models and having time to think things through.

Converging (doing and thinking) - People with a Converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a Converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a Converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A Converging learning style enables

specialist and technology abilities. People with a Converging style like to experiment with new ideas, to simulate and to work with practical applications.

Accommodating (doing and feeling) - The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences and to carrying out plans. They commonly act on 'gut' instinct rather than logical analysis. People with an Accommodating learning style will tend to rely on others for information than carry out their own analysis. This learning style is prevalent and useful in roles requiring action and initiative. People with an Accommodating learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

As with any behavioural model, this is a guide for your action and not a strict set of rules to follow blindly.

The VAK Learning Styles Model

The VAK learning styles model is simple and practical as it identifies three main learning styles based on the use of the three main senses in perceiving information. The model suggests that most people can be divided into one of three preferred styles of learning:

Someone with a **Visual** learning style prefers to see or observe things, including pictures, diagrams, demonstrations, displays, handouts, films, flip chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These people will work easily based on lists and written directions and instructions.

Someone with an **Auditory** learning style prefers the transfer of information through listening. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words of the songs that they hear.

Someone with a **Kinaesthetic** learning style prefers physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These people like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but everybody has also a blend of all three. When you know your preferred learning style, you understand the type of learning that best suits you. This enables you to choose the types of learning that works best for you.

There is no right or wrong learning style. The point is that there are different types of learning and different tools have an impact on each one of them.

In NFE, we try to alternate our educational tools to offer stimuli that will satisfy all learning styles.

Who is the NFE Trainer?

▶ The trainer is the person who prepares, presents and co-ordinates the learning process. S/he enables the trainees to:

YOU
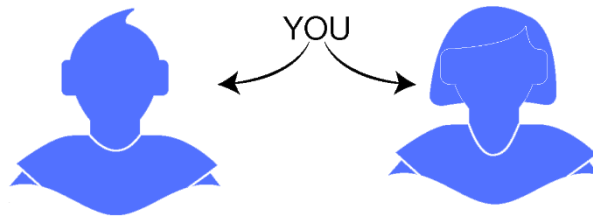
- discover themselves
- be aware of their own kwow-how
- develop their potential
- question their own practices

▶ The trainer motivates the trainees **by curiosity, interest, participation and creativity** and allows everyone **to learn from each other**.

▶ The trainees have to feel relaxed and safe during the session, that's why the trainer guarantees the quality of the learning environment, promotes **trust, positive communication and solidarity** and helps the group to develop capacities of expression and analysis by **sharing points of view and ideas**. The trainer reinforces existing knowledge and develops new one by facilitating **the trainees' interaction and exchange**.

▶ The trainer underlines **the diversity of opinions as an opportunity** and takes care about **individual and collective** dimension of expression and learning at the same time. S/he is valuing all opinions expressed and stimulates critical thinking and this way s/he enhances participants' ownership and commitment.

▶ The trainer stimulates dialogue and interaction between participants and limits his/her role to the minimum necessary. This way s/he breaks the stereotype of the trainer/teacher as the only carrier of knowledge.

What should the NFE trainer know?

The trainer aims at the transmission of 3 types of knowledge using theory and practice: What is it? How to do? How to be?
The trainer has to:

- know the training content
- master communication techniques
- share his/her own experience.

What should the NFE trainer be able to do?

The Trainer:

- is an expert in many forms of **group process, communication, group management and presentation**
- is **organised**
- has **intercultural competence**
- has to be able to **work in teams**
- knows how to **manage time**
- knows how to **design educational programs**
- knows different methods to implement individual and collective **evaluation**
- helps the group to define and verbalise its own **outcomes**
- helps the group of learners to develop and implement "own" **action plan** to achieve the learning outcomes
- provides the trainees with tools of **self-assessment**

What attitudes and values should the NFE trainer adopt?

The Trainer:

- is committed to promote actively: equality, inclusion, intercultural understanding, and respect for diversity and Human rights for all.
- should be committed to the role and values of NFE.
- considers the trainee as a responsible person and a valuable partner to the learning process.
- recognises and values the social capital and experience of trainees and works for empowering them.
- respects, listens actively and with genuine interest to all opinions expressed
- experiences the relationship in the training as horizontal rather that hierarchical and is ready and actively committed in sharing the power with all members of the team.
- is a referent for the group: available for each one, listens and gives advices, answers to all question honestly.
- is a role model and teaches by example.

- is aware of his/her own prejudices.
- is an active learner .
- is a team player and promotes cooperation and group achievements.
- follows the same values and rules that participants are expected to follow .
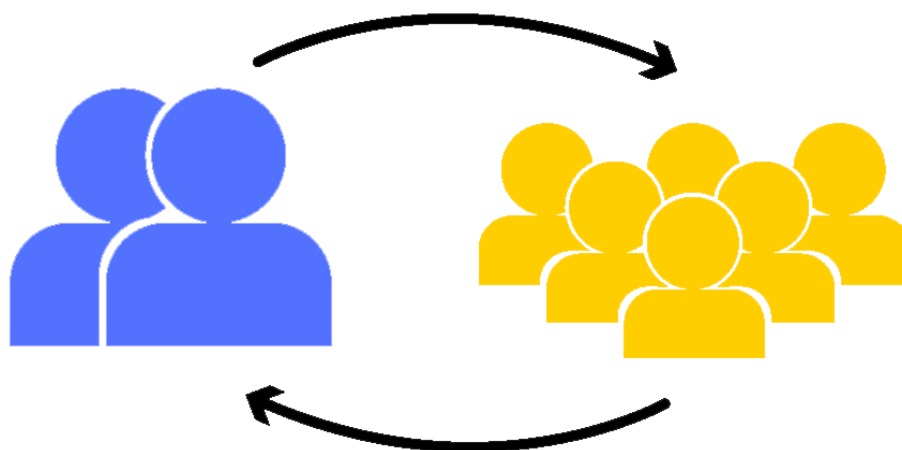
Which behaviour should the NFE trainer demonstrate?

The Trainer:

- is **available as a resource** and an **advisor** for everyone. In order to fulfill this role the trainer is keeping an open communication during the training process with all participants, showing in practice his/her availability.
- is using informal moments as well, (coffee breaks, lunch) for asking and speaking with one or several trainees.
- is **accessible, finds the balance between being fun and serious**
- **shares** personal point of views, experiences and analyses with the group, avoiding to direct or manipulate participants' ideas.
- **validates** the participation of trainees, encourages the sharing of experience in group.
- **is not judging** the personality of participants but focuses and gives feedback on the way they can improve their action.
- creates a **framework of trust**.
- keeps **confidentiality.**
- gives **responsibility** to the participants (assigns roles).
- values all opinions expressed and considers all questions asked on an equal basis.
- is **positive, smiling.**
- is **humble** and accepts criticism.
- is **supportive** to his/her co-trainer.

Communication and posture

In order to manage the energy of the team and keep participation as active as possible, as a trainer you should be able to master different communication techniques:

- the voice and the look: look at every one, learn all the trainees' names, give equal attention. Control your voice so as to be listened by all without shouting.

- the body and gestures: 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 coherence between the two channels. Be careful because non-verbal communication varies from culture to culture and you risk misunderstandings.

- the space: move in the whole space, arrange the room in a nice – friendly way. In NFE whenever possible we use the setting of a circle, that enables equal access to all and a balance in power division.

- the energizers game: use them to manage the group's and your own energy and emotions

The trainer should be able to use all communication codes: written, oral, and visual:

- For written communication: keep written notes of the most important information and display them in the training space (objectives, rules, evaluation criteria, theories, outcomes of group discussion). Using different colors and shapes can have a very positive impact on the learning outcomes.

- For oral communication: repeat and rephrase, use questions to make sure everyone including yourself understands correctly, use simple and clear words, use examples, make a clear conclusion after each unit.

Self-assessment

Self-assessment in an essential skill for upgrading your own professional practices and help trainees being aware of their learning process without the fear of judgment and evaluation.
The trainer knows how to self-assess because s/he:

- knows the training objectives
- has set personal goals to reach the training objectives
- identifies his/her own strengths and weaknesses
- has tools of self-assessment: forms, questionnaire etc.

The trainer knows how to "teach" self-assessment to the trainees and give them the right tools and guidance to do so.

Professional code of the trainer

Have a neutral position	Your religious and political believes and practice have no space in the training environment. Your appearance and dressing should not attract any special attention. Take care of your personal hygiene. Being a Trainer gives you a lot off power by default. Be aware of that and don't use it to force or manipulate participants. Not engage in intimate relationship with participant/s and do not look for it.
Set the example	Be on time, even early. No use of alcohol, no use of drugs. Follow the rules that you have set for/with the group.
Respect the trainees	No violence by 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. Ask for the image rights if you take pictures

Who is the learner?

For the purpose of this manual, we need to clarify that when we talk about participants – learners we refer to adults (18+ years old). Even if adulthood, as many other concepts, is not easily defined as it is related to the different legal and cultural realities.

Educational practice and research underline that adult learners in general are carriers of a set of characteristics that diversify them from children and young learners. It is essential to take in consideration these specific characteristics when designing and delivering a training program.

- Adult learners have a lot off responsibilities and the time they have to engage for learning is very limited and valuable to them.
- They enter an educational process with specific expectations.
- They need to see the direct value and usefulness of what they are learning.
- They expect to have concrete outcomes from the learning process.
- They have their own personal experience and background knowledge that we as trainers have to consider.
- They know what is the best learning approach for them and they expect to take an active role in the educational process.
- They often resist change as well as traditional teaching methods.

Some tips to keep in mind when working with adults

// Creation of an environment that fosters participation

- adults get involved as soon as they are motivated, heard, capable, useful, and share their experience
- foster oral participation and involvement
- assess only acquired skills
- build a program with connected activities than increase in difficulty gradually

// Comprehension

- use a common vocabulary, accessible to everybody
- minimize the use of initials and acronyms
- use the feed-back given to bring the proposed and possible changes
- organise the training sessions with logical progression in mind

// Acceptance of training objectives

- ask the participants to express their expectations and motivations
- announce clearly the objectives
- link their expectations to the training objectives

// Direct link between participants concerns and the training objectives

- conduct practice exercises in touch with the real-life experience of the participants
- make suggestions by creating links between their various fields of knowledge
- take into account their previous knowledge

// Use of effects of success and failure

- define the objective and the framework for intervention
- foster self-assessment with help from the group
- highlight the group's positive points indicate points for improvement
- indicate the methods of remediation by creating and completing the group analysis

// Action and involvement

Adults remember 10% of what they read, 20 % of what they hear, 30 % of what they see, 50 % of what they see and hear at the same time, 70 % of what they say and 90% of what they do while talking about it. So for achieving the maximum of retention:

- devote 2/3 of the training to the active work of the participants, the more they act, the more they learn
- use active methods (role plays, games, participants' presentations, working groups, and minimise presentation and lecture to the absolutely necessary)
- foster putting their knowledge into active use
- provide them the possibility to pursue training on their own
- use pedagogical supports and visual aids

// Integration in the group

- adults are convinced more by their peers than by other information sources.
- conduct work in small groups
- have the small groups analyse their work to find the positive points
- suggest methods for improvement

The Cone of learning

After 2 weeks, we tend to remember

PASSIVE

Reading — 10% of what we read

Hearing — 20% of what we hear

Seeing — 30% of what we see

ACTIVE

Watching & hearing for example a movie — 50% of what we see & hear

Debating or Having a discussion — 70% of what we say

Doing & Practicing — 90% of what we say & do
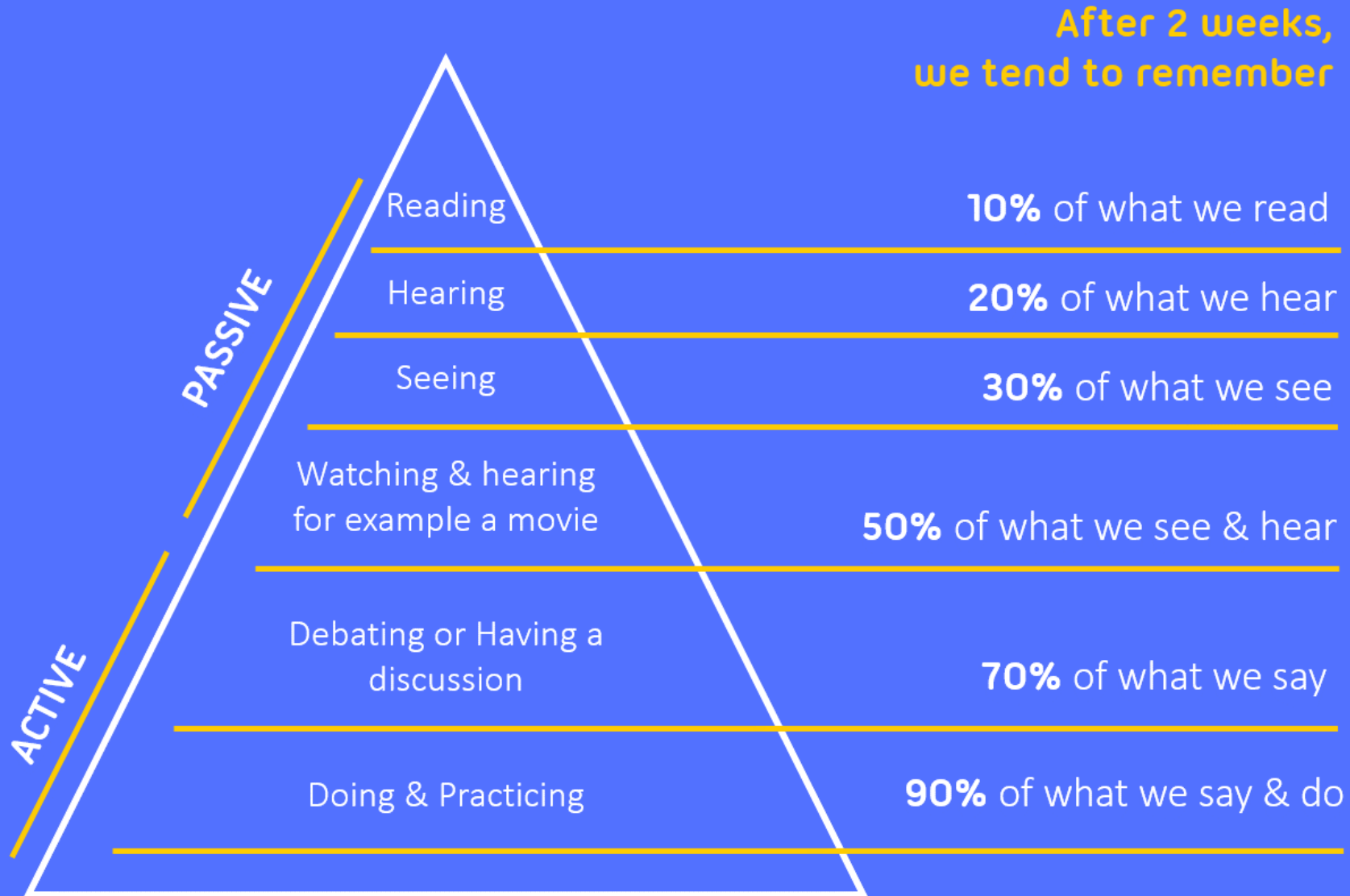
Source: Edgar DALE (1969)

Designing and delivering a training[5]

The diagnosis

Before starting a training, you need to know the working environment , the needs and expectations of participants. In order to get this information you must do a diagnosis and to adapt the training to the existing needs of the community and the participants. The trainer is not always doing the diagnosis, as many times the organisations have done this step and the trainer receives this information before starting to plan the training. Nevertheless, it is important for the trainer to understand the data and to double check with the participants at the beginning of the training.

// What is a diagnosis?

A diagnosis is the way to know what is around you, to ask what people are expected to do, what they want, why they want to join your training and what are their fears, strengths, weaknesses, and expectations. It is also important to take in consideration the environment in which your learners are performing their roles. The economic, environmental and social characteristics of the specific territory are important.

// Why do a diagnosis?

Doing a diagnosis will help you to adapt your training to the real needs and help people to find answers to their questions and fears. By doing this you will be very close to the concerns of the trainees.
It will give you the key for what you must include in your training. It provides explanations on the evolution of the past and an understanding of future developments.
It will also help you to understand how things are organised.
If your training is part of a larger project in a given territory (camp, village, neighbourhood etc.) you must also know:

- how does the project work?
- why does it work like this?
- how to make it work better?

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[5] *T-Kit on Training Essentials, © Council of Europe and European Commission, October 2002*

// How to do a diagnosis?

You realise a diagnosis by collecting information about the people, their situation, their problems, their activities, the area where they live, the buildings, the administrations, everything that can help you to understand who they are and how they live

Steps of a diagnosis

- define objectives of the diagnosis (what you really need to know)
- collect data
- analyse data

// Which data?

Quantitative data

- these are numbers,
- they measure or appreciate a situation or a process ,
- they are useful when trying to describe who, what, where and when.

Qualitative data

- they come from observations of the territory and / or talks of the people who live there, intervene, or are here for the training,
- allow to qualify facts or phenomena,
- they are useful when trying to explain the how and why.

What kind of data?

- in a given territory: Population (how many, ages, gender, marital situation...), Habitat (houses, building...), Unemployment-employment (rates, what type of jobs), Revenues, Social support, Transportation (walk, bike, car...), Equipment and services (how many, which ones...),
- in a training: Why are they here, what are their expectations, what are their fears, strengths, weaknesses. What are their needs?

How to collect data?

- by asking, through questionnaire, meetings with one person or in-group, on internet, from administrations,
- by observing and keeping notes,
- by reading pre-existing research.

How and when to Identify the Needs of the Participants?

You can get information about participants needs by asking:

- directly the participants,
- their colleagues or directors,
- if possible the people that they are working with: children, teenagers, the community or specialised people e.g. Camp manager, case managers etc.
- CV, Participants background (education and professional paths, culture, religion, family situation etc.). In many cases, especially in a camp

environment, people do not have detailed, updated CV's or they do not have CV's at all. For this reason, many times the information you get from a CV is very limited or misleading. Even so, having participants' CV is giving you a very good idea about what people consider important and how they choose to present themselves.

- ask for a motivation letter or for a short essay about him/herself or the topic,
- present questionnaires to be filled,
- visit the working place and observe,
- make an assessment,
- conduct an interview,
- have meetings - focus groups.

// Other useful points to take into consideration

- knowing the age group that they work with or their work methodology can also help you identify their needs, so it might be useful to try to obtain this information.
- once you l have identified the first set of needs, it might be helpful to check with some key people if you are on the right path.

In order to be able to make the initial plan you need to have an idea about participants needs before the training, you also need to check on participants' needs the first day of the training and make adaptation and changes. You may need to repeat this process several times during the training.

Remember participants, some times are not fully aware of their learning needs and they need time to understand them.
Even if they know their needs, sometimes they are not able to express them clearly, so you need to learn to ask the right questions.
Many people understand the word **NEEDS** as weaknesses and if they do not feel safe or they do not trust you or their directors or senior colleagues are present in the training space, they will not tell you what they really need/want!
Finally, apart from the needs of the participants sometimes, you need also to take in consideration the needs of the project or the needs that the donor or the community consider important to address e.g. Child Labour or Gender Based Violence.

// Network and partnership

You must remember that you are not alone. Everywhere you will work, other people, NGOs and institutions are also present. You must meet them and incorporate this information in the diagnosis. They definitely have other skills and maybe you can find a way to cooperate with them, as sometimes you cannot do things alone and you need help, you will need the others. In knowing these people or organisations you can create your network and when you work with them you create a partnership. Together we go further!

Never forget that safety rules, in relation with the community you will work with, are necessary. You must create a climate of trust, in the way that physical, moral and emotional securities are essential.

Analyse data

Once you have collected all possible data in relation to the territory and participants needs, you must identify the possible connections and links between them and try to find out which are the areas where your training can have a positive impact.

Based on this analysis you will formulate the Educational Objectives.

What is an Educational Objective?

An educational objective is what you want to achieve through your training. It is related to a goal, a result, the point where we intent to arrive, what we are aiming for. It is close to the notion of "purpose".

// How to set an objective?

Needs are your guideline. Sometimes they are simple e.g., Participants need to know what the children rights are or how to do recycling of materials. Other times it can be more complicated such as learn what it is and how to use non-formal education and in this case, you need to break the bigger objective to smaller units.

// The objectives

- must be related to the assessed needs
- are related to the topic of the session and to the issue you want the participants to explore
- lead to an observable development or change on people's knowledge, skills or behaviour
- lead to learning and increase the knowledge and/or skills of the participants: at the end people should know something new (or know it better), should be able to do something they did not know before (or do it better), change or at least question critically their behaviour or values.
- address a specific problem
- connect to the environment and recourses you have

// Objectives should be SMART

SIMPLE	They are clearly described and everyone can understand them.
MEASURABLE	They can give results at the end and you can check the development and change
ACHIEVABLE	It should be possible for the participants to achieve the objectives. This means that you set objectives starting from where people are now and increasing the challenge gradually.
RELEVANT	It must be something important and interesting for the participants and the work they have to do.
TIME SPECIFIC	By the end of the session or by the end of the training people should arrive at this result.

Objectives should also:
- be suitable for most or all of the participants in relation to their existing knowledge, skills and experiences
- start with a verb (i.e.by the end of the session I want participants "to know children's rights", "to be able to design an activity that increases awareness on children's rights")

From objective to activity or how to build a session

You have identified the needs and set your objectives clearly, so now you can build the program of the training sessions. Developing a training is like writing a **scenario**. If the process of Diagnosis was a meticulous one, the process of designing is a very creative one.

The **pedagogical scenario** specifies, the duration, the contents, the methods, the means and tools as well as the modalities of evaluation, session by session.

In every session, there are three distinct parts:

1 Beginning, introduction of the topic

2 Main part, exploration of the topic

3 Final part, conclusion and evaluation

The duration of a sequence may vary (30 minutes, 2 hours...) depending on the methods used, the content discussed and the participation level we want to achieve.

As the variety of methods is beneficial to learning (see theories of learning) is advisable to alternate theory and practice, individual and group work, presentations and reflection.

Do not develop theoretical concepts without moving to a technique of active participation.
Avoid grouping practical sessions at the end of the day.

Be attentive to details, stay open-minded, and try to imagine different scenarios according to trainees' reaction to the process (what if they are bored, not attentive, if they do not understand well…), by creating alternative activities accordingly.

Activities rarely develop exactly the way you expect them to. That is both the reward and the challenge of working with NFE. You have to be responsive to what is happening and to think on your feet.

The main things to remember are: set clear objectives and be prepared.
Once you have finalised your plan you need to go through it mentally and try to visualise it. This is a very efficient way for spotting the missing or unclear parts. It is also a way to identify your own lack or weakness both technically or in relation to the topic and try to solve them.

Logistic elements you need to consider when planning a session

- [ ] the proper space according to the number of participants, safety issues, type of activities you need to do, available on the dates you need.
- [ ] information about closest hospital, pharmacy or other important services
- [ ] hygiene
- [ ] tables, chairs or other necessary furniture
- [ ] equipment (Data projector, Laptop, A.C, Speaker, White board). Keep in mind that sometimes electricity will not be available so have your presentations printed just in case of power failure
- [ ] stationery
- [ ] visibility and promotion material (Banner - leaflets, certificates – logos etc.)
- [ ] transportation from and to the training space
- [ ] accommodation of participants
- [ ] food, drinks and refreshment (remember the vegetarians, people who might follow special diet e.g. diabetic or a special time in the year e.g. Ramadan).
- [ ] supporting staff: translator, cleaner etc.
- [ ] budget: if you have not enough money, remember to use public spaces, ask volunteers to help with translations or other support.

TO REMEMBER

- [ ] GIVE an active role to the participants!
- [ ] use reusable materials. We teach people respect for the environment by experience!
- [ ] if possible, use good quality of food products or ask a person to cook for you. Healthy & tasty food can have a big impact on participants' energy

How to manage time

There is an Arab proverb saying: "Time is like a sword if you do not cut it, it will cut you"
In the training environment, time is indeed one of the main resources that the trainer should manage.
Below are some tips to help you understand and manage time:

- time is related to all processes
- it affects the results of a process (Failure or Success)
- in order to manage time well, you need to test the activities before doing them
- some activities (e.g. world café) are time consuming and you might need to change your agenda. Therefore, it is good to know the type of the activities you will use and decide before hand what things you can change or cancel if an important activity takes more time.
- set exact time next to each activity during your planning
- organise the topics in order of importance
- knowing the time frame that you have for your training and for each session
- number of participants
- participant's experience, knowledge and capacity
- need or not for translation
- travel necessity of participants in order to reach the training place every day
- set rules with the participants about use of time (Conduct Rules)
- capacity and experience of the trainer(s)
- give to your co-trainer the task to check time while you are performing and then inform you accordingly.
- sometimes, you will have some unexpected visits (e.g. a local politician, the director of the organisation, a donor, a journalist etc.) and you will need to create time for them.
- the season of the year and the weather can affect your plan
- be prepared to take decisions on the spot
- involve the participants by asking them if they are ready to continue or if they feel like stopping in 5 minutes.
- when a discussion is finished or an activity takes less time that what you planned, do not try to make it last artificially. Have a break or invite participants to play a short game.
- set a Plan B

Give and Receive Feedback

Feedback is a comment on something someone has said or done. Giving and receiving feedback is a basic skill and you will need to help the group members learn how to use it.

- feedback should be given when people ask for it
- must be objective and refer to facts
- it should not serve the personal egoistic or revenge 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
- it must be given on the right place and time
- give examples and try to be specific
- begin from the positive things
- take care about individual differences in emotions, needs and perception

- give the choice of anonymity for people who are not ready to speak openly in public
- use simple ways to take feedback. Not all the people are good with words so use other methods as well (Colors, Emoticons, balloons etc.)
- make it suitable to the participants capacity and experience
- encourage people to listen carefully to the feedback without immediately defending themselves or their position
- make sure that people understand exactly what the person giving the feedback means and that they take time to evaluate what the feedback is about, before accepting or rejecting it
- 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 person receiving it, to become better!

Delivering a training

Co-training: In NFE, we believe that it is always better to work with a cotrainer both for the practical- logistic aspect (sharing the workload) but also for the management of the group and the learning process.

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 creative, use recycling material and adapt your activities to what you have. In any case, you need to be sure before starting that you have all the materials you need to use. Try to set your materials in an organised way and ask participants to help you keep them in order. Much valuable time can be consumed looking around for a marker or the A4 paper during an activity.

Setting ground rules: It is important that everyone in the group understands the ground rules for participatory, experiential activities. For example, all participants should take personal responsibility for the session; everyone should have a chance to speak and to participate. No one should feel under pressure to say or do anything that he/she does not feel comfortable to. These ground rules should be discussed and agreed when you first start working with a group and you may like to review them from time to time, especially when new people join the group.

Opening/closing the session: Always remember to welcome participants and spent a few minutes asking about their feelings. Before introducing any activity, explain the topic of the day/session and how you plan to work on it. You always need to conclude the activity-session going back to this initial talk and ask participants if they see the logic in the steps you have been "walking" during the day.

Giving clear instructions: Always make sure everyone has understood the instructions and knows what they have to do. It helps to start by explaining in general terms what the activity is about and what it involves, for instance that the activity is a role-play. Let people know how long they have to complete a given task and give them a five minutes warning when the time is nearly up so that they can conclude it.

Facilitating discussions: Discussion is central in NFE. Pay special attention to ensure everyone in the group can participate if they wish to. Use words, expressions and language common to the group and explain words with which they may be unfamiliar. Try to make focus on peoples' experience and avoid general and abstract discussions.
Avoid giving your opinion on the issue and do so only when you see that the group has shared and arrived at a conclusion. Otherwise give your opinion only if asked.
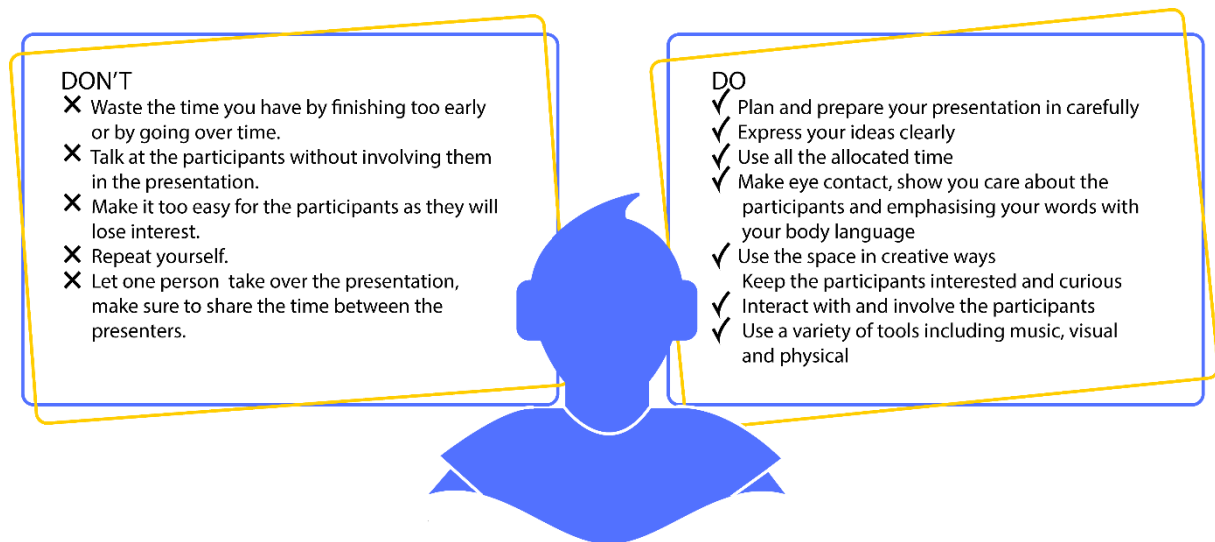
Debriefing and evaluation: As mentioned in the experiential learning circle, experience is not knowledge, we need to analyse what happened and try to transform the experience in an idea leading to a future action. To do so, we need to allow for time after each activity or at the end of a session for debriefing and evaluation; Give the participants plenty of time to complete the activity and if necessary, some time to relax and distant themselves from it. . Then ask them to reflect (either individually or in groups) on their experience and share their learning. The trainer guides this process by asking the participants questions related to:

- what happened during the activity and how they felt?
- what did they learn about themselves?
- what did they learn about the issues addressed in the activity?
- how can they move forward and use what they have learned?

Sharing tasks: Give the participants roles both during the training activities but also for the daily life. You can create cleaning teams, material teams, report teams and ask each member to contribute. In some cultures, cleaning and serving food is a very gender specific work. It would be an important learning outcome if you manage to involve all participants in such activities.

Working with translation: If during your training you use the help of a translator- interpreter, keep in mind that time available for the activities will be less. By experience, 30% of extra time is needed in case translation is used. You also need to spent time during the preparation phase to explain to the translator what you plan to do and make sure that s/he understands the process

and the concepts. It might also be helpful to create a list of the most common terms. One of the risks of working with translation is related to cultural issues. Explain to the translator in a very clear way what your expectations are. Also clarify, what are the things that s/he is not supposed to do. This last part can be very tricky, as sometimes you will discover (too late) that translators say things that you have not said, or tries to help people by giving them extra information that you might not want to share at that e time, or transfers filtered information to you in case s/he feels that what participants said might be offensive.

DON'T
- ✕ Waste the time you have by finishing too early or by going over time.
- ✕ Talk at the participants without involving them in the presentation.
- ✕ Make it too easy for the participants as they will lose interest.
- ✕ Repeat yourself.
- ✕ Let one person take over the presentation, make sure to share the time between the presenters.

DO
- ✓ Plan and prepare your presentation in carefully
- ✓ Express your ideas clearly
- ✓ Use all the allocated time
- ✓ Make eye contact, show you care about the participants and emphasising your words with your body language
- ✓ Use the space in creative ways
- Keep the participants interested and curious
- ✓ Interact with and involve the participants
- ✓ Use a variety of tools including music, visual and physical

How to manage the group

Sometimes in different workgroups, people might have certain behaviours that can affect negatively or block the evolution of the collective work. As a trainer is necessary that you face and manage such behaviours. Bellow you can find some tips:

// How to stop a private conversation

- stop talking and focus at the group. It will take 1-2 minutes before they stop.
- lower your voice
- look at the guilty parties in the eyes
- head towards them while continuing what you were saying
- ask them if they want to share their talk with the other participants
- bring them back to the subject at hand
- use appropriate humour
- if none of the above works , separate them

// Create group synergy

- change the animation style
- redefine the subject
- analyse with the group the reasons for their apathy
- run an energiser
- take some time for rest, make a break

// Manage an aggressive group

- if it's a small group, separate them from the others thereby making them understand that they are disturbing the progress of the whole group
- hHave the aggressive people express themselves
- do not lose your temper or your humour
- listen carefully to the group and avoid bringing on strong reactions
- stop the action if the level of aggression is getting high and take a break

// Manage an overly lively group

- ask them for a minimum of self-discipline
- ask them questions that require reflection related to the subject

// Stop the unnecessary noise

- speak very softly
- use silence
- stand up and look expectantly at the group

// Different levels

It can be difficult to manage a group with too many different levels; there are techniques, which can help to facilitate the animation of a group, avoiding boredom or discouragement.

- highlight each participant's knowledge and experience
- make small groups with people of the same level without comparing
- plan additional situations
- use the specific skills of each participant to benefit the group

Monitor and Evaluate

There are different moments and methods that you can use to identify where the group is in relation to the educational objectives and the process.

// When

You can plan time on a daily basis for the group to reflect and share on the day's outcome, at the end of a set of activities, at the middle of the process and off course at the end of the training. At the end of an evaluation step and before planning the next steps, take some time to reflect on the input you had received and decide how you can use it to improve the training and your practice. Participants should see that their feedback is taken in consideration and it brings change to the process. If this is not possible, you need to explain them the reasons and ask for their suggestions.

// What

You need to collect information in relation to:

- how the activity (activities) developed from your point of view: preparation, timing, and so on?
- what the participants learnt and whether they have achieved the learning objectives?
- what the outcomes are: what the group will do now as a result of the activities you have been doing?
- what did you learn about the issues and about facilitating?

// How

You need to use different tools and avoid repetition of activities e.g. Making a long discussion after a day full of discussion sessions. Use fun activities that will help participants express their opinion in a more relaxed way.

Methods-Activities-Games: the construction bricks of NFE[6]

A NFE session is built on activities: meaning different types of actions aiming to keep the learners mentally and physically engaged. This engagement has a very **clear educational goal and purpose**. We also call some activities **Games**, as they are having an educational goal but at the same time they are entertaining and funny! Many people associate the word game with childish behaviour and for this reason; they resist in participating or diminish the power of the activity. For NFE and several learning theories, Games are one of the most powerful learning tools with a very strong underlying **educational value**.

An understanding of the basic methods will help you both when you need to adapt individual activities to meet the needs of the group you work with as well as when you develop your own activities.

Methods

// Group Work
Group work is the foundation of many exercises; it happens when people work together, combine their different skills and knowledge and cooperate in order to complete a given task.

This Method is interesting because:

- it encourages responsibility. People feel that the result of their work is fully in their hands and for this; they usually commit themselves in achieving a good result.
- it develops communication skills. People need to listen, to understand and discuss about ideas and to be able to express their own thoughts.
- it develops co-operation. People soon learn that when they are working towards a common goal they do better if they co-operate than if they compete with each other.
- iinvolves decision-making skills. People quickly learn that the best way to make decisions is to look at all the information available and to try to find a solution that satisfies everybody.

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[6] *Compass - Manual for human rights education with young people. Hungary: Council of Europe Publishing*

SOME ADVICES

Successful group work must be task-orientated; Participants take more seriously the process and they engage themselves when they need to accomplish an interesting task. The tasks and questions asked must be clear and meaningful. If you give very general tasks, the process will be informative but not very productive. It is also necessary to ask participants to present the result of their Group work to the plenary (all the members of the training). This way they engage more as on the one hand they have to share with their peers and on the other they will be expected to give meaningful feedback.
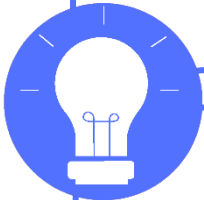
HOW

Creating teams or working groups is possible in many different ways. The more you mix participants the more possibilities you offer them to learn to cooperate with different people and learn from each other.

- a very easy way to divide the participants into groups is to give to each of them a characteristic (number, colour, fruit, animal etc.) and then ask the participants who have the same characteristic to group. (e.g. 1,2,3,4,1,2,3,4……1,2,3, this way you will have four groups of the ones, of the twos, of the threes and of the fours. In this case, the last group of fours will have one participant less)

- you can use some simple characteristic, like the colour of eyes, the date of birth, the size of shoes or any other element that will help you divide participants in equal size sub-group.

- of course, you can always ask participants to create the groups on their own. This is maybe the most participatory and democratic way but it needs more time, you risk having groups of the friends only and some people could be excluded. So it is advisable to put some "rules" to the free creation of groups, e.g. " Form 4 groups taking in consideration that in each group you need to have at least two women, no more than 3 men, 1 representative of each nationality, ethnicity, profession etc."

// Brainstorming

Brainstorming is a method in which a group of people meet for a very short time and share lot of new ideas for possible development.

This Method is interesting because:

- it introduces a new subject
- it encourages creativity and spontaneity as all ideas are welcome
- it generates many ideas in a short while
- it can be used for solving a specific problem or answering a question
- it is useful to the trainer as it is a quick way to have a picture of the learners' thoughts about one topic

SOME ADVICES

Few rules of brainstorming:

1. Write down EVERY new suggestion. Often the most creative or "crazy" suggestions are the most useful and interesting!
2. No one is allowed to make any comments or judge what is said or written down until the end of the brainstorming session.
3. Discourage repetition. If someone suggests an idea that is already on the board, thank them and gently point out where you wrote it. You can underline the ideas that are repeated by more participants, as sometimes these are the most common or the mainstream points of view.
4. Encourage everyone to contribute.
5. Give your own ideas only if it is necessary to encourage the group.
6. If a suggestion is unclear, ask for clarification.
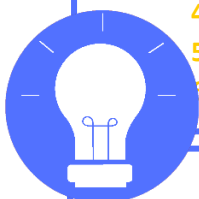
HOW

The facilitator can write the statement or question on a white board and invite participants to express all the ideas that come to their mind in relation to this. S/he can also ask learners to write their answers on a post-it and stick it on the white board. The use of post-its,allowes participants to think quietly for themselves without being influenced by other people's ideas. Furthermore the pieces of paper can be used to group related or opposed ideas and provoke dialogue at the end of the exercise.

// Debate

A formal discussion on a particular matter in which opposing arguments are expressed.

This Method is interesting because it:

- develops communication skills. People need to listen, to understand what others say, to be responsive for their ideas
- encourage people to build their own arguments
- makes people see many different viewpoints in a mind opening mode, and therefore may lead them to question their own opinion
- develops critical thinking
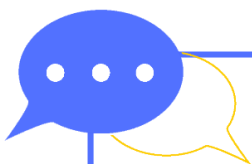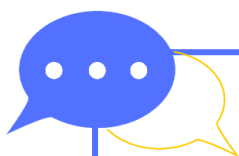
SOME ADVICES

- questions must be carefully formulated so as to provoke the debate
- a debate can be passionate. The trainer must manage the group feelings and energy and not permit the excitement to reach high levels
- some people, might have difficulties to speak in front of a group. The trainer should encourage them to participate
- all opinions must be listened to and respected

// Statement Exercise

This is a method to make learners express their opinion about a situation / question / matter. Statement exercise is a very basic form of debate. It can develop to a full discussion if participants are given the possibility to explain their position.
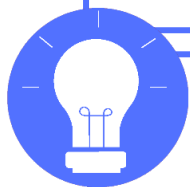
This Method is interesting because it:

- encourages people to structure and express their own opinions
- makes people see many different viewpoints in a mind opening mode and therefore may lead them to question their own opinion
- develops critical thinking

SOME ADVICES

Same advices as for the Debate.

HOW

There is a number of Statement exercises:

- use the space to make people chose an opinion. For example, you can place different statements on the wall or the floor and people have to move to those they identify with or present the questions or statements and participants choose their answers from those presented in two or more sides e.g. "Agree", "Disagree", "Not sure" etc.
- in other cases you give participants colour cards and they can vote by showing the cards (e.g. green = agree, yellow = I am not sure, orange = disagree etc.).

// Role play

One or many participants get in a problematic situation. They have to play the different roles of the situation and try to find a solution.

This Method is interesting because it:

- requires the full engagement of the learner: knowledge, abilities to think, to speak, the body, capacity to empathise, search for solutions etc.)
- is a way to put into practice what the participants understood from the theory permits the learner to try repeatedly in order to find an appropriate way to respond to a given situation
- is a dynamic method that gets people involved
- is a way to evaluate all the things the participants of the training have learned.
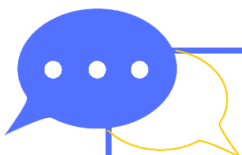
SOME ADVICES

the situation must be simple, realistic and related to the participants' experience .

for some people, it can be hard to play a role, especially in front of an audience. To use this method, it is better to ensure that there is a good group dynamic and people feel more confident.

Debriefing is especially important after activities based on role-plays. Players may need time to come out of the role before they go on to discussing, their feelings and their actions.

// Case Studies

A problematic situation is given to the learners and they need to find a solution or ways to improve it.
This Method is interesting because it:

- makes participants imagine a situation. They can try to find out what they are able to do based on the knowledge they have. It enhances the possibilities to connect between theory and practice.
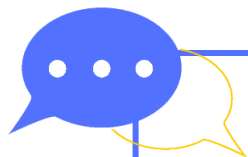
SOME ADVICES
the trainerhas to present a very clear situation and make sure that all the participants understand.
the situation must be realistic and related to the learners' experience or environment.

// Drama

Exploring ideas and issues through drama.
This Method is interesting because it:

- can provide people with a way to express emotions, thoughts, dreams and creativity that they might not otherwise be able to
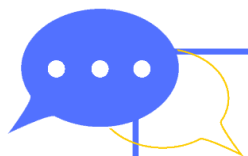- requires the participation of a person as a whole , head, heart, hands and thus it involves apart from the intellect, the senses and emotions, which makes it a powerful tool
- it appeals to people of all learning styles, that is, to auditory, visual and kinaesthetic, or tactile, learners

SOME ADVICES
Debriefing is especially important after activities based on any form of drama, including role-plays and simulations. Players may need time to come out of the role before they are able to discuss their feelings and their actions.

// Game

There is a big variety of games, that can be used as a base for discussion of theoretical concepts.
This Method is interesting because it:

- has a playful-fun aspect which enables active participation, keeps the interest active and creates a common experience in the group for discussion to follow.
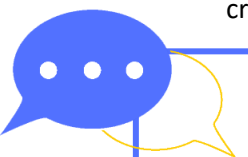
SOME ADVICES
It can be easy for the learners to engage in a game. The trainer has to manage the session and make sure the learners do not forget the real education objective of each game.

// Ice breaker - energizers

These are very short and usually very active games.

This Method is interesting because it:

- can create a dynamic in a group through a little game which alerts the learners and helps them prepare for the start of the training

- can be used at the beginning of the training, to make people meet each other, to «break the ice»

- can be used for learners to introduce themselves and help people know each other better
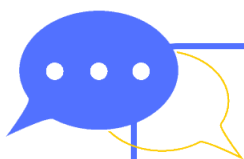
SOME ADVICES

They can be used at the beginning of a day, after lunch, or any time when the attention of learners diminishes.
They can be used at the beginning of the training, when participants are not communicating with each other.

// Audio-visual Aids

This method uses the audio-visual tools, like pictures, photos, drawings, short movies

This method is interesting because it:

- has audio-visual tools that will make the participant put words to their ideas: «A picture says a thousand words»

- inspires the participants encouraging the development of new thoughts and ideas.
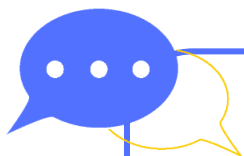
SOME ADVICES

The trainer has to pose a very clear question and make sure that all participants understand it.
The trainer is here to encourage and help participants to put into words and explain the feelings that led them to the choice of the specific picture.

If you use a set of photos-pictures, it is better that all of them have the same characteristics: size, black and white or colour, same material, in order to ensure that their choice is based mainly on the content.

Theoretical contributions

Some subjects are very central in non-formal education and thus we have created a short introduction for them. Off course if you find a particular subject very interesting or it is much needed for your educational action you may need to study it further using some of the bibliographic suggestions.

The game

// What is a game?

A game is a mental or/and physical activity. It can be individual or collective and is organised based on rules known and accepted by all. Pleasure and fun is one of the strongest characteristics of any game. Participating in a game is a free choice. People can participate or not, according to their own needs and desire. Indeed, forcing a child to play can have real negative consequences to his/her development and can lead to isolation, loss of confidence, anger and fear. Furthermore forcing a child to eat, to sleep, or doing anything that it does not want to do is an act of violence. Generally forcing a person to do something comes from the fact that the person who applies this violence, seeks simplicity without considering the well-being of the person who is 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 understanding of the different social functions, help project him/herself into the future and become the adult she/he wants to be, apart from 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 after serious reflection.

// Why is the child playing?

Play is a vital need for the child, because it allows thinking, expression, creativity, and getting in touch with others. Play is the central means of expressing the basic needs of the child, regardless of age and context. The game allows the child to understand his emotions and learn to control them. When children are playing, they consider different parameters such as the environment, the material and the people around them. Associated with the imaginary dimension, play can be a positive way of escape allowing them to digest and accept at their own rhythm the elements of reality. The central role of the facilitator is to allow the children to learn through the game as through it they build their own personality and their own intentions for the future. Play can be a tool for peace and happiness of all.

Regardless of the context in which the child or adolescent lives, regardless of the responsibilities to which they are subjected, play must be part of their life. To deprive a child of playing is to deprive her/him of the tool that enables understanding the world and to provide it with an adequate and positive response. A child who does not play is a child who will not have the possibility to be happy even as an adult.

// Types of games

There are many types of games. Some of them are difficult to be categorized or to fit into boxes because they are a mixture of different types. It is not necessary for the facilitator to try to categorise each activity with precision. However, we should always be very careful to offer various activities which should be, educational (teach something positive to the child), fun, and safe (do not endanger the child physically and/or psychologically). The production of a finished object at the end of a game, is not mandatory same as the fact that there may not always be a winning team. The main objective is that all children must feel good at the end of a game.

The big game

A big game is an activity of long duration with several actions and different animation sequences. Throughout the game, there is usually a story with a precise imaginative scenario. The activity often takes place outdoor in a large space or several distinct areas. There is often a character of adventure that engages children and adolescents. It usually changes everyday life rhythm and is structured with teams of different ages. Examples: treasure hunt

Manual and artistic activity

Manual Activity: This activity consists of doing something with our hands, such as a decorative object, Do It Yourself (DIY) or artifact of some craft.
Examples: Furniture creation from pallets, creation of natural cleaning and health products.

Artistic Activity: Creation of objects or specific performance intended to develop a particular emotional state and taking into account the aesthetic aspect.
Examples: Painting, drawing, photography, engravings etc.

Caution: Artistic beauty is personal; aesthetics criteria are peculiar to the individual sensibility of everyone of us. Based on this principle, we do not judge or make fun of others' creations as beauty is subjective.

Body expression – dancing, theatre activity and singing

Body expression: This activity allows to express emotions through gesture and posture and manage the general energy.
Examples: The infernal machine, living photo scene, traditional or modern dances.

Theatre and singing activity: Art of the representation of mainly written works.
Examples: Known theatre plays or fairy tales, or anything that can be adapted into a play with an educational and pleasant aspect for children and adolescents.

Caution: Being comfortable with our own body is not easy for everyone. So it is important to proceed gradually (we start with something simple that the child is already doing in reality and then we increase the difficulty level little by little). Never push children to perform this kind of exercises unless they want to. This recommendation applies to body expression as well as theatre activity.

THEORETICAL CONTRIBUTIONS

Sports activity

Sports activities are defined by a physical and/or intellectual effort under specific rules which apply to all players. Sports are played collectively, by teams,.
Examples: Classic sports: football, basketball. Sports games: hide and seek, the tail of the dragon, position games of all kinds.

Caution: It is important to remember that sport activities supervised by facilitators do not seek the performance of one child at the expense of another. The sport in NFE setting aims to convey values such as caring, benevolence, surpassing oneself.

Scientific activity

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

Caution: The establishment of the space and the disposition of the elements is a decisive factor to succeed in its activity.

Culinary activity

Activity related to cooking.
Examples: Creation of cakes, cooking vegetables of all kinds, connecting food with traditions and important life events, teaching elements such as food balance, management of waste, the taste and the visual aspect of food.

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 the information with the family. If so, the job of the facilitator is to adapt the activity so that it presents no danger for the allergic child. Secondly the facilitator keeps in mind that cooking workshops allow children to understand the value of food. In no case should children play with food (battle of food or other activities that will prevent the food from being consumed). Doing a cooking workshop with a child with eating disorders (food disgust, under or over eating) is a way of reconnecting the child with the food so that he or she can have a healthier relationship with it.

Digital activity

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

<u>Caution:</u> It is important to accompany children and adolescents through social networks and inform them about the potential dangers of using screens and the addictions that can be generated.
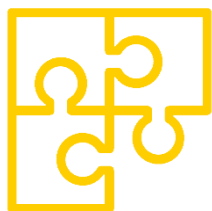
Reflection activity

It is an activity where the child has to think and use higher intellectual capabilities (logical thinking, abstract and generalised thinking etc.). Chance has no central role in these activities. Examples: Investigations, puzzles, enigmas.

<u>Caution:</u> help the participants understand the activity and give them some clues if you see them stuck. Your aim is to help them develop their way of thinking and connecting the different pieces of information to get the full picture.

Activity related to nature

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

Carrying out activities related to nature will allow the child to understand the value of the environment; to be interested in nature is to be interested in life and therefore to others. For example, following the footsteps of local wildlife will allow children and adolescents to realise what is happening around them, the fragility and at the same time the power of nature. It teaches patience, concentration, empathy. These capabilities can be underdeveloped if a child spends too much time using screens (TV, tablets, phones).

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 s/he seeks in nature because "nature is complete diversity, it is the whole body, all the senses, and it is the intellect, the imagination, the scientific, the aesthetics, the action, the effort, the will, the abandonment". No other activity can regroup all this according to Louis Espinassous (famous French educator and environmental facilitator). Wonder, sensitivity and empathy are essential things that the child acquires through the nature activity. Nature is always unpredictable, which makes it admirable and authentic.

// Competition and cooperation

Competition is something that is present in most activities, especially sports. It allows children to surpass themselves and measure their skills to those of others. Children do not need the help of the facilitator to set up competition in their own activities . It is important to guide children to competition through specific values such as loyalty, solidarity and respect for others. Without these notions, competition no longer makes sense and can quickly switch to malevolence and individualism.

Unlike competition, children very rarely set up cooperation activities without a request from the facilitator. The facilitator should therefore propose activities where cooperation is necessary. Cooperative games require the mobilisation and mutual help of all to succeed.

// Spatial planning and material management

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 necessary material, will allow the child to circulate better, understand clearly the activity and avoid unnecessary expectations, possible degradations of equipment and conflicts between those present. Emerging conflicts between children during games are often the result of poor spatial planning as well as poorly stated or missing rules of the game. For example, a sporting activity in a space that is too small, with objects that do not allow for 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 s/he is not perfect, and even if the game has begun, s/he must modify the spatial planning if necessary.

Material management

The facilitator is the person in charge of the good management of the material. S/he must be familiar with the material, familiarise the children with it as well, ensure it can be conveniently accessed and is well maintained. S/he must know which materials are available in order to set up the activities, organise them and set up a procedure allowing children to use them without destroying them. For example, if materials are misplaced, children will not take proper care of them. If the storage of the equipment is organised, simple and practical, children will find it and they will learn to keep it in a good state. For young children, less than 6 years old, create a storage space with the picture of the various materials e.g. scissors, on the box and allow the children to identify the position of the tools they need and bring them back for storage after use. One of the common causes of conflict between facilitators is the material management. It is highly unpleasant to want to set up an activity with material that is not stored at its place or is in poor condition and not replaced.

Interpersonal Communication

Interpersonal Communication is a process of creating a connection between two or more people. The basic elements of any communication process are:

- **The Communicator/Transmitter:** the person who communicates something to someone.
- **The Receiver**: the person who receives the message from the Communicator.
- **The Message:** is the information the communicator wants to transmit to the recipient.
- **The Channel:** is the way the Communicator uses to send the message. It can be mostly the hearing channel (speech, music, sounds etc.) or the visual channel (image, poster, etc.). It can also be both simultaneously, like in a movie for example. Some people are more responsive to visual channel, others to hearing channel. Using as many as possible channels during your trainings will help participants receive your message in a more complete way.
- **The Code:** is everything that the communicator will engage in sending the message: the tone and emotions of the voice, the kind of language, the face and the body expressions/movements.
- **The Filters:** the communication process is not neutral or immune to influences. Culture, traditions, history, education level, psychosocial factors and relations are just some of the filters that can affect all elements and actors of the communication process.

- **The Feedback:** is all the things the receiver sends back to the communicator when s/he receives the message. For example, when the communicator says something and the recipient's face has an absent minded look it may mean that s/he does not understand. It's really important for the communicator to be attentive to the feedback and to try to understand what is going on and take corrective actions, if needed, in order to be sure that the message is well received and understood.

Communication process

CHANNEL

THE COMMUNICATOR	MESSAGE	THE RECIPIENT

CODE

FEEDBACK
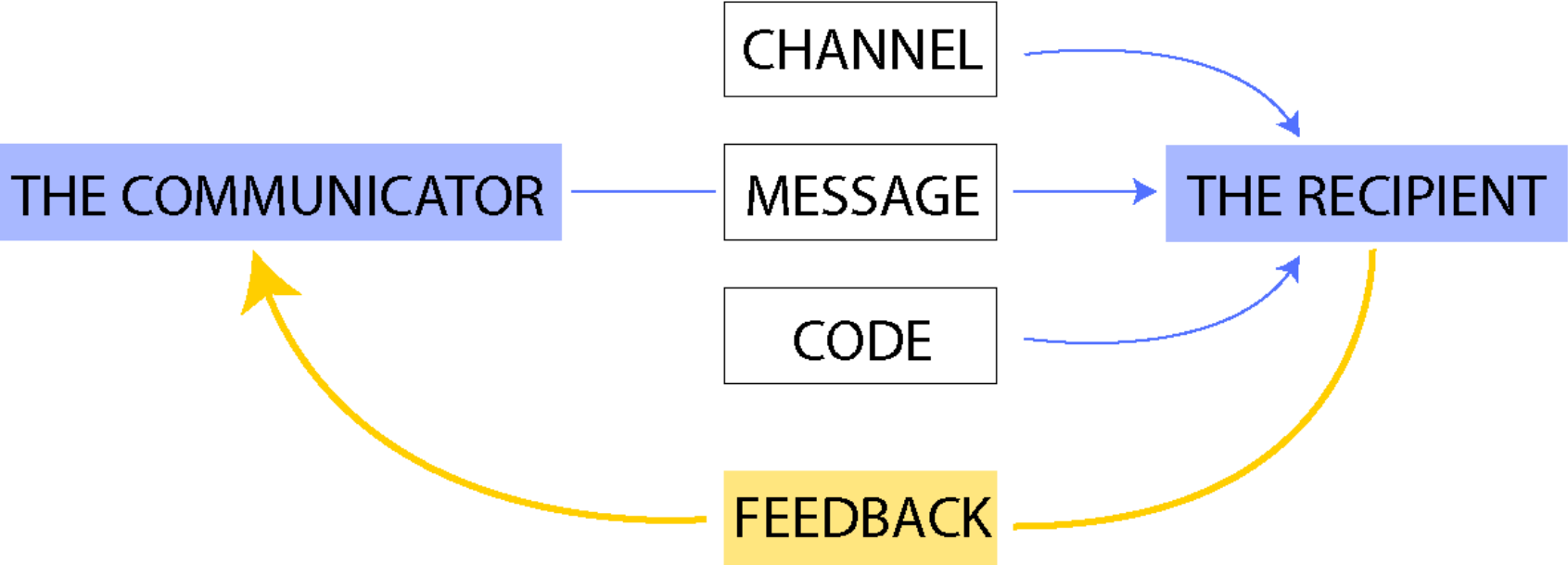
// Elements affecting interpersonal communication

- **Noise:** For a good communication avoid noisy places

- **Vocabulary:** Agree on the terms used or rephrase what was said in order to be sure that you talk about the same thing.

- **Lack of respect & Judgmental attitude:** Listen with an open mind and an open heart. Ask for clarifications, respect the other person's opinion and express your disagreement without judging the person.

- **Making comparisons / giving opinion:** There is a "communication barrier" when the speaker is interrupted by questions, explanations or advice, as we analyse what s/he says without considering his/her mental/emotional state. This type of interventions are not always neutral as they may carry deeply negative messages affecting the communication. Advices can be misunderstood by our interlocutor as lack of recognition and respect.

- **Denying responsibility:** Denying responsibility of what we say or do, prevents awareness of our thoughts, our feelings and our actions and weakens the communication process. Social pressure linked to a particular situation, uncontrollable impulses, institutional policies, respect of the law and authority can be some of the reasons leading a person to deny responsibility.

// Some tools to communicate "better":

Feedback or rephrasing: Rephrasing is repeating in other words. It is the key to a good communication; it involves a careful listening and patience.
Here are some examples

- The **INTERROGATIVE** rephrasing: Resuming in question form an important part or the last words of your interlocutor. "I am convinced of that ... " ; "Are you convinced?"
- The **SIMPLE** rephrasing: Repeating in equivalent terms what was just said: "According to you ... " , "So you think ... " , "If I understand, you ..."
- The **SYNTHETIC** rephrasing: Resuming what your interlocutor has just said without changing it. "To sum up, you think ... ", "So what you mean is... "

Always ask what the interlocutor has really meant to avoid breaking the communication once more "is it that you really mean?", "Have I understood what you mean?", etc.

Expressing emotions

- Making the difference between I/YOU
- The "I" message is a frank message. It is direct, honest and better accepted.
- The "YOU" message may sound like an accusation. The receiver is not ready to consider it spontaneously. S/he will try to defend her/himself and will immediately respond in the same tone and then interrupt the communication.

Non-violent communication process is based on some very simple rules which we need to practice a lot before being able to master it effortlessly:

1. The objective observation of facts without evaluation or judgment, interpretation, analysis, etiquette, beliefs, etc.

2. The expression of feelings by being careful not to use words that are expressing resentment such as "I feel abandoned, attacked, harassed, humiliated, scorned, betrayed, etc. as these words combine feelings and judgments.

3. The expression of needs, values and dreams.

4. The formulation of a specific request, concrete, realistic and negotiable.

Stereotypes, prejudices and discrimination

// What you need to know

On stereotypes

- A stereotype is an already made image, the 1st that comes to your mind; it is neutral (without judgment).

- The stereotype is acquired (by education, media and is not innate) and changes according to the historical, cultural, economic and religious context of a society. Therefore, it is a common image for a group of people in the same society, but not the same on a worldwide scale. We also call it cliché.

- The stereotype enables a quick communication and understanding, but categorises, generalises and simplifies at a maximum level, a complex idea into a simple image. Society uses it often (signs on toilets, parking spots for people with disability, road signs etc.)

- Stereotypes sometimes can be useful, but we always need to keep in mind that they reflect an extreme simplification and not a universal reality An example of a stereotype are the symbols we use for signposting toilets or parking spaces, as not all women or men wear dresses or trousers and not all disable people are using a wheelchair.

On prejudices

- A prejudice is a fixed idea we have on a person (or group of people) without knowing them. The prejudice is a generalised sentence that does not take into account the individual particularities of each person in a particular group of people.

- The prejudice is aquired, it is not innate. Therefore, it can be common for a group of people living in the same community or sharing the same education, but it is not universal.

- The prejudice is not neutral, it judges and separates people into categories (good/bad, best/worst, stronger/weaker and so on).

- Prejudices are different from one person to another because experiences (curiosity, origin, beliefs, people we meet, trips we make etc.) influence the creation of new prejudices or the loss of old ones.

- As the prejudice is created without being based on real knowledge, it is always false. It is impossible for everyone in a group to be or react the same, and even if the majority does, the remain part is not and so the prejudice does not hold to a critical analysis or to the confrontation with life experience.

- The prejudice is vicious because it makes you believe it does not really exist, that it is «normal», it is not a big issue, or even sometimes true (we can easily identify prejudices in everyday jokes).

- Prejudices present a problem in that they have a big influence on how we see things and people. They motivate us to act differently, to make distinctions between human beings (e.g. if I'm sure that Arabs are thieves, I will mistrust them and thus I will refuse them the job I'm offering. If I am convinced that men have no emotions, I will not educate them into talking about their emotions or letting them cry. If I think that homosexuality is dangerous I might be verbally, morally or physically violent towards people of the LGBTQ+ community, and so on).

- As prejudices affect our behaviour, we tend to mistrust and fear, and thus reject people against whom we are prejudiced (just because they simply belong to the category we have prejudices about). This fear and rejection is preventing us from really getting closer to people and getting to know them or open our eyes and see who they really are instead of seeing what our prejudices allow us. We finally remain in a status of ignorance and the prejudices' vicious circle.

- When society is hammering you a prejudice, it is very difficult to avoid acquiring it, because everyone (or almost everyone) will label you negatively and look down at you. Therefore, it is sometimes possible that the person stigmatised by a prejudice, behaves exactly according to the prejudice, in order to avoid fighting and get a place in society. For instance, if I am black and I like mathematics but I am told every day that I am necessarily sporty as "black people are good at sports", it may be easier for me to pursue a career in sports than to try to enter a great school of mathematic science. I am almost obliged to love working out, or even to become good at it, as the prejudice dictates. This is the self-fulfilling process of prejudices.

On discrimination

- Discrimination is the unequal, unfavourable treatment, towards a person (or group of people), in a comparable situation, because of a specific criterion.

- The main areas of discrimination are work, education / training, health, goods and services provision, housing.

- Discrimination takes place when someone has been refused access to work, housing, training, a cinema, a restaurant, etc. while access is allowed to others.

- Discrimination criteria may be related to: origin, nationality, sex, sexual orientation, family name, residence address, physical appearance, disability, state of health, pregnancy, religious beliefs, political opinions, age, education, financial situation and so on.

- Discrimination is **an act, a behaviour**, which often derives from prejudices.

- Discrimination prevents equal treatment of human beings and is not based on real skills (I want a man to lead a team, not a woman, so I refuse her the job without knowing if she has the skills or not, and without knowing if the man I am hiring has the skills I require. I

refuse to rent my apartment to a young student and opt for someone who works, thinking that I will avoid the loud party sounds and degradation of the apartment without knowing who is the most party-minded of the interested people and most attentive to my property etc.)

- Discrimination can be more systemic, regarding same jobs and skills needed for them, women's and men's wages are not equal. Access for people with disabilities is not granted everywhere (ramp for wheelchair or walker, sound signal or Braille message for blind or partially sighted people,etc. which actually prevents physical access or understanding).

// Why talk about it?

- Because talking about stereotypes, prejudices and discriminating behaviours, enables to raise the awareness about them. It is important to raise awareness in order to work on them. The goal is to become aware of our biases because, as a trainer or facilitator, we may unintentionally convey them (for example in jokes). Since they are ever present, we cannot avoid facing our own and trying to workon them and it is important to talk about them with those around us.

- Therefore the task has three levels: oneself, others, society. Everything is interconnected.

- No one likes unequal treatment; discrimination causes discomfort, lower self-esteem, frustration, violence.

- Prejudices create a breeding ground that fuels violence in general: sexual violence, slavery, murder, war, genocide. Prejudices justify the most unfair acts by dividing or even dehumanising certain people and allow the continuation of the domination of a category of some persons on others (whites / blacks, men / women, adults / children, heterosexuals / homosexuals, rich / poor ...). Prejudices, in the hands of wrong people are a weapon of massive manipulation and destruction (e.g. Hitler and Nazis thanks to the prejudices on Jews, Roma, disabled and other, unworthy to be treated like humans according to Nazi ideology, groups, managed to eliminate several million people without any moral obstacle). Racism, sexism, ageism, are just some of the still existing and very dangerous discriminating ideologies that we need to fight.

Gender issues

// What you need to know

- **Sexism** is an ideology according to which men and women are supposed to be intellectually, physically, physiologically and mentally different. This ideology is the root of many stereotypes and prejudices and it leads some people to treat men and women differently solely according to their biological sex. The result is an attitude, a behaviour, described as sexist, which is one kind of discrimination e.g. in equal position and same required skills men are paid higher salary thanwomen; the difficulty of access to certain professional sectors for men (nurses, midwives, early childhood professions), or for women (high management, politics, lawyers, high-level athletes); societal expectations such as the woman who must be beautiful and sweet and the man who must be strong and successful; sexist jokes (men are unable to do two things simultaneously , women do not have a sense of direction etc.).

- Due to sexism, a person and his/her personality are defined almost exclusively by the biological sex, and the effect of culture, environment, education, meetings, experiences, that anyone lives during one's life are considered as meaningless.

- Such kind of unequal treatment is widely spread in all aspects of the society and because of this we talk about a system, a systemic discrimination. Sexism is systemic because it is found in the education of little girls and boys, in the media, in advertising, in movies, in books, in school, in humour. It represents a standard.

- The behaviour expected by society that changes according to whether someone is a girl or a boy is called the gender norm. Prejudices are used to convey the gender norm in and by society.

- What I am supposed to like, do, say, depends, on my biological sex, not on my personality and singularities.

- Sexism is often understood as something that affects women. This is true, but it does not apply to women only. Men are also victims of sexism, e.g. in a divorce the father almost always loses custody of the child, even if the mother can possibly harm the child (because of psychological disorders), society denies men the right to have and show their emotions, to be proud of having them, as since childhood they hear "be a strong man, don't cry", or in some cases a man wanting to do a so-called woman's job is going to be treated as a gay etc.

- Sexism is therefore very reductive and toxic.

- It is taught by our society (sexism is different from one society to another) but has a similarity in that it is the hierarchy made between the two categories composed by men and by women, and almost always the dominant category is the men's. We therefore talk of male domination, of misogyny. However, this domination is not natural; it is a social construction and has not been the only and unique schema of society on our planet.

- There are no scientific evidences of our differences other than biological and hormonal. At birth there are as many differences between the brain of a girl and the brain of a boy as between two girls' brains or between two boys' brains. Our differences are thus acquired and not innate.
  Example. A parent has twins, the parent thinks that girls are more emotional and boys are stronger. When babies cry the parent tends to feed the boy first, to make the girl wait and then comfort her. Later the children are different, the girl has learned to be connected to her emotions, to be cuddled and therefore to be sentimentally dependent; the boy has learned his is more important and he is physically stronger. These differences actually confirm the sexist prejudices the parent had.

// Why talk about it?

- In our society, women have fewer rights than men (salary, work, politics, place in society, respect, safety). It is up to society to emancipate them, that is to say, it is up to all the people who compose society to realise their equality (of right) in their inequality (of body). In spite of our biological differences, we are all human beings, belonging to the same species. It takes the consciousness of everybody to free everyone from the weight of the norm and become whoever s/he wants to be.

- There is a lot of discomfort and frustration because of sexism, both for the perpetrator and the victim. Sexist jokes, remarks, comments, insults, violence are actions affecting everyone, men and women, even if not equally.

- Sexism is a vicious circle as society, through media and education, differentiates and does not allow the same rights to all. We feel that we have to comply with the expectations in order not to break the norm, as being out of frame is hard to endure since one is constantly being targeted, judged and abused. We also give boys and girls a differentiated education in order to conform to what is expected from them (be strong vs beautiful, do sport vs play quiet games, learn to fight and be competitive vs. learn to take

care of oneself and others and be meticulous etc.). Education is imprinted in girls and boys. They reproduce what they have experienced. As having a standard reassures and gives points of reference, people are afraid of those who wants to change the norm and subsequently their reference (the loss of reference is difficult, reference landmarks are reassuring). Each change of norm can create a crisis in a society. So society changes are made only on a step-by-step basis.

- Everywhere on the planet women are suffering from sexism, they are assaulted, raped, mutilated, excised, enslaved, forcibly married even during childhood, killed by their spouse, killed at birth, used as a weapon, dehumanised.

- 100 % of women know what it is like to be afraid, walking alone in the street, for example.

- By talking about it, we point out sexism and allow men and women to become aware of these so-called innocuous acts, so as not to reproduce them, not to accept them but rather to marginalise them and stop allowing them.

- It is not better to be born male, it is not worse to be a woman, there are differences between human beings only if we allow them (such as racism) and it is necessary for everyone to be aware of and prevent these inequalities in order to live in a fairer world.

Inclusion, motivation and participation

// What you need to know
There are four different patterns of interaction between different social groups.

> ### Exclusion:
Creating physical or psychological barriers that block groups of people from entering to a certain area or have access to certain services and goods e.g. policy of closing borders to migrants.
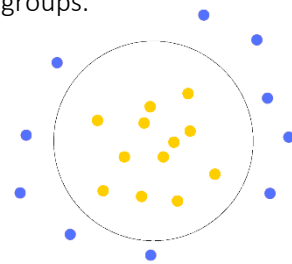
> ### Segregation:
People of different groups live in different areas with no interaction to the others. When people are closed in isolated camps or institutions and they are not having contact with other communities.
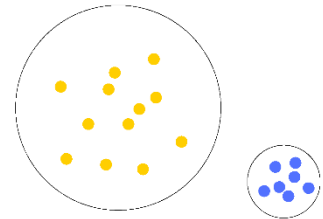
> ### Integration:
The communities live together but there is no real interaction and equality between them.
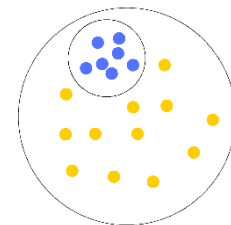
> ### Inclusion:
When all people are free to interact and they have equal access to recourses, services and rights. Inclusion is still a level our societies need to achieve.
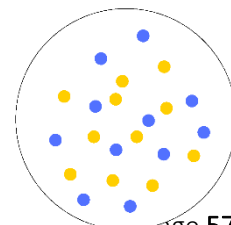
We can fully participate in society in which there is inclusion.

Participation

- There are several levels of participation, ranging from manipulation, nomination, consultation and concertation to co-decision (see ladder below).

- People only feel 100% involved if their experiences / skills are used, if it is useful, if they have a responsibility and finally if it creates a positive emotion to them.

- Participation is closely linked to decision-making. Participating is being involved in the decisions making process.

- To change the decision-making process, it is necessary to influence the access to several factors like: information, responsibility, power.

- Access: it is not because the information exists that everyone has access to it, or it is equally accessible to all.

- Information: we can only make enlightening decisions by having as much information as possible. Without, or with little, information, we are manipulated.

- Responsibility: feeling concerned about the decision-making process requires shared responsibility, that everyone has a role and a part of the responsibility. It is also necessary that the decision to be taken has a real impact in the society, or the group. Power: is about sharing the power.

- The more I have access to information, the more I can take my full responsibility, the more power I'm able to handle, the more I can be part of the decision-making process, which increases my power to act and thus my real participation in democracy which is a necessary step to any change (of society and not only). Motivation is an integral part of this process both as a tool and as a result.

Ladder of participation

Type of participation	Type of involvement	Level of engagement
Manipulation	Learners are directed by staff and tend not to de informed of the issues. Learners may be asked to 'rubberstamp' decisions already taken by staff	Non-participation
Decoration	Learners may be indirectly involved in decisions or 'campaigns' but they are not fully aware of their rights, their possible involvement or how decisions might affect them	Non-participation
Informing	Learners are merely informed of action and changes but their views are not actively sought	Non-participation
Consultation	Learners are kept fully informed and encouraged to express their opinions but have little or no impact on outcomes	Tokenism
Placation	Learners are consulted and informed. Learners views are listened to in order to inform the decision making process but this does not guarantee any changes learners may have wanted	Tokenism
Partnership	Learners are consulted and informed in decision making processes. Outcomes are the result of negociations between staff and learners	Tokenism
Delegated power	Staff still inform agenda for action but learners are given responsibility for managing aspects or all of any initiatives or programmes that result. Decisions are shared with staff	Learner empowerment
Learner control	Learners initiate agendas and are given responsibility and power for management of issues and to bring about change. Power is delegate to learners and they are active in designing their education	Learner empowerment

A table from Learner voice – a handbook from Futurelab (2006.11, Authors Tim Rudd, Fiona Colligan and Rajay Naik
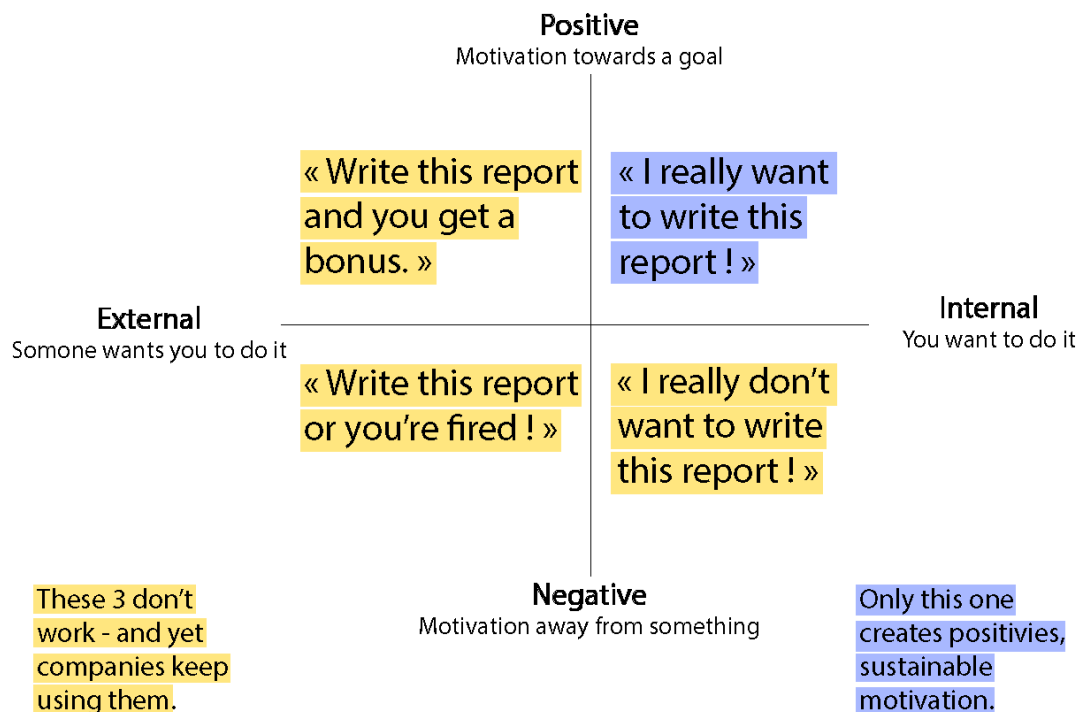
Motivation

To involve people in a participatory process there are 4 motivational levers:

- External and negative (I do it because It is an order from authority, I feel scared),
- External and positive (I do it because others might love me for it, I feel frustrated),
- Internal and negative (I find no personal interest in it, I feel bored),
- Internal and positive (I do it because I know I will learn something, it is challenging, because it can bring me pleasure, I feel happy, excited and proud).

Only the internal and positive level brings maximum motivation. It is the kind of motivation non-formal education pursues.

4 kinds of motivation

Positive
Motivation towards a goal

« Write this report and you get a bonus. »

« I really want to write this report ! »

External
Somone wants you to do it

Internal
You want to do it

« Write this report or you're fired ! »

« I really don't want to write this report ! »

Negative
Motivation away from something

These 3 don't work - and yet companies keep using them.

Only this one creates positivies, sustainable motivation.

// Why talk about it?

- The aim of non-formal education is to make people aware that they have the power to act and empower them so that anyone feels respected, listened to, emancipated, free, dignified, etc.
- As there is a lot of talk about participation, but very little real action, it is necessary to understand what participation means and what it implies.
- Because the change of society can only be done by changing everyone's participation level in it.
- To create interesting training content, you have to be highly committed in the sharing of information, responsibilities and decision-making, while keeping in mind the content the usefulness and the fun it has to bring to the participants.

- It is important to create content that motivates people in a positive way so that the driving force comes from within them.

- For dictatorships and false democracies, the wars, the genocides, and many other destructive and inhuman actions, exist because they make sure not to engage the people. Thus, people do not feel they have power of action on events and decisions. Without that sense of power, people do not feel their ability to transform society. People are both the greatest force and the greatest threat to abusive leaders and decision-makers. It is in the interest of such leaders not to provide the right information for taking a decision, nor to share responsibilities and decision-making power, or to give access to decision-making positions but rather concentrate power among a limited number of people.

- Many of the contemporary democracies use low levels of participation (manipulation, nomination, consultation) even if they declare to be doing something different. It is part of our responsibility to raise people awareness and change towards higher levels of participation for a fairer and inclusive world.

Children Rights

// Children's needs

The first thing to take into account in the development of a child is that we are all educated differently. Even if the parents carry certain cultural models, they transmit them in very different ways, according to their own experience of the world and their past lives. Though education can be different, the basic needs of all children are universal.

When a baby is born it is immature and dependent entirely on adults who take care of him/her. The baby needs to be loved and accompanied throughout his/her childhood in order to grow into a healthy adult.
A child whose needs are not satisfied will over react with agitation, tears, violence etc. A a child who has been well guided and supported will be peaceful. To be able to attend to a child's needs, it is important to know the children's universal basic needs that can be classified into different categories:

VITAL or physiological needs that allow her/his body to function and therefore to live:
- to eatand drink,
- to sleep,
- to be clean and healthy (breathe, be at the right temperature etc.).

Needs of activities:
- to stimulate the 5 senses (seeing, hearing, smelling, touching, tasting)
- to move and be in a comfortable position. To appropriate the environment in which live.
- to go out breathe clean air, sunbathe, stimulate the defenses of the body, supports sleep and appetite.
- to get knowledge (learn, understand, play, explore, discover, imagine, create)

Affective needs:
- to be loved, to receive attention and affection

- to get physical contact with parents, family and social relationships
- to be free
- to respect his/her pace of development, personality, tastes
- to be recognised as a personality with specific needs

Moral needs:
- physical and psychological safety (adapted environment)
- stability (benchmarks, rules, limits, habits, schedules)
- to be guided (accompanied, supported and valued, help to differentiate right from wrong, true from false)
- to be able to act at the same time according to one's beliefs or personal values and those of the group to which onebelongs.

Social needs:
- communication needs (verbal, non-verbal, visual)
- needs of socialisation (share experiences with others)
- to be autonomous to develop all his/her potential
- to belong to a group
- to have self-esteem and recognition (to be respected valued and appreciated for his/her qualities)

Providing a suitable answer to all these needs can guide the baby to become a mature adult, integrated into society.

After having identified these universal needs for the children, the United Nations drafted a fundamental text, the Convention on the Rights of the Child, in 1989 and proclaimed, "It is not because we are small that we must have small rights". This long text divided into fifty-four articles proclaims clearly that the child is a person who deserves respect, listening, attention, protection and the right to expression like any human on the planet. All rights are related to and complementing each other.

You can find the full text of the convention at
www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

Children have the right to…

- Freedom from Discrimination (Article 20)
- Family (Article 5) Identity (Article 8)
- Education (Article 28)
- Protection in War (Article 38)
- Protection from Neglect (Article 19)
- Freedom from Child Labour (Article 32)
- A Protective Environment (Articles 3, 9)
- Self Expression (Article 13)

- Convention on the Rights of the Child (1989)

Authority and sanction

The facilitator as a companion of children must ensure the correct application of their rights. To do it s/he must know how to use, amongst others, kindness and authority as a means of supporting respect. Authority is not proportional to the size, the weight and the power of the vocal cords, fortunately! Moreover, a "screaming host" if he/she is feared, will not necessarily be respected, and a relationship based on mistrust and fear, will generate misunderstandings, blockages and provocations. On the other hand, facilitators do not have to be a friend for the children.

The status of facilitator - although it gives you power - will not be enough for you to be respected or obeyed. Authority is gained not taken. Children will give it to you as a form of recognition of your abilities and skills.

To assert your authority, your responsibly is first and foremost to respect the rules you impose on the children. Too much insistence or anger to be obeyed undermines your authority. Moreover such attitudes reveal a lack of authority. It is important to give in on what is not important and to negotiate around what is.

You must think about changing the rules while remaining firm on what cannot be questioned. Avoid punishing today what you may allow tomorrow. Inconsistency leads to confusion for the child and increases his/her oppositional attitudes. Before considering sanctioning a child for a transgression, make sure you have previously made the rules clear and understandable for everyone. The penalty comes when a person has broken one or more rules intentionally.

Sanction is above all an educational tool, addressed to a single individual at a time according to the child's age and the degree of seriousness of the acts. It deals only with specific acts (and not with subjective facts). The sanction entails the deprivation of the exercise of a right and is suffered by the offender. Repairs can accompany it. It has a real purpose - that is, the assimilation of the rule, the law - and must be accompanied by a follow-up relationship to determine whether the behaviour has changed.

Although accurate information on the subject is scarce, UNICEF estimates that 10% of the world's children are victims of abuse that jeopardizes their lives or development. Physical punishment administered to children by adults, in families or elsewhere are the most frequent. 80% of adults who have been violent to children have also been abused in the first years of their lives. This psychological and physical violence is practiced by many adults and is often tolerated by society. It is therefore important for the facilitator to reflect on his or her educational practices and to show how this violence against the child can have a negative impact on his / her development, compromise his / her confidence and self-esteem and have consequences for the child and his/her future life.

> *"The violence is good only in the movies.*
> *In truth it sucks."*
>
> - Tarek 10 years

Emotions

// Emotion, what is it?

An emotion is a psychological and physical reaction to a concrete situation. It lasts on average 90 seconds and takes place in three stages: load - tension - expression. The emotions pass, but beware, if you repress them, they always come out later!
The emotions touch the intimate of each person, and no matter if, we are children or adults, we all feel emotions. Sometimes we can even feel multiple emotions at once. For example, I can be excited and scared at the same time.

// An emotion, what is it for?

Emotions are useful; they serve us to react well to what happens to our environment. For example, when I am afraid, it is because there is a potential danger.

Emotions also tell us what we need, because behind each emotion there is a need. For example, behind fear there may be a need of protection or security; and behind joy, there may be a need of sharing. When we know our needs, we are able to act to meet them.

Expressing our emotions helps to free our body and release tension. Being understood by others makes it easier to live together. Reformulation, active listening and empathy are some tools that will promote benevolent communication on any subject and especially when we deal with emotions.

// Emotions are not always pleasant

Even if we may believe differently, anger or fear are to be welcomed in the same way as joy or sadness. A person whose emotion will not be welcomed will find it much more difficult to calm down. Censoring an emotion causes a state of tension, while expressing it freely allows the person to regain his/her calm and balance.

When emotion rises, even before you can identify it, it is important to take a moment to observe what is happening in your body. This observation phase is a time of welcome and appeasement.

- **Anger**
  Anger is a natural and universal energy that comes from within the body. It is used to define us, to set our limits, to make choices, to say "not", etc. It is triggered by our brain when we experience frustration, an attack or an injustice. It allows us to refuse an unacceptable situation for ourselves or for others. It helps us to fill our body with energy to set it in motion and make us able to act.

  Anger is not violence. True anger is an affirmation, not an aggression. Anger is an emotion that can be difficult to regulate because sometimes it makes us want to hit, scream, etc. In general, to control anger, we need to breathe deeply. Some people may say their dissatisfaction; others will need to move to get rid of it. It is up to everyone to find his or her own strategy for expressing anger.

- **Fear**

  Fear is a very useful emotion. When there is danger, it gives us the energy to protect ourselves. Fear is the emotion of our security system. When we are afraid, the blood leaves our face to go in the legs and arms, to help us run.

  We feel fear when we think we are not able to cope with a risk or danger. When we are afraid, we do not need others to judge us, minimize what happens to us or overprotect us. When we are afraid, we need to feel strong and capable, and then others can be present to listen and help.

// Emotions in the educational process

Dealing with emotions from an early age has great benefits for the child's personal development. Here are some educational point:

- Exploring the world of emotions allows us to get to know each other better, to get to know others better and to open up to the world around us.
- Enriching our emotional vocabulary helps foster caring communication and reduces tension within a group.
- Being able to identify and name our emotions means being able to nurture empathic qualities and ability to understand what the other person is going through.
- Recognising our emotions allows us to understand better our needs, and to act accordingly to satisfy them.
- Welcoming and expressing our emotions allows us to release the body, get rid of tensions and make ourselves present at that moment.
- Learning to regulate our emotions facilitates the process of inclusion by privileging socialisation and living together.
- Being heard of our emotions by others, allows us to free ourselves and strengthen the social bond.

Syllabus of the TFT course

The six areas of trainers intervention

Non Formal Education Trainers need to develop their competences in six main areas in order to fulfil their task successfully:

- **Pedagogy:** The actors of the learning process, the different learning theories and the most common NFE tools and activities.
- **Methodology:** All steps from diagnosis of training needs to the creation of a suitable educational action.
- **Public:** Characteristics and needs of the people who we are working for and with.
- **Environment:** Time and space characteristics and specificities of the environment where our training action is going to be realised.
- **Accompaniment**: Competences and techniques needed in order to guide and follow up the learning process for both the participants and trainer.
- **Communication:** Competences and techniques needed for efficient communication both internally (learners and co-trainers) to the training process but also externally (reports, media etc.).

We propose a training path aiming to develop all the basic knowledge, skills and attitudes needed in order to master all these areas at an initial level. Ideally, this training process should last one year in order to give enough time to elaborate on the new ideas, practice the new skills and most importantly embrace the new attitudes and values that NFE promotes.

Profile of participants

In order to be able to fully participate and benefit from this long-term training, participant should fulfil some basic criteria:

- Experience of at least 2 years in conducting educational activities with children and/or young people,
- At least one experience as a trainer of a long (at least one day duration) training,
- Strong interest for alternative and interactive educational methods,
- Ability to propose, create and run educational activities,
- Ability to lead a group,
- High motivation to learn and use new methods to work with facilitators,

- Ability to create an open and integrating environment where everyone acknowledges and respects diversity of all types (e.g. origin, gender, religious beliefs, sexual orientation etc.).

THE SIX AREAS OF TRAINER INTERVENTION

1. PEDAGOGY	2. METHODOLOGY	3. PUBLIC	4. ENVIRONMENT	5. ACCOMPANIMENT	6. COMMUNICATION
• Different ways of learning (NFE, Formal Education, learning theories etc.) • Tools /Methods • Right's based approach • Posture • Trainer Professional Code	• Methodologies • Diagnostic • Objectives • Resources • Evaluation • Build a training session • Build a training program	• Child's Development • Refugees or other specific target groups • Resilience • Manage a group of learners	• Institutional Environment • Historical Context • Knowledge of heritage • Knowledge of territory • Security issues / safety rules • Network and Partnership	• Accompaniment of learners • Self-Assessment of learners • Feedback • Teamwork (team building, cooperation and communication)	• Communication Basics • Non-violent Communication • Communication medium • Argumentation • Speaking in public • Writing Report • Digital tool / Social Network

Structure of the Training process

The one-year training process is based on three face-to-face (f2f) trainings of 7 or 8 days each (depending on the use or not of translation), on line support, mentoring and couching and as many as possible practice moments.

In between the f2f trainings, is essential to support participants to design and deliver workshops and trainings to different target groups and on different topics, in order to test their competence in real life situation and learn from experience.

In this training process, we do not propose any external evaluation approach for assessing the learner's growth. What we use is a self-assessment and peer-assessment approach that takes place at specified moments during the year.

The daily schedule

You always need to adapt the daily schedule to the actual conditions of your training. It is very important to have a stable daily schedule, as it helps participants manage their energy and commitment. On the first day of the training when you present the schedule, give to participants the chance to express their opinion and check if what you propose is feasible and suitable for all. Do not create sessions that are longer than 90 minutes! Even if you are late and you need more time, avoid diminishing the time of breaks. It is preferable to postpone or even cancel an activity than shorten the breaks. NFE is a very demanding learning process and participants need time to reflect, relax and socialise with each other. "Free" time in NFE is as important as training time. Take care of the drinks, snacks and lunch. Try to offer to participants the best quality your budget and conditions can afford. Do not underestimate the importance of this aspect of the training. Caring and giving importance to all needs of participants is a very strong message to pass. The educational act is relying on these principles as well.

Sample of a daily schedule

TIME	ACTIVITY
08:30 – 10.00	1st session
10:00 – 10:30	Break
10:30 – 12:00	2nd session
12:00 – 13:00	Lunch
13:00 - 14:30	3rd session
14:30 - 15:00	Break
15:00 - 16:00	4th session

Designing a training session

Even if many people believe that Non Formal Education is all about games, fun and moving around, we hope that by now you are more than aware of how much thinking and energy is behind this apparently "light" educational approach.

As trainers, you need to dedicate a large amount of time to plan your session in detail. Experience will help you shorten the time needed for preparation but if you want to offer your participants the best possible learning experience, time for preparation will always be significant.

We propose to you a form that could help you to keep notes of your educational "scenario". The more detailed your plan is, the more relaxed you will feel during the delivery and the more focused you can be to the actual events. You need to keep an open mind to the possibility that your plan might not develop as you want and thus you should be flexible and ready to change everything according to the reaction and needs of the participants. Nevertheless, detailed preparation will also help you to react to the unexpected situations with suitable improvisations!

Remember to keep time at the end of every day to revise and update your scenario and to discuss with your co –trainer about the day and the changes you need to do for the next steps.

Title of the session, Duration	
Educational Objectives of the session	
Methods to be used	
Materials Needed	
Detailed description of activities	
Notes – Debriefing and Evaluation	

Example of sessions

In this part, you will find agendas of the three trainings as well as examples of training sessions and activities used. You can use these examples as such or by changing and adapting them or just as inspiration for developing you own session.

Topics:

- Introduction - Opening sessions, Reconnect the team
- Expectation, Fears, Contributions
- Team work, Communication
- Child development, Youth and Children Rights
- Stereotypes and Prejudices, Equality-Exclusion-Inclusion
- Reflection & Evaluation

FIRST FACE-TO-FACE TRAINING

1st DAY	2nd DAY	3rd DAY	4th DAY	5th DAY	6th DAY	7th DAY	8th DAY
09:00	Opening	Opening	Opening	Opening	Opening	Opening	Opening
Arrival of Participants	Project actors and milestones // Program and Objectives of the 1st training // Agreement on the basic communication rules	Knowing each other's professional path // Why do we educate // The learning styles	Diagnosis of the territory	Learning by doing - Juggling // Revising of expectations, contributions and fears	Communication theory and practice	Self-assessment & peer assessment	Next steps // Evaluation
12:30-13:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Knowing each other // Expectations, Contributions & fears	Human needs // Formal, Non formal Education and Informal learning	Team Building	Presentation of findings	Identify local needs. // Create Non formal education projects	Learning objectives definition and practice // Trainers Key competences Self-assessment	Cooperation as a learning tool and objective // Self-assessment feedback by trainers	Departures
15:45-16:00	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	

SECOND FACE-TO-FACE TRAINING

1ST DAY	2ND DAY	3RD DAY	4TH DAY	5TH DAY	6TH DAY	7TH DAY	8TH DAY
09:00	Opening	Opening	Opening	Opening	Opening	Opening	Opening
Reconnect the team // Sharing experiences	Connect needs and objectives // Practice presentation skills	Practice communication and presentation skills // Inclusion vs Exclusion	Connect needs, objectives and activities	Designing and delivering an NFE session	Design a 2 days NFE workshop	Presentation of workshop plan and feedback	Next steps // Evaluation
12:30 -13:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Self - assessment // Needs & Contributions // Program and objectives of the 2nd training	Children rights // Inclusion process	Child development – capacities - needs	Practice different NFE tools	Designing and delivering an NFE session	Design a 2 days NFE workshop	Self-assessment	Departures
15:45 – 16:00	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	

THIRD FACE-TO-FACE TRAINING

1ST DAY	2ND DAY	3RD DAY	4TH DAY	5TH DAY	6TH DAY	7TH DAY	8TH DAY
09:00	Opening	Opening	Opening	Opening	Opening	Opening	Opening
Reconnect the team // Needs & Contributions	Factors enabling or blocking learning	Participation // Motivation	Design a NFE training	Design a NFE training	Life circle of an NFE training	Give and receive Feedback	Next steps // Evaluation
12:30 -13:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Share the lessons learned from the practices // Self -Assessment	Competences of a NFE trainer // Stereotypes and Prejudices	Connect to the community	Leadership // Trust	Conflict management	Deliver a NFE program	Social Media as an education tool // Professional networking tools	Departures
15:45 -16:00	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	Closing remarks	

SYLLABUS OF THE TFT COURSE

// Introduction - Opening sessions

Title // Duration	Welcoming and knowing each other session // 1h
Educational Objectives of the session	- To get to know each other - To familiarise with the NFE methods - To start experiencing the use of games as a learning tool
Methods	Presentation games
Materials Needed	A3 Paper, markers, tape, scissors

Detailed description of activities	**Welcome**
	1. Round of names (5min)
	2. Short Introduction of participants. Each one of them will introduce him/herself briefly: where they come from, their job, family situation etc. (10min-20min)
	3. Make your **shield:** On an A3 paper (or any other paper of similar size), participants draw a shield and they divide it in 4 parts. In each part they draw the answer to the following questions (15min):
	   a) What do I like to do in my free time?
	   b) What new would I like to learn?
	   c) The most important thing in my life?
	   d) My favourite super hero?
	
	Once finished we place all papers on the floor (upside down). Each participant chooses randomly one. S/he presents it and then tries to guess to whom it belongs. At the end hang the posters on the wall. (20min)

Notes-Debriefing and Evaluation	- Trainers participate in the activities as well. - Remember to thank the participant for their contributions. - At the end of every main session, dedicate few minutes to share about how participants feel so far.

Title // Duration	**My career** // 1.5 h 9:30-12:00
Educational Objectives of the session	• To know each other better • To identify skills that they want to share
Methods	CV gallery
Materials Needed	A3 + markers
Detailed description of activities	Participants have 15 minutes to create a poster where they present in the most suitable way for them (drawing, writing, collage etc.) the following aspects of their professional life: Name Studies Most relevant professional experience so far Current job The most important aspect of your job An interesting experience from your current job A skill that you would like to share with us They hang their posters on the wall and then they visit the "gallery". If they find something in common with another participant, they put their mark next to it (each participant chooses a sign that s/he uses whenever needed as a signature mark). Then we share in plenary: what are the things they have in common, something that impressed them and so on.
Notes-Debriefing and Evaluation	• Trainers participate in the activities as well • Remember to thank the participant for their contributions. • At the end of every main session, dedicate few minutes to share how they feel so far.

Title // Duration	**Reconnect the team** // 1.5 h
Educational Objectives of the session	• To establish a good working atmosphere • To refresh the connection
Methods	Games, Quiz , presentation
Materials Needed	A4., markers, tapebox
Detailed description of activities	**ZIP-ZAP**: we all stand in a circle. The leader (the person who explains the game) points at a person saying ZIP or ZAP. If is ZIP then the participants needs to say the name of the person standing on his/her right side, if it is ZAP the name of the one standing on his/her left side. You can make more combinations such as (ZIP-ZAP- ZAP = right, left, left= the name of the 2nd person on the left. The person whose name is said leads the next round. (15 min) **Who is missing?** All people are standing as a group next to the door. One-participant volunteers and s/he is standing with her/his back to the group. Secretly one participant leaves the big group (if needed gets out of the room) , the volunteer participant needs to turn around, look at the group and say the name of the person missing as fast as possible (10-15 min) **Quiz**: Participants sit in a circle and we place a box in the centre. We ask participant to take a piece of paper and write on it any question they would like to ask their colleagues and then put it in the box. Once all of them have placed their question in the box we start the next round. Participants one after the other, take one paper from the box, read it loudly, and answers the question. We ask if other participants want to answer the same question and then we move on. The questions can be on any subject (professional, personal, serious, funny etc.). Example of questions: What was the best gift you have received since our last training? Who has travel abroad? (20-30 min) **My leading poem …** Participants think about a poem, a phrase, or a quote that is guiding – inspiring their work as trainers – youth workers – educators. They write it on an A4 paper and then they read it and hang it. (20 min)

Title // Duration	**Expectation, Fears, Contributions** // 1h
Educational Objectives of the session	• To express their ideas about this training • To share their expectations and fears • To practice transfer of knowledge
Methods	**Brainstorming-Post-it presentation**
Materials Needed	Post-it papers, markers, Flip charts
Detailed description of activities	Participants think and then write on Post -it paper: 　　a) what they would like to happen in this training (expectation)? 　　b) something that they would not like or are afraid that may happen (fear) (10 min) They write ONLY one expectation or fear per Post- it. They can use more Post- it if they wish. Once finished they read one after the other their expectations and the trainers stick it on a poster trying to group them in related categories (knowledge, skills, attitudes). (15 min) When expectations are noted, we move to fears and we follow the same presentation process. Finally, we ask participants to think about a special skill or knowledge that they have and they would like to share with the rest of the group. This time they write their name on the Post- it and they present it and then place it on the big poster under the title **Contributions**. We then present the objectives of this training: 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.
Notes-Debriefing and Evaluation	We will come back on the poster of expectations, fears and contributions in various moments during the training and for sure at the final evaluation moment.

Title // 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	**Eggsercise, handcraft**
Materials Needed	Papers, Glue, cartoon boxes, sting, tape, decoration materials, 2 or more eggs, scissors
Detailed description of activities	We divide participants in two groups (according to the total number of participants) trying to have no more than 6-7 people per group. From every team we ask a volunteer who will not participate but will observe the process and at the end will give us a short presentation. We take 5 minutes to explain to the observers what are the things they should look for. We hang the eggs from a very high point. **Task** They will have 20 minutes to create a "machine" that a) will protect the egg from breaking when we will cut the string b) will be able to "fly" for 3 meters (without the egg) c) it will be innovative and beautiful **Rules** - They cannot touch the egg in any way - The distance between the "machine" and the egg cannot be less than 40 cm - They can use ONLY the materials we give them - They cannot use other objects or their bodies as parts of the machine. We let them work and then we test the results and we proclaim the winning team. Once the game is over we have a small talk about their feelings and if they have enjoyed the activity. We ask the observers to give us a short report about what happened in every team in relation to: leadership, cooperation, communication and teamwork. We ask the group to express their opinion and try to identify what are the elements that lead to a successful teamwork.
Notes-Debriefing and Evaluation	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.

Title // Duration	**Communication** // 1.5 h
Educational Objectives of the session	• Raise participants' awareness on the different dimensions and tools of communication • Experience each of them through exercises and debriefing • Improve their communication skills
Methods	2 hands drawing, Tangram, listen to me
Materials	The bird image, A4 paper, markers, the Tangram image & pieces, glue and carton, blind folding clothes
Detailed description of activities	**Two hands drawing**: We ask participants to create pairs. We give to each pair an A4 paper and a marker. We show them a simple sketch of a bird or any other simple image and we ask them to try to copy it. The rules are: • They have to hold the marker with one hand each • They are not allowed to talk • They need to try to make the best copy When they finish we have a short talk about how was to do this exercise, if they manage to communicate, How? What help and what blocked their communication? Are they happy with the result of their work? What could they do differently or better in order to have a better result? We keep notes of what they say. **TANGRAM:** Participants stay in the same pair but this time they do not sit the one next to the other but back to back. We give to one participant the full image of the puzzle and to the other the 7 pieces. The task is to explain to the person who has the pieces how to place them in order to create the full image. They cannot look at each other! They have 15 minutes to complete this task When they finish we have a short talk about how it was to do this exercise, if they managed to communicate? How? What helped and what blocked their communication? Are they happy with the result of their work? What could they do differently or better in order to have a better result? We keep notes of what they say. **Listen to me-I guide you:** Participants stay at the same pair and they have to choose one object as their own object. It can be anything a pen, a ball, a book etc.

	One of them will be blindfolded and the other one will have to guide him/her to find the object. During the game they cannot talk, they can only communicate with sounds. We give them 10 minutes to decide how they will communicate in order for the blindfolded person to be able to find the object. When the game starts, we blindfold one of the two and the other has to guide him/her in an outside area (where we will lead them). Once there and without talking we take all the objects and we place them randomly in the space. The Guides leave their partner and stay in the perimeter of the area. They cannot go near their partner they have to guide them from far away. Then the game starts. When all of them have found their objects, we come back in plenary and we have a talk regarding their communication, How did they do? What helped and what blocked their communication? Are they happy with the result of their work? What could they do differently or better in order to have a better result? We keep notes of what they say. We ask them to compare the three exercises and check what they have changed in their communication to succeed in the final (very difficult) result. At the end, we present the basics of communication theory. We need to underline the element of time, trust and care as those are the basis in NFE environment.
Notes-Debriefing and Evaluation	For the blind folded exercise, you need to pay extra attention to safety issues and to the wellbeing of the blindfolded person. Not being able to see can be very stressful.

Title // Duration	Child development // 1.5h
Educational Objectives of the session	• To know they basic steps of child development • To learn how to choose activities suitable to the age of children
Methods	Game, group work, presentation
Materials Needed	Handouts
Detailed description of activities	Divide participants in 4 groups, by putting a colour paper under their chair or by the colour of their clothes etc. Every colour is related to a different age group of children (4-6, 7-11,12-15, 16-18) For the next **10'** minutes, they have to go around and collect the hidden pieces of paper of their colour. Then they sit on their table (each table has a colour related to each team) and they discuss for **30'** about the different things written on the papers they have collected. Do they have in their close family or their work a child of this age group? If yes, can they connect what is written in their papers with the behaviour of this child? Is there something that is missing or that is confusing them? Finally, they try to organise the different phrases by category and complete the table (the phrases are describing abilities and needs of 5 different domains: Psychological, Physical, Knowledge,Rrelations and Daily Life).

Ages			
	Ability	Need	Activity*
Psychological			
Physical			
Knowledge			
Relations			
Daily life			

All groups present their findings and there is a small discussion for clarification and additions.

At the end, we ask them to add activities that they consider suitable for every age group.

Finally, we distribute the handouts with the information of the 4 age groups characteristics.

Notes-Debriefing and Evaluation	It is very important to clarify that the characteristics we work with are the average, the statistical majority and they should be used just as a reference, guideline. Children are not all the same and they grow with different speed. Educators should always be ready to identify the individual characteristics and adapt to them without trying to fit the child to the ready boxes!

Title // Duration	**Youth and Children Rights** // 1.5 h
Educational Objectives of the session	• To explore the meaning and importance of Youth rights • To share some of participants' expertise • To let participants practice facilitation skills
Methods	World café setting (simplified version)
Materials Needed	Sheets of paper (A4 & A3), Markers
Detailed description of activities	**Youth - children rights** We prepare the room with as many tables as the topics we plan to elaborate, in this case 4. We cover each table with a big piece of paper and many markers. On the paper, we write the main question to be discussed by participants. We divide participants in 4 groups with a small energizer game. The 4 tables topics are: a) Who is a child? (description, definition and analysis) b) Who is a young person? (description, definition and analysis) c) Which are the children and youth rights? d) Who should take care of children and youth rights? Every group will stay in each table for 10 minutes. During this time, they discuss their ideas about the topic of the table and they write on the paper their main ideas, creating a poster. At the end of the 10 minutes, they will change table and they will discuss the new topic trying to add to what the previous groups have written. All groups will discuss all topics. When this step is complete, we come in plenary and each group present the poster of their last round. We discuss if we have questions, comments, and additions. At the end we can give to 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.
Notes-Debriefing and Evaluation	We need to motivate participants to think their own role in the system and not stay at the general level only. 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 children in everyday life.

Title // Duration	Stereotypes and Prejudices // 2h
Educational Objectives of the session	• Explore the concepts of stereotypes and prejudices • Understand the difference between stereotypes and prejudices • Raise awareness of participants own prejudices • Identify the ways their own prejudices can affect their work • Identify activities that can apply to their work so as to avoid prejudices and exclusion among children
Methods	Games, Group discussion, presentations
Materials Needed	A4 Paper, tape , pens, flip chart, markers
Detailed description of activities	**Stereotype - by Cultionary (30min):** Divide participants in small groups and explain that we will use an activity called **Cultionary.** During this activity,it is not allowed to talk. Each group chooses one participant every time to be their messenger. All messengers come to the trainer who is telling them one word. Then they have to go back to their group and draw the word in a way that their group will understand what it is about. The time for this is very short (2-3 minutes). We play several rounds, so as all members of the team will become messengers. We can use the words: Tree, house, woman, terrorist, refugee, person with disability etc. We put the different drawings on the wall and we try to identify the similarities among them (culture, language, personal filters…). This simplified version (**stereotypes**) of the object are helping as to communicate and they can be useful, BUT we always have to keep in mind that they are not reflecting reality. **Prejudices by "Guess who I am" (30min):** Each person gets a new identity, written in his/her back on an A4 paper (gay, divorced woman, black man, American, Peshmerga, refugee child, doctor, prostitute, politician, cleaning person). They then start walking around and behaving to each other according to the identity written to his/her back. They are not allowed to say to any other participant who they are. They should help others understand with their behaviour. When a person understands, his/her secret identity they can say it to the trainers, without stop playing. After some time (15 minutes), we stop the activity, sit down and we ask: Do you know who you are? How did you understand? What strategies you have used to help each other understand who they were? Where there moments that you felt embarrassed – offended- sad by the behaviour of others? We conclude by saying that the behaviour that they have shown is a **prejudice** in action. When we saw the role/label, our stereotypes where activated and we decide to behave to this person based on who we

	think s/he is and how we think /know that the society is generally treating the people belonging to this group. The Stereotype that simplifies communication, leads also to this generalised behaviour that ignores individual characteristics and treats people without thinking that they are unique. The behaviour is the most dangerous part of the stereotypes and prejudices. It can hurt people, lead to exclusion of individuals, groups or even of entire communities. **Group work:** In small (3) groups, participants share their personal experience about the effects of stereotypes and prejudices and try to understand how they are formed and how we can change them. Once they have finalised this discussion (15 minutes) they will have 30 more minutes to design an activity aiming to raise awareness about stereotypes and prejudices for three different target groups: teachers, facilitators, and children. They will have a short time to present their activity and receive feedback from their colleagues.
Notes-Debriefing and Evaluation	We need to emphasise that stereotypes and prejudices are LEARNED. Once learned, it is very difficult to change them as they have the power to control our perception and somehow auto-validate themselves. Many times people tent to see what their stereotypes dictate them to. This tendency leads (at a society level) at the separation of the different human groups. This separation can have different levels and forms (Exclusion, Segregation, Integration, and finally the state of no separation: Inclusion). Being part of a majority or a minority group can have very strong (positive or negative) impact on a person's life. We need to be aware of the danger of prejudices because rejection/hierarchy/domination/discrimination lead quickly to dehumanisation of other human beings. This dehumanisation is the first step to justify slaughters, genocides, killing, and slavery. Human History is "rich" of such sad events. Raising awareness about stereotypes and prejudices and promoting respect and inclusion for all people, is one of the core values of NFE.

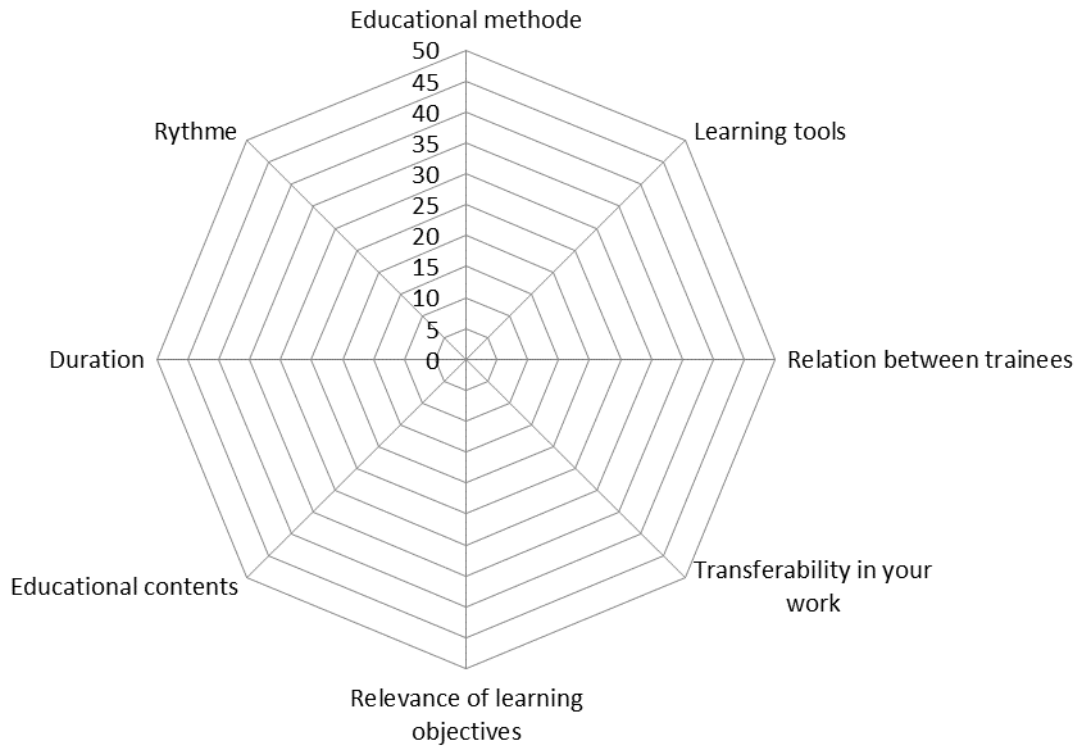| Title // Duration	Equality-Exclusion-Inclusion // 1.5 h
Educational Objectives of the session	• To know what expulsion is • To identify the connection of NFE and inclusion
Methods	Brain storming, Role game*, buzz group
Materials needed	Markers, handcart materials
Description	**Brainstorming:** What comes to your mind when you hear the word Inclusion? Exclusion? Trainers note the answers on the flip chart and then invite participants to take part in a role game. **"One step forward?"** Participants make a line, standing the one next to the other. Trainer gives each one a piece of paper on which is written a role. **This is their secret identity**! They are asked to close their eyes and imagine being this person. We try to help them "visualise" and connect to this identify by asking them to think the following questions (read them slowly and give some time in between them): *Can you imagine who you are? What is your name? How do you look like? How are you dressed? When you wake up in the morning, what you do? What do you eat? How is your house? Do you have a car? Where are you from? What is your job? What is your dream for the future?* Then we ask them to open their eyes and listen to the questions we will read. If their answer to the question is positive, then they take a step ahead. If the answer is negative, they stay where they are. During this process, they need to be silent and maintain **their secret identity**. When the questions are finished, we ask participants to stay where they are and have a look around them. **Debriefing** - How do you feel right now? - How did people feel stepping forward - or remaining at the same spot? - Those who stepped forward oftenly, at what point did they begin to notice that others were not moving as fast as they were? - Did anyone feel that what was happening was not right? - Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)

	- How easy or difficult was it to play the different roles? - How did they imagine what the person they were playing was like? - Does the exercise mirror society in some way? If yes, how? - Which human rights are at stake for each of the roles? Could anyone say that their human rights were not respected or that they did not have access to them? We ask participants to get out of their roles (it is helpful to do a small relaxing activity at this point) and discuss with the person next to them (forming couples) for 5 minutes: - What first steps could be taken to address this kind of inequalities in society? Trainer keep notes and try to summarize the answers.
Notes-Debriefing and Evaluation	∗ This game is adapted by the "COMPASS Manual for Human Rights education for young people" of the CoE pp 281 Some key concepts to underline as conclusion: Be aware of your privileges, have empathy and work for change and equality. Education is a very strong change factor!

Roles for game and phrases	**Roles** (you can always adapt them to your context. You need as many roles as the number of participants. You can use the same role for more than one participant, as it can give interesting outcomes on how people have different perceptions of realities according to their personalities and experience)
	
	- You have
	  - You are 30 y/o man from Dubai
	  - You are 16 y/o refugee from Syria
	  - You are 16 y/o daughter of a millionaire
	  - You are 30 y/o unemployed Kurdish man
	  - You are the 18 y/o, 6th son of a University professor
	  - You are an 19 y/o soldier
	  - You are a 19 y/o disabled woman living in a small village
	  - You are a 18 y/o human trafficking survivor
	  - You are an orphan 12 y/o boy living in the street
	  - You are a 20 y/o athlete
	
	- Phrases
	- You have never encountered any serious financial difficulty.
	- You have decent housing with electricity and running water
	- You have a mobile phone.
	- You feel your language, religion and culture are respected in the society where you live.
	- Other people ask your opinion about different issues.
	- You are not afraid of being stopped by the police.
	- You know where to turn for advice and help if you need it
	- You have never felt discriminated against, because of who you are.

	- You have access to proper social and medical services for your needs. - You can invite friends for dinner at home. - You have an interesting life and you are positive about your future. - You feel you can study and follow the profession of your choice. - You are not afraid of being harassed or attacked in the streets. - You can vote in national and local elections. - You can participate in an international seminar abroad. - You can go to the cinema or the theatre. - You feel that you are appreciated and respected in the society where you live. - You can use and benefit from the Internet.

// Evaluation

Title // Duration	Reflection & Evaluation (from 10min to 1.5h)
Educational Objectives of the session	• To get concrete information about the impact of the training on participants • To raise participants' awareness about their learning process • To learn how to do better
Methods	Reflection groups, Discussion, questionnaire, visual and photo tools
Materials Needed	Questionnaire, Post-it, Spider handout, pictures
Detailed description of activities	**Daily Reflection** The first day of the training, divide participants in small groups (4-5 people maximum). Explain to them that this group will be a permanent one for the whole training and that at the end of every day they will spend some time together to discuss about their daily experience. Ask them to find a name and create a logo for their group. At the end of every day, they will have 15-30 minutes to meet and discuss about the day: What did you learn today? What was good? What suggestions do you have for the next days? You can ask them to present the result of this meeting with a different way every day: 1. Write the result of your discussion as a twitter post (240 characters) 2. Make a group photos expressing the main feeling of your group for the day 3. If the training was a food, a country a film, a flower etc. What it would be? (what food, which country, film or flower?) 4. Make a painting Any other creative idea that you can come out with. **Final evaluation** We invite participants to spend some time going around the room and checking the posters and all the other creation of the past week. 1. Give them the **formal questionnaire** that they fill (20-30 min). 2. In plenary, invite participants to sit down and then stand up, one by one, go to the poster where they have placed, the first day, the **Post-its** with their expectations, fears and contributions and give feedback to the group regarding what happened. Which of their expectations have been fulfilled, which of their feara have been actually realised and which of their contributions they were able to share. They move the Post- it of the things that happened to an initially empty poster with the Title: **DONE** (30 min) 3. We deliver them a handout with a spider net (5 min). They fill their individual spider net and then they go and put their marks to the collective (designed on a big filp chart paper) one (10 min). 4. On a table, we place different photos, Dixit or other cards. They need to choose the one that reflects their feelings about the training and present it to the group.
Notes-Debriefing and Evaluation	Remember to close every day with a small game and **THANK** the participants for their active contribution.

// Spider Net Evaluation

Annexes

The project

"Fostering children resilience through non formal education activities"

A 3 years program to develop non-formal education in Kurdistan and support children welfare in Refugee and IDPs camps.

War in Syria and Iraq has led more than 1,5 million Iraqis and Syrians to flee their homes and find shelter in Iraqi Kurdistan during the last years. Kurdish Regional Government supported by the UNHCR and local and international NGOs, has built more than 30 camps to host these populations and respond to their basic needs.

Among them are a significant number of children, traumatised by the war and the forced exodus. Most of them are receiving limited education (maximum of 3 hours of school per day) and access to social and constructive activities. This does affect massively their chance and ability to recover from their trauma and to build a bright and balanced future. Furthermore, it increases their potential vulnerability to the risk to be further exploited (child labour, child marriage etc.).

Moreover, many adults, despite their qualification and motivation, find themselves jobless and feeling useless, which eventually leads to frustration, disappointment and low self-esteem, as well as an increased tension with others. These life conditions while they foster self-isolation, and fatalism, can lead to social destruction, mental suffering, and possible enrolment in extremist groups.

At the same time, many young Kurdish people are affected by unemployment due to the economic crisis affecting Kurdistan, and are tempted to use their skills and motivation away from their country.

The Danielle Mitterrand Foundation, is i Involved and active in Kurdistan since the genocide attempt of Saddam Hussein against Kurdish people in 1989. In the resent years the Foundations assists the Kurdish Government in setting a youth training framework, in cooperation with its French partner **Léo Lagrange Fédération**, its Kurdish partner the Civil Development Organization-CDO and the Kurdish Regional Government, **started in September 2016,** a 3-year program aiming at providing educational and psycho-social support to IDPs and Refugees in 9 camps, while setting in place a youth worker training framework to foster the use of alternative, innovative , participatory educational methods thus enhancing youth work.

The program is based on two pillars:

- Contribute to the development of a youth social worker training and certification scheme for Kurdistan, as well as to the creation of a specific pedagogy for NFE activities focused on refugees.
  It is expected to run three 1 year long training cycles involving 60 Kurdish, displaced and refugees youth facilitators, put in place a

guidebook and a booklet on non-formal education methodologies and activities with children and establish a specific certification.
A 2-years training of trainers cycle will be organised, involving 12 Kurdish youth workers, as well as the creation and dissemination of educational materials and methodologies and establishment of a specific certification.

- Support the organization of non-formal education activities for children in nine camps (3 camps per year)
Four facilitators per camp have been recruited, trained (through the year-cycle facilitator training scheme) and monitored, for eleven months each, while organising activities for children aiming at increasing self-confidence, welfare, knowledge and trauma recovery for more than 5000 children. Camps have been selected with the approval of the Kurdish government and local partners, seeking balance between areas, camps and people's needs.

Organising such activities within the camps, using NFE methods based on participative and resilience-seeking methods from the "popular education " movement, is to be recognised as a new kind of initiative that is innovative and complementary to humanitarian emergency and development actions. Thus, such initiative (and its materials) shall be disseminated among the rest of Kurdistan and the Middle East.

// PROGRAM PROMOTERS

France Libertés-Fondation Danielle Mitterrand

France Libertés Foundation is a non-governmental, non-profit organization based in Paris, France, created by Danielle Mitterrand in 1986. Its purpose is to advocate and defend human rights, support the struggles of oppressed peoples, especially autochthonous people, around the world as well as advocating and acting to ensure the recognition of water as humanity's Common Good. In 1989, Danielle Mitterrand played a key role in stirring and mobilizing the international community to stop Sadam Hussein's war against Kurdish people and in hosting 3000 Kurdish refugees in France. Since then, the foundation has been supporting them in their struggle for freedom and peace. Since 2013, France Libertés, helped by the "Federation Leo Lagrange", supports the Kurdish Regional Government in its action to set qualitative policies and framework for young people. FL is also took an active role in a psychosocial project, run by Première Urgence Internationale within Camp of Bardarash that host Shabakis, displaced people who fled Mossoul and ISIS.

Fédération Léo Lagrange

The Fédération Léo Lagrange (FLL) is a grass-roots educational movement that has been striving for social progress and people welfare and emancipation since its establishment in November 6, 1950, through implementation of non-formal education and social activities in France and abroad. It does organize educational activities and programs in more than 250 social and leisure centres France-wide and train more 10 000 youth leaders every year worldwide.

Leo Lagrange operates in Kurdistan, thanks to its partnership with the Foundation Danielle Mitterrand, since 2013, through the provision of expertise, field visit and trainings for youth and children social workers.

Civil Development Organization-CDO

CDO is a non-governmental, non-profit independent organization, founded in 1999, in cooperation with the Swedish organization Diakonia. CDO has been working under the umbrella of Diakonia for 2 years. In April 2001, it got the registration from the Ministry of Humanitarian Aid and Cooperation of the Kurdistan Regional Government and in 2011 from the NGOs directorate in Baghdad. CDO built close relationships with other Kurdish and Iraqi non-governmental organisations. It is an active member in several local networks and has long lasting cooperation with many International Organisations. CDO has been awarded the golden prize as an active NGO in KRG, from the Ministry of Human Right. The aims of CDO is to improve Human Rights situation, raise the capacity of Civil Society Organisations, raise women capacity in the field of leadership and combat violence against women, promote democracy principles, buildpeace in the conflict areas and provide legal assistance for marginalised groups in society.

Public Aid Organization-PAO

PAO is an independent non-governmental and non-beneficial organization for the public interest, an Organization that works according to its humanitarian values, for improving life and implement human rights and build a civilized society through development programs and projects according to the United Nations principles especially in the 3rd Millennium.

Trainer's capacity Self-Assessment Tool[7]

// WHAT IS IT AND WHY DO WE USE IT?

This self-assessment tool was designed to support participants develop their individual professional competences as non-formal education trainers.

// HOW DOES IT WORK?

It focuses on six main competences that a NFE trainers should develop:

1. Understanding and facilitating individual and group learning processes
2. Learning to learn
3. Designing educational programs
4. Co-operating in a team of trainers/facilitators
5. Communicating meaningfully with others
6. Intercultural competence

For every competence, there is a list of related task and you need to think how well you perform or not these tasks . You can rate yourself on a scale of 1-4:

1   2   3   4

1 = I have no experience

2 = I have some points to develop

3 = I feel quite comfortable

4 = I feel very comfortable.
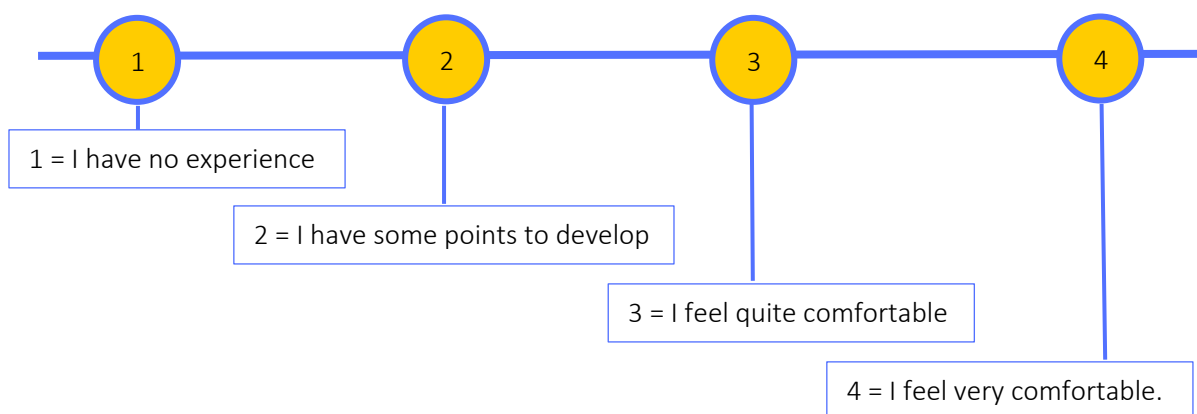
Apart from rating yourself, you have also the chance to analyse and keep notes of the reasons that let you to the specific rating and keep a note of the things that you need to do or to change so as to increase your competence.

DATE OF ASSESMENT: …………………………………………………..[8]

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[7] *www.salto-youth.net/downloads/4-17-2780/fin_Set_of_competences_trainers.pdf*
[8] *This tool can be very useful if you use it regularly and spend some time comparing your development.*

1 // UNDERSTANDING AND FACILITATING INDIVIDUAL AND GROUP LEARNING PROCESSES

1. Having an understanding of group dynamics and learning processes

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

2. Creating an inspiring and safe learning environment taking into account various learning processes

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

3. Facilitating the group dynamic in a way which is favorable to learning

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

4. Introducing and leading activities that encourage creativity, problem-solving and thinking" out-of-the-box"

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

5. Stimulating active participation, motivating and empowering learners

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

6. Establishing a relationship with learners based on trust, respect and clarity of roles

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

7. Supporting learners in identifying and pursuing their learning needs

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? ……………………………………………………………………………………
    - Note ……………………………………………………………………………………

8. Strengthening the self-confidence of learners

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

9. Giving feedback in an educational context

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

10. Effectively managing one's own emotions in training situations and keeping ethical boundaries with the group

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

2 // LEARNING TO LEARN

1. Identifying realistic learning needs in relation to the goals you have set

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

2. Identifying learning objectives and pursuing them pro-actively

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

3. Assessing my own learning achievements and competences

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

4. Being aware of the way I learn best whilst remaining flexible and ready for unexpected learning

- How I rate myself now on scale of 1-4: …………………………………/4
- Why? ……………………………………………………………………………………
- Note ……………………………………………………………………………………..

5. Being open for feedback and committed to my own personal and professional development

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

3 // DESIGNING EDUCATIONAL PROGRAMMES LEARNING TO LEARN

1. Developing an educational approach based on the needs and profiles of learners

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

2. Applying key competences, values and consolidated practice of non-formal learning

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

3. Ability to transfer knowledge or values - related to the activity of learners - using appropriate and effective methods and approaches

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

4. Choosing a methodology that fits the objectives of the activity

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

5. Integrating the socio-political context of learners into the educational programme

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

6. Planning the different steps on evaluation and impact assessment and interpreting the results

- How I rate myself now on scale of 1-4: ………………………………/4
- Why? …………………………………………………………………………………
- Note …………………………………………………………………………………

7. Taking advantage of what the physical environment of the course venue has to offer

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

4 // CO-OPERATING IN A TEAM OF TRAINERS/FACILITATORS

1. Contributing actively to and taking responsibility for the tasks of the team

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

2. Encouraging and involving the team members

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

Dealing constructively with disagreements while respecting different perceptions
- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

3. Being aware of team processes and how they affect team effectively

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

4. Learning with and from the other team members

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

5. Contributing to a constructive working climate

- How I rate myself now on scale of 1-4: ……………………………/4
- Why? ………………………………………………………………………………
- Note ………………………………………………………………………………

5 // COMMUNICATING MEANINGFULLY WITH OTHERS

1. Ability to listen actively

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

2. Ability to be empathetic and use

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

3. **Ability to express clearly thoughts, feelings and emotions**

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

4. **Sensitivity to identity-related issues**

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

5. **Sensitivity to diversity**

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

6. **Use non-violent communication**

    - How I rate myself now on scale of 1-4: ………………………………/4
    - Why? …………………………………………………………………………………………
    - Note ………………………………………………………………………………………….

5 // INTERCULTURAL COMPETENCE

1. Tolerating situations where I am not able to implement my own ideas and expectations

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

2. Being aware of myown identity

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

3. Ability to critically reflect about and take distance from my own perceptions and stereotypical constructions of reality

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

4. Ability to apply human rights principles

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

5. Ability to create an inclusive for all learning environment, so as to guarantee equal participation

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

6. Ability to identify the relevant legal and professional frameworks and adapt my work to them

   - How I rate myself now on scale of 1-4: ……………………………/4
   - Why? …………………………………………………………………………………
   - Note ………………………………………………………………………………….

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