



THE PERFECT MATCH



Training program to
overcome boundaries



Key Action 1 - Youth Exchanges

THE PERFECT MATCH

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GENERAL INTRODUCTION

Lunaria has been launched in 2013, a long term strategy to be implemented in 2014, aimed to tackle in the most detailed way, from the perspective of young people, of youth-social workers and NGOs, the topic of DISABILITY.

The core point of this strategy was DISABILITY and all the important questions that surround this word and that may appear in our mind.

How do we define disability and why? Are prejudices or preconceived ideas influencing or affecting our way of act, when we meet people with disabilities? How do we use words and definitions? Do we use labels and what are the consequences, direct or indirect? How do we picture, in our perception, the life of people with disabilities? How to overcome our "pre-established mental pictures" in order to create a real interaction and exchange? How to make the young people in condition to approach this topic from a wider and equal perspective? Do we think we can concretely intervene to create together, new learning opportunities, where heterogeneous groups, can mutually learn and cooperate? How to provide the youth-social workers and the peer educators, that work with young people with and without disabilities, with new tools to approach disability and to facilitate the equal, active participation of these young people, in their activities?

These are just some of the questions tackled during the process we undertook developing the following actions:

- **youth exchange:** aimed to gather young people from different countries and, through the use of non formal education and artistic methodologies (dance and music), to make them interact and exchange life' experiences, perspectives and point of views. The initiative, in common agreement with all the partner promoters and being a pilot project, addressed one specific type of disability, which is blindness, total or partial and visual impairment.

The project was implemented last April 2014 by Lunaria, in cooperation with the international partners CBB, COCAT and SCI Vitoshka and saw the active participation of 24 young people, 4 group leaders and 4 accompanying persons.

- **training course for youth workers:** aimed to deepen the youth work about disability targeting the action to the youth and the social workers that daily realize activities with people with disabilities; to explore the non formal education methodologies that can be used to better implement the work with people with disabilities; to exchange the good practices and virtuous experiences on this field and to develop new working methods to facilitate the active participation of heterogeneous groups composed by young people with and without disabilities in projects and initiatives at local and international level.

The idea was to use the feedbacks and results collected during the youth exchange, to structure in the best way the training course agenda and working methods.

- **training for peer educators:** dedicated to youngsters with and without disabilities, taking the outcomes from the youth exchange and the training course. Participants shared good practices and working methods and learnt new methodologies to realize new inclusive projects targeted to heterogeneous groups, composed by young people with and without disabilities.

The training for peer educators was dedicated to the youngsters who have participated in the previous youth exchange but also to other young people, with and without disabilities, active in this field and interested to promote inclusion and participation. Participants had the common mission to develop and test the current Tool Kit which is the outcome of the training program. This publication contains a series of activities ready to be used in voluntary projects and Erasmus+ activities, targeted to young people with and without disabilities participate.

ACTIVE PARTICIPATION: in the entire strategy and in all the projects the key element has been the active participation. By practically experiment what disability is from different perspectives and exchanging life' experiences, it was possible to implement a concrete strategy aimed to explore disability in an omni-comprehensive manner. In this process, the main idea was not to "integrate" people with disability, but to find the most suitable way to give value to the different skills and abilities in order to activate new forms of participation and understanding.

This strategy was also finalized, in a longer term perspective, to create an informal network of organizations willing to deepen "disability" and to export the experience in their own local backgrounds. For this reason we like to consider the "Perfect Match" as an open format that can be used and adapted according to the local background needs, by each organization interested.

METHODOLOGIES IN THE PERFECT MATCH - TRAINING PROGRAM TO OVERCOME BOUNDARIES: participants experimented a combination of different non formal and outdoor activities, usually used in voluntary service and training activities. The innovative aspect of this project was that they had the opportunity to practically test the working methods during the experience itself and to reshape them, accordingly to the needs of an heterogeneous group. Furthermore the methods were conceived to empower future trainers and group leaders, so to make them in condition to run inclusive and participative projects, including people with and without disabilities. Participants acquired the necessary knowledge, abilities and skills to become peer educators, able to accompany a person facing disabilities, to encourage his/her participation and to guarantee an appropriate multilevel learning process. In this way the local and international groups, as also the local communities participating in the future projects, could have taken in a medium term perspective a great benefit from the experience.

Main pillars in the participative methodologies we applied:

- **GROUP HETEROGENEITY:** the projects have to be targeted to heterogeneous groups, with participants with and without disability. It favours the real exchange and interaction and facilitate the sharing of different perspectives and life 'experiences;
- **EXPERT IN THE FIELD:** the participation in the Pool of Trainers - PoTs of a person with disability, experienced in non formal education. It allows to re-adapt in real time the methods, accordingly to the specificity of the disability and to facilitate the involvement and the learning of everybody;
- **FLEXIBILITY AND RE-ADAPTATION:** the methods have to be re-adapted in real time, the flexibility is a core point in each learning process and even more in a project about disability. The PoTs has to gather feed backs and comments from participants and be ready to re-adapt the methods in real time so to insure the active involvement and the coherent development of the different learning processes.

HOW TO USE THE TOOL KIT

The Tool Kit is addressed to different **ACTORS**: participants involved in the two training courses, their sending organizations, other youth workers and associations interested to develop non formal education activities in the field of disability.

The Tool Kit is designed to be as flexible as possible: it leaves you the possibility to be used to build up an entire training course, as well as smaller workshops or activities.

Indeed the idea is to have an open format, including the clear description of each activity performed, which can be easily reproduced in the different backgrounds.

The non formal education **WORKING METHODS** we chose to re-adapt accordingly to the target needs are tailored made for heterogeneous groups without disability - blind or visually impaired.

For this reason, in the case you will decide to use some of the activities, to work with people presenting a different type of disability, we suggest you to have an expert in the pool or at least to ask direct feed backs from participants with disability. It will ensure the accessibility and the participation of both people with and without disability.

All the activities realized during the two training courses part of TPM are included in this Tool Kit, we avoided to include the few activities that we decided to repeat twice, for an internal logic and methodological approach, in both the trainings.

For what concern the Training in Action - TiA session we decided to include it both in the first and in the second training for a matter of internal coherence of the activity program and to run the assessment and upgrading of the adopted methods. The choice due to different factors: the effectiveness of the method (it's very powerful experiment during the training, different methods and activities that can be afterwards repeated once back home); the assessment and upgrading of the method with different target groups (in the first training youth workers and the second young people and active volunteers).

For convenience we have identified the activities, not in a chronological order but accordingly to the methodology used and the theme explored.

Please bear in mind that Table List of Activities at pag. 8, 9 and 10 are in in alphabetic order.

THEMATIC LIST:

- Intercultural Learning --- indicated with the letter **ICL**
- Exclusion VS Inclusion --- indicated with the letter **EI**
- Disability --- indicated with the letter **D**

METHODS LIST:

- Ice Breaking and Getting to know each other --- indicated with the letter **B**
- Team Building and Group Dynamics --- indicated with the letter **G**
- Outdoor Activities --- indicated with the letter **O**
- Training in Action ----- indicated with the letter **TiA**

INFO ABOUT METHODS

The activities implemented during the two training courses part of "THE PERFECT MATCH Training program to overcome boundaries" - TPM are mainly based on non formal education.

NON-FORMAL EDUCATION - NFE is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.

- NFE it's flexible, learner-centered, contextualized and based on the promotion of participatory approaches;
- the basic idea is that there are not teachers delivering the information to students who are receiving them, but facilitators and experts to create a shared learning path, encouraging the exchange of knowledge with and among the learners/experts;
- this approach facilitate the self-esteem raising, the development of the self confidence and ensure the personal empowerment.

Non formal education is based on the "LEARNING BY DOING APPROACH", where specific aims are well fixed and clearly defined in each activity proposed so to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason it's important to propose a life-long-learning approach, able to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.



NFE IS A POWERFUL TOOL TO MAKE THE YOUNG PEOPLE:

- * interact
- * to break down barriers
- * to build up trust, develop the cooperation within the group
- * to enhance the interaction in heterogeneous groups, with youngsters with and without

**THROUGH THE NON NFE METHODS IS
POSSIBLE:**

- * to create an horizontal interaction among young people
- * to encourage the exchange of feelings, feed backs, experiences and knowledge
- * to give value to different competences know how
- * to explore the idea that each person has different abilities that have to be appraised.

An important element in NFE is the possibility to RE-ADAPT THE METHODS during the process, taking into account the needs of participants and of the different actors involved. It brings to the learning experience a great flexibility, encouraging the different learning approaches and the activation of the individual skills.

This element was very important in TPM: the challenge of this pilot project was to re-adapt the methods applied in order "to bring on board" both participants with disability and without. Indeed the idea grounding in this work was that projects about disability should not be opened only to participants with disability. On the contrary, the aim is to work with heterogeneous groups, making people with and without disability interact, exchange and work together.

Furthermore in TPM we chose to experiment a combination of NFE and outdoor activities, because both foresee the active involvement of participants in each stage of the process and promote the horizontal exchange of competences. This innovative combination in the work with disability, further encouraged the participation, enhanced the impact and gave the proper value to differences.

TABLE LIST OF ACTIVITIES

ACTIVITY in alphabetic order	THEMES ADDRESSED			METHODS APPLIED				PAGES
	ICL	EI	D	B	G	O	TiA	
Acting Stories and Strip Cartoons		EI	D				TiA	12
Active Listening		EI		B			TiA	16
Alphabetic order				B				18
Barriers: family - autonomous life - education - love and sex - employment	ICL		D					19
Draw diversity			D		G			20
F - NF - I						O	TiA	21
Feed Back Rules				B			TiA	22
Gincana				B			TiA	23
5 good practices and 3 bad practices			D					24
Human Bridge					G			25
"Kung fu Panda" Gincana about methods				B			TiA	26
Low ropes				B		O	TiA	28
Low Ropes - Summing Up - Tuckman model				B		O	TiA	29
Mandala of Identities	ICL	EI	D					32
Me and disability: victim, perpetrator, bystander, interfering	ICL		D					33
Meeting the Others					G			35
Moving debate		EI	D					36
My expectations through drawing!					G			38
Name and Sound				B				39
NFE e Outdoor 1 - Accessing in non formal			D			O	TiA	40
NFE e Outdoor 2 - Outdoor pathway						O	TiA	41
NFE e Outdoor 3 - Photos exhibition - the labyrinth		EI	D					43
NFE e Outdoor 4 - Collective creation of a sculpture with objects					G			44
Noisy spider net			D		G	O		46

Orienteering in the space			D					47
Rome: barriers, bad and good practices - step 1		EI	D	G		O		48
Rome: barriers, bad and good practices - step 2		EI	D	G				49
Round Name				B				50
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Speed date		EI	D		G			52
Spider net		EI	D		G			53
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Stories of IvsE 2 - Shaping stories through Strip Cartoons		EI	D				TiA	55
Team radar		EI	D		G			57
The blind and the driver			D		G			58
TiA - TRAINIER in ACTION - FINAL EVENT			D				TiA	59
TiA preparation - Group division and work in groups				G			TiA	60
Tibetan Bridge		EI	D			O	TiA	62
Touch the sky		EI			G			63
Two unexpected things/stories about you				B				64
Welcome Ceremony: Sensory Pathway			D	B				65
Welcome Ceremony: Body and Rhythm			D	B				66
World Cafè	ICL		D					67
Write the statements and questions	ICL		D					69

ANNEX 1 TOOLS FOR THE FINAL EVALUATION	
Draw the hand	70
Spider web evaluation with sound	71
Questionnaire	72

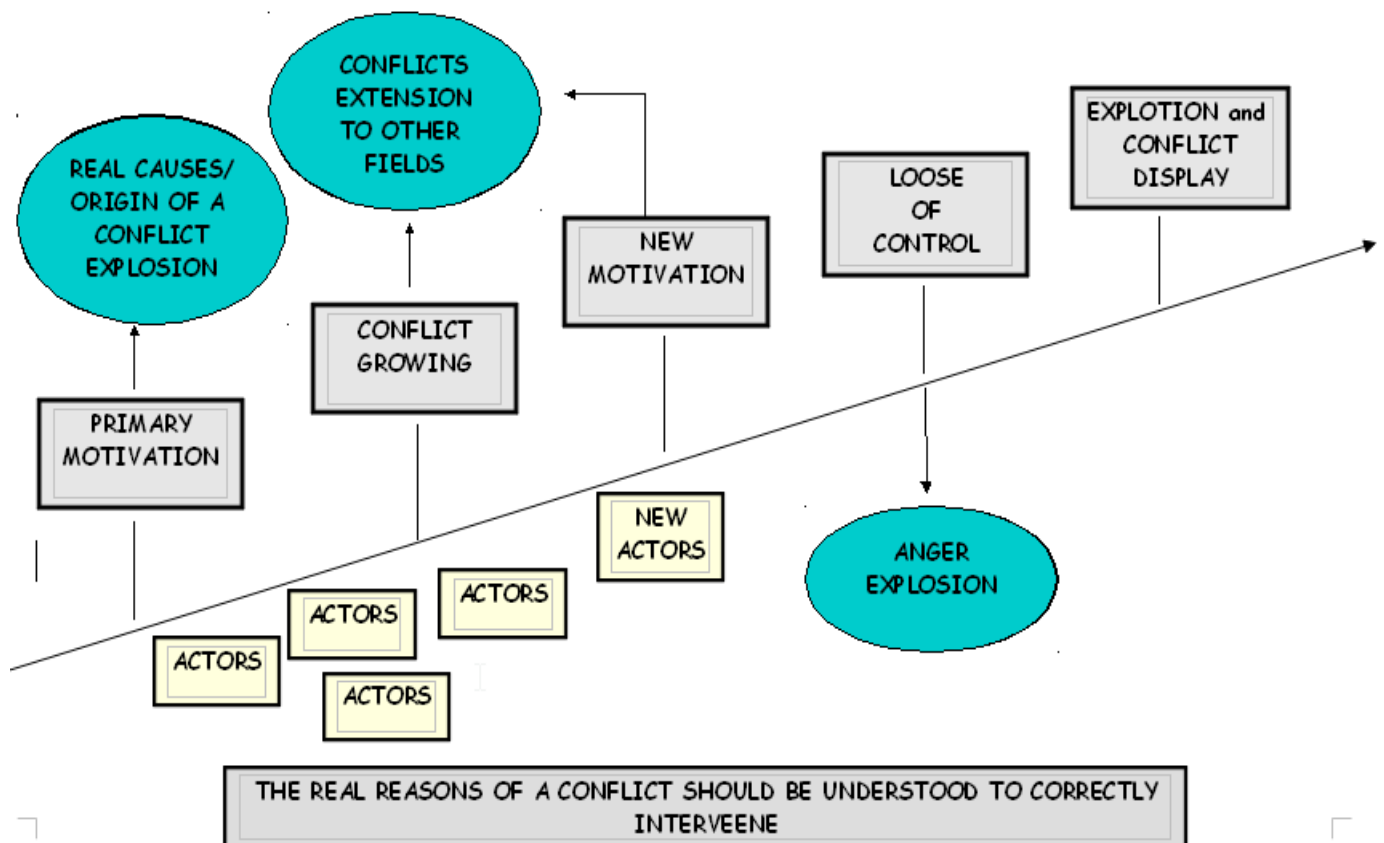
ACTIVITIES TOOL KIT

Acting Stories and Strip Cartoons

Title	Acting Stories and Strip Cartoons
Tool type	Theatrical group activity
Tool topic/s	Conflict explosion and conflict analysis
Aim	To provide participants with tools to analyse conflicts (situation, actors, dynamics in the conflict explosion) and to develop possible solutions to intervene in these conflicts, possibly managing them
Material needed	/
Duration	180 minutes (including 90' for the part "Acting Stories" and 90' for the part "Strip cartoons" NOTE: in the daily agenda, because of timing reasons we decided to split the activity in two part, the first "Acting Stories" in the morning and the second "Strip Cartoons" in the afternoon. In the Tool Kit the description of the two activities is merged since they are linked and part of the same session about conflicts, being the first preparatory for the second
Description	<p>STRIP CARTOONS - below the steps to be followed in the implementation of the activity:</p> <p>SETTING: the room should be decorated in a way that evoke possible conflicts. Soft music, in the background.</p> <p>Step 1. participants enter in the room, one by one and they are asked to walk in the space, finding their speed and internal rhythm. After they walked for a while they are told that, when they want and feel comfortable, they can sit on the ground finding a place which is "their own space"</p> <p>Step 2. participants are asked to think about the conflicts they lived in their life, the solved and unsolved ones, related to different situations and events. When they have identified the one for them more representative, they have to reflect on the situation, the general backgrounds and the actors</p> <p>Step 3. participants are merged in 4 groups, the group size should not exceed the 6 elements. Once they are in the group, they have to briefly share their story.</p> <p>The activity can take now two options: OPTION 1: participants of each group has to choose, among the ones shared, the one they consider to be more representative of a conflict. Trainers should</p>

	<p>emphasize in this moment that there are not "good" or "bad" stories but that each one is unique.</p> <p>OPTION 2: in each group participants won't choose one story but they will use all the elements appeared from their stories to create a new one. Trainers should emphasize the important to well identify in the story, actors, background and conflict situation.</p> <p>Step 4. trainers briefly present in plenary the "Conflict Explosion Model" to identify the situation, the actors and the dynamics in conflict explosion. Below the Hand Out with the model</p> <p>Step 5. each group is left a small amount of time to prepare a short sketch to represent the conflict situation, taking into consideration the different elements (identification of situation, actors, type of conflict/s, dynamics in the conflict explosion). The sketch should stop in the conflict explosion</p> <p>Step 6. on the stage each group represent the sketches with the conflict stories, stopping in the conflict explosion</p> <p>Step 7. after each representation the group stays on the stage and is done the analysis of the situation</p> <p>It follows after every representation a debriefing with the public to analyse the different elements.</p>
	<p>STRIP CARTOONS - below the steps to be followed in the implementation of the activity:</p> <p>Step 1. is provided a brief explanation of what living pictures are and how the representation through strip cartoons is functioning. Below the Hand Out with the model. NOTE: draw it on a flipchart BUT be ready to present it using voice!!!</p> <p>Step 2. each group should discuss the conflict situation identified, taking into account the work done in the previous session "Acting Stories" (identification of situation, actors, type of conflict/s, dynamics in the conflict explosion). The task is to identify 3 possible solutions to manage the conflict. Another possibility is to ask them to identify only one solution divided in 3 steps</p> <p>Step 3. participants are left some minutes to prepare the improvisation using the living pictures and strip cartoons</p> <p>Step 4. on the stage each group represent the frames</p> <p>Step 5. after each representation the group stays on the stage and is done the analysis of the situation.</p> <p>It follows after every representation a debriefing with the public asking if there are other possible ways to manage the conflict or to solve it.</p>

HAND OUT WITH DYNAMICS IN THE CONFLICTS EXPLOSION MODEL



HAND OUT WITH EXAMPLE OF STRIP CARTOON

1st frame: CONFLICT MANAGEMENT/SOLUTION

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SEQUENCE 1

beginning of the action
action)

SEQUENCE 2

climax of the action

SEQUENCE 3

closure(end of the

NOTE: in this case only one solution, divided in beginning of the action, climax and closure, should be identified

or

SEQUENCE 1

1st management/solution

SEQUENCE 2

2nd management/solution

SEQUENCE 3

3rd management/solution

NOTE: in this case 3 solutions should be identified. In each frame one solution should be represented

Active Listening

Title	Active Listening
Tool type	Practice 2 by 2
Tool topic/s	Communication and Active Listening
Aim	The aim is to feel that we can be much more active in the listening of the others, to feel much more understood and understand more the other using an active listening approach. This can help in avoiding misunderstanding conflict, and in conflict management
Material needed	Chronometer
Duration	45 minutes
Description	<p>Step 1. (5 min) with music, each group member is asked to choose one partner, and has to be connected with him/her by the extremity of one finger only. Talking is not allowed. They can make movement, and dance with the partner, listening to the body of the partner, (introduction to the active listening, that is not only talking but also body language). We can ask to change the couple depending on how long we want this step.</p> <p>Step 2. (7 min) in pair, during 1 min, one person of the pair tells to the other something personal. The other listens with attention, without stopping even if he/she does not understand, and with a neutral body language (without approve or don't approve, smile...). When the 1min is finish, the listener repeats the more exactly possible, and without interpretation what the other said. We change the roles. Participants are asked to think about their feeling after this exercise.</p> <p>Step 3. (7 min) with the same pair or changing, doing the same exercise telling about a personal conflict that lived recently. This time, after each big sentence, the speaker stop, and the listener repeats what he/she heard (still neutral body language and no interpretation) (3 min). Change the role (3min). Participants are asked to think about their feeling after this exercise and the differences between the step 2 and 3.</p> <p>Step 4. (10 min) with the same pair or changing, doing the same as step 3 telling about the strongest personal value. This time, when the listener repeat what he/she heard, if the speaker is not satisfied with what he/she heard, has to repeat and reformulate to be closer to what he/she think. Then the listener are asked to repeat what he/she heard. They repeat this part until the speaker is satisfied: it means that the listener understood what you want to say. (4 min). Change the role (4min). Participants are asked to think about their feeling after this exercise and the</p>

differences with the others steps.

Feedback about the exercises.

Conclusion: it's important to reflect on the big difference between:

- what I think
- what I want to say
- what I think I say
- what I say
- what you want to listen
- what you think you listen
- what you listen
- what you want to understand
- what you think you understand
- what you understand

"There are ten possibilities to have difficulties to communicate but still.... let's try!!!!"

Bernard WERBER

Alphabetic order

Title	Alphabetic order
Tool type	Ice breaker
Tool topic/s	Non verbal communication Getting to know each other Creation of the group
Aim	To make the group refreshing the names; to demonstrate that there exists several, different types of communication and that there are also several ways to communicate non verbally
Material needed	Ropes
Duration	20 minutes
Description	<p>Trainers explain that a competition is starting and divide participants in 2 groups, every group representing a team. Two long ropes are put on the floor so to create two parallel lines. Participants are asked to create a line and to touch the line with their feet.</p> <p>RULES OF THE GAME: the game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot exit the line with their feet. The first task is to create the alphabetic order of the team from A to Z. The group that suppose to have finished as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that suppose to have finished as a first have to raise the arms.</p>

Barriers: family - autonomous life - education - love and sex - employment

Title	Barriers: family - autonomous life - education - love and sex - employment
Tool type	Work in small groups and restitution in plenary
Tool topic/s	Disability in the different spheres: family - autonomous life - education - love and sex - employment
Aim	To make participants reflect and discuss, within small groups, about specific sensitive spheres, within the framework of disability
Material needed	Papers, pens, markers, flipcharts
Duration	90 minutes
Description	<p>Step 1. in plenary are presented the 5 specific sensitive spheres, within the framework of disability: family - autonomous life - education - love and sex - employment.</p> <p>Step 2. trainers explain that 5 groups will be created, each one discussing one of the different sphere. Participants can decide what group they are interested to join.</p> <p>NOTE: try to keep an overage balance in the groups (avoid groups of 10 and groups of 2!!!)</p> <p>Step 3. each group has 30 minutes at disposal to discuss the group topic and to organize a brief presentation</p> <p>Step 4. the 5 groups briefly present in plenary, the result of their work. Is left some added time for questions and answers.</p>

Draw Diversity

Title	Draw Diversity
Tool type	Individual and group activity - Team Building activity
Tool topic/s	Getting to know each other and group creation
Aim	To make participants, reflect individually on what does it means "diversity" and to share the different points of view within the group
Material needed	flipcharts, plastic cover, tempera in different colours, plates, brushes, plastic plates, markers in different colours, absorbent paper
Duration	60 minutes
Description	<p>SETTING OF THE PLENARY ROOM: blankets on the floor, there is a plastic cover on the floor and flipcharts, with the shape of a ring, above the plastic. In the middle are set several plates with different colours, brushes and markers.</p> <p>Step 1. participants enter the workshop room one by one and are accompanied by trainers in front of the ring, where they have to sit</p> <p>Step 2. participants are asked to think about what is "DIVERSITY" for them. They are left some minutes to reflect on it</p> <p>Step 3. they have to "fix" on the flipchart they have in front, their definition of "diversity".</p> <p>NOTE: they can draw, write, put key words it's up to their fantasy</p> <p>Step 4. once they finished, one by one is invited to present briefly the personal definition of "diversity".</p> <p>Once the activity is over, the flipchart ring is cut in different parts (without cutting the drawings and words of participants) and put on the wall where they will remain till the end of the training.</p>

F - NF - I

Title	F - NF - I
Tool type	Group activity
Tool topic/s	Formal, Non Formal and Informal Education
Aim	To make participants define what Formal, Non Formal and Informal Education are, specifying precisely the similarities and the differences among the three
Material needed	flipcharts and markers
Duration	45 minutes
Description	<p>Participants are divided in three sub-groups, each one receiving the task to define what is Formal, Non Formal and Informal Education.</p> <p>Specifically: GROUP 1 → FORMAL EDUCATION GROUP 2 → NON FORMAL EDUCATION GROUP 3 → INFORMAL EDUCATION</p> <p>The groups are left 20 minutes to discuss and to provide their definitions. They can write, draw or use the way they prefer to afterwards present it.</p> <p>Each group present in plenary the definition/s.</p> <p>It's open the space for questions, doubts and clarifications.</p>

Feed Back Rules

Title	Feed back rules
Tool type	Collective work in plenary
Tool topic/s	Feed Back Rules
Aim	To learn how to give and get feedback after the training
Material needed	/
Duration	30 minutes
Description	<p>Aim of this tool is to make participants think on how to give a positive feedback to another person, by putting them in the situation to have to provide feedbacks to randomly selected person from the group.</p> <p>The task is to start walking around the room where the entire group is and look who is there around us. The walking goes on and on until the moment when a trainer says STOP. At that moment all the participants have to turn to the person closest to them and each of them gets two minutes to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question.</p> <p>There are three questions:</p> <ul style="list-style-type: none"> • What was my first impression about you? • What did I learn to appreciate about you? • What do I wish you for the future? <p>The focus is on giving positive feedback, since all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. But rather to get a chance to think how could we find positive words for people we work with and encourage them to continue working and trying to improve them all the time.</p> <p>NOTE: at the end of the activity it's helpful to present the "Sandwich model": during the feed back is important to open with something we appreciate, then adding something that should be improved and to close with something good.</p>

Title	Gincana
Tool type	Work in small groups through a simulation in different steps
Tool topic/s	Different non formal education working methods: group dynamic, theatre, group discussion, outdoor activities, facilitation
Aim	To learn/refresh different non formal education working methods used during the training and that can be used for the organization of the workshop run in the "Trainer in Action" session
Material needed	/
Duration	90 minutes in total = 15 minutes (for the explanation) + 75 minutes (for the activity)
Description	<p>SETTING: trainers should create 4 different stations representing:</p> <ul style="list-style-type: none"> • group dynamic • theatre • group discussion • outdoor activities • facilitation <p>Step 1. 4 teams of approximately 6 people each are created and receive the explanation of all the steps within the activity. Each team has to go from station to station, searching for the information about the method presented there (in each station they have to stay 15 minutes). Each group receive a passport where the stamps of the different stations are included</p> <p>Step 2. the activity starts and in each station is run an interactive and participative presentation of the method. At the end, before moving to the next station, the facilitators should put his/her stamp on the passport</p> <p>NOTE: in each station is run a transversal reflection on aim and objectives, on accessibility and adaptation of each methodology</p>

5 good practices and 3 bad practices

Title	5 good practices and 3 bad practices
Tool type	Work in small groups and interactive presentation in plenary
Tool topic/s	Good and bad practices in the field of disability
Aim	To make participants discuss and share the good and the bad practices in the field of disability
Material needed	It depends on how each group wants to present the work done
Duration	180 minutes
Description	<p>The activity is divided in different steps, as follows below:</p> <p>Step 1. in plenary trainers explain the activity and the different steps and 4 sub-groups are created</p> <p>Step 2. within each group, participants should present 5 good practices and 3 bad practices concerning disability, they experimented in their work or through projects</p> <p>Step 3. it follows the analysis of the good and bad practices and the analysis of similarities and differences</p> <p>Step 4. each group should choose the 5 good practices and 3 bad practices they believe more representative</p> <p>Step 5. each group should prepare an interactive presentation of the 5 good practices and 3 bad practices</p> <p>Step 6. each group, one by one, presents in plenary the work done. After each presentation, the group remains on the stage and it follows the analysis and a discussion about the elements presented.</p>

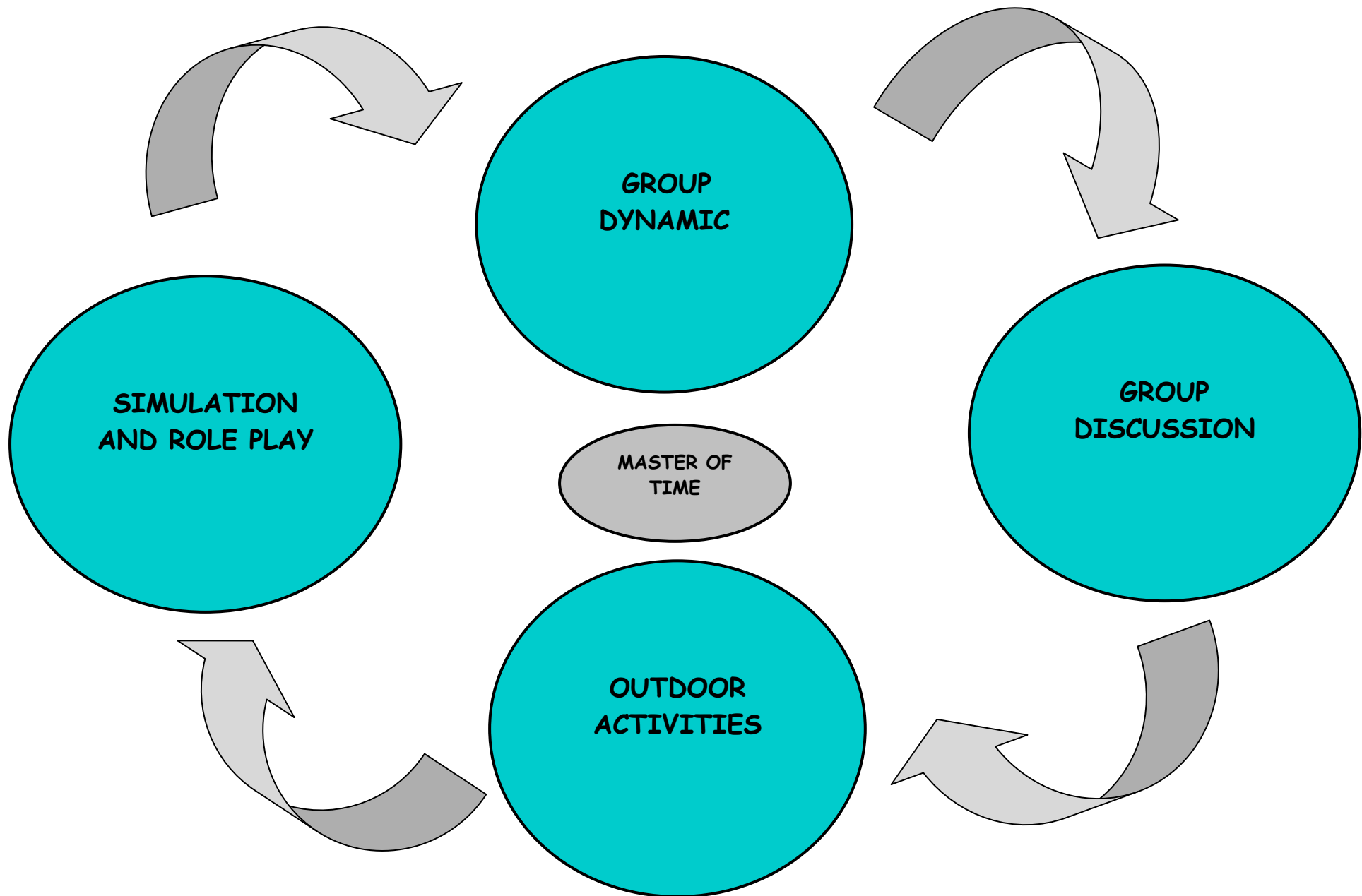
Human bridge

Title	Human Bridge
Tool type	Team Building activity
Tool topic/s	Group cooperation and trust
Aim	To make participants experimenting the group cooperation and trust
Material needed	Two big mattress crash peg
Duration	30 minutes
Description	<p>SETTING: trainers have prepared in advance two lines to keep distance between the groups and we have put on floor two crash pad.</p> <p>Trainers divide the group in two sub-groups and explain that they have to imagine one river in the middle, so the 2 groups have to create a human bridge without cross the line with feet.</p> <p>After bridge creation they have to send 1-2 person each group to cross the bridge.</p> <p>NOTE: after the activity it's followed a debriefing about the "Human Bridge" and the "Noisy spider net" activity where participants will reflect on the group dynamics, on the different roles within the group, and it will be run a specific focus on cooperation and trust.</p>

"Kung fu Panda" Gincana about methods

Title	"Kung fu Panda" Gincana about methods
Tool type	Work in small groups through a simulation in different steps
Tool topic/s	Different non formal education working methods: group dynamic - group discussion - simulation and role play - outdoor activities
Aim	To learn/refresh different non formal education working methods that we can use when we are working with heterogeneous groups (with young people with and without disability)
Material needed	/
Duration	90 minutes in total = 15 minutes (for the explanation) + 75 minutes (for the activity)
Description	<p>SETTING: trainers should create 4 different stations representing:</p> <ul style="list-style-type: none"> • group dynamic • group discussion • simulation and role play • outdoor activities <p>Step 1. trainers, dressed as ancient Kung Fu Masters enter the plenary room, where participants are. The "Master of time" explain the activity and its rules and afterwards creates 4 teams of approximately 6 people each</p> <p>Step 2. each team has to go from station to station, searching for the information about what the station is about(in each station they have to stay 15 minutes)</p> <p>NOTE: the "Master of time" gives the timing and the order of rotation (see the hand out)</p> <p>In each station is run a transversal reflection on aim and objectives + accessibility and adaptation of each methodology</p>

HANDOUT TO SHOW THE ROTATION FOR THE KUNG FU PANDA GINCANA



Low ropes

Title	Low Ropes
Tool type	Group dynamic activities - OUTDOOR ACTIVITY
Tool topic/s	More steps in group cooperation and impairment Reflection about "different abilities" and "cooperation"
Aim	To make the group doing one step forward in the group dynamic, cooperation analysis and impairment: this activity is preparatory for the TiA session that will be run in the next days
Material needed	Ropes, 1-2 trainers
Duration	180 minutes
Description	<p>Step 1. the group is divided in 5 sub-groups, with, approximately, 5 participants each.</p> <p>Step 2. trainers explain how pull one ropes so to create different low ropes passage. (es: Tibetan bridge, double rope bridge, spider net).</p> <p>Step 3. different impairment are applied to some members of the group (e.g. blocking one harm or a leg, blindfolding or making mute)</p> <p>Step 4. each group will have a limited time at disposal to practice different methods and strategies to create the personal passage, choosing one of the techniques presented (Tibetan bridge, double rope bridge, spider net).</p> <p>NOTE: each group can use just the ropes at disposal. No tools, stuff or other instruments are allowed. Is given a time limit for the groups creation (maximum 45 minutes)</p> <p>Step 5. Once the different passage are created, participants have to test the others group creations.. So the first group can be the tester of second, the second test the third and so on.</p> <p>Step 6. at the end of the activity follows a debriefing about cooperation and leadership</p>

Low ropes - Summing Up - Tuckman model

Title	Low Ropes - Summing Up - Tuckman model
Tool type	Summing up about group dynamic, cooperation and leadership
Tool topic/s	group dynamic, cooperation and leadership
Aim	To define within the group, the conclusion of the previous activity and to make a sum up about group dynamic, cooperation and leadership, presenting the Tuckman model
Material needed	Flipchart, marker
Duration	30 minutes
Description	<p>Leadership of teams requires an ability to diagnose the stage of development of teams, and make appropriate interventions that move the team forward. The Tuckman model of team development is an old one (about 40 years) and very simple, but it is still very useful.</p> <p>This model may helps to recognise the stage of development of the team in Tuckman terms, and then outlines the types of interventions that will move the team forward. Indeed using the wrong type of intervention can, at best, be ineffective and, at worst, destroy any good teamwork that already exists. It is important, therefore, to use the right approach.</p>

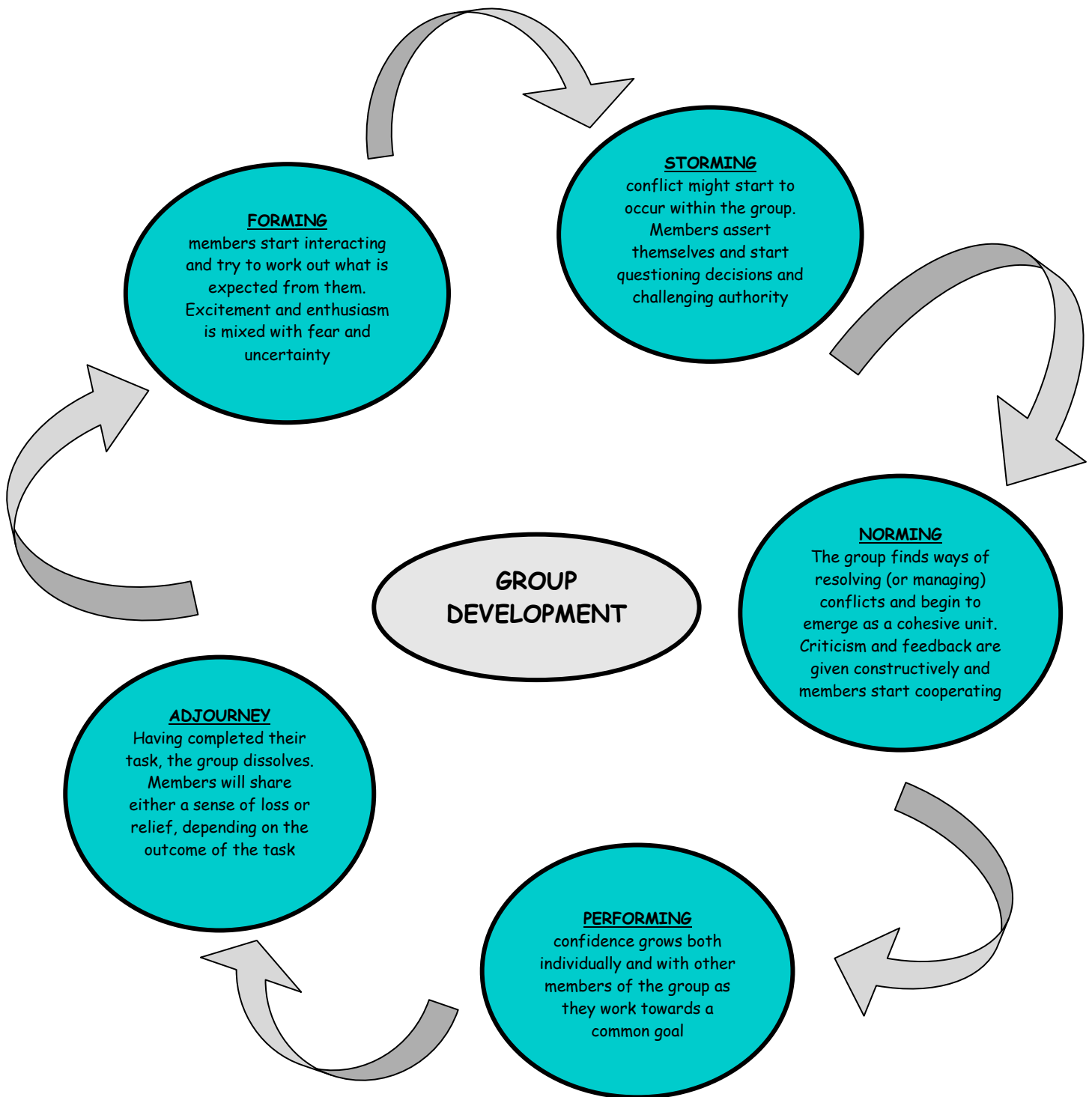
HANDOUT TUCKMAN MODEL

DIAGNOSIS - characteristics of each stage

	FORMING	STORMING	NORMING	PERFORMING
Focus	Own objectives	Others/problems	Processes	Performance
Trust	Assess leader	Trust only leader	Trust the processes	Trust the people
Relationships	None/distant	Conflict	Mechanistic	Synergistic
Criticism	Covert	Overt	Productive	Comfortable
Decision making	Fragmented	Thrashing	Processed	Natural
Predictability	Politics	Volatile	Systematic	Anticipation
Role understanding	Ignorance	Ambiguity	Clarity	Intuitive
Products	Individual	Undesirable	Wooden	System
Knowledge	Poker playing	Packets	According to rules	According to need
Performance	Individual effort	Working out	Following rules	Achieving flow

TYPE OF INTERVENTIONS that a leader should make

	FORMING	STORMING	NORMING	PERFORMING
Overview	Set objectives	Resolve conflicts	Facilitate processes	Coach
Direction	High	High	Low	Low
Support	Low	High	High	Low
Leader focus	Individual tasks	People interactions	Task interactions	Team self-development
Persuasion style	Tell/push	Sell/Consult	Listen/advise	Observe/support
Team Interaction	Leader provide links	Facilitate relationships	Facilitate team processes	Dynamic grouping
Summary	Individuals	Relationships	Processes	Self-development



Mandala of Identities

Title	Mandala of Identities
Tool type	Individual exercise
Tool topic/s	Individual, multiple Identities and personal development
Aim	To encourage the self-reflection, to enhance the personal openness, to reflect on individual and multiple identities, to reflect on each personal identity has been developed through the life's experiences, to make participants reflect on their roots.
Material needed	Paper, pens, rope, sheets and all the materials to create the 4 different settings.
Duration	90 minutes
Description	<p>GENERAL INFORMATION: the word MANDALA comes from Sanskrit language and means <i>circle</i>. A Mandala can be described as any form of circular geometric design that contains symbols of a person's inner self, guiding principles and values and ideas about the world.</p> <p>TO DO LIST FOR TRAINERS:</p> <ul style="list-style-type: none"> draw a simple and uncoloured Mandala model on a big piece of paper and give one to each participant. The mandala has to be divided in 4 quadrant: a. national origins/identity; b. gender; c. beliefs; d. participation in the life of the community (activism, associations ...). The 4 quadrants have a common core in the centre, which is the Mandala = self. create the setting in 4 rooms that will represent <i>childhood, conflicts, present and islands</i>. Each room need a proper setting and has to be arranged to better describe the 4 different "status". The rooms can be linked through a rope or wool leading from cell to cell. Create the atmosphere with soft music, low light and candles. <p>ACTIVITY: after the presentation of the activity, participants are invited to go through the rooms, one by one, not interacting among each others, finding comfortable space to down and reflect, take notes and comments, taking their individual time. In each room they have to fill their personal Mandala, adding their reflections, thoughts, feelings and comments.</p> <p>NOTE: usually this activity, since it is run at individual level, is not closed with a final debriefing in plenary.</p>

Me and disability: victim, perpetrator, bystander, interfering

Title	Me and disability: victim, perpetrator, bystander, interfering
Tool type	Individual work
Tool topic/s	Our "relation" with disability and the different roles we might have taken in the process
Aim	To reflect how we acted in front of different exclusion events (referred to disability) that took place in our life and what was our role (victim, perpetrator, bystander, interfering); to share with other people the result of the individual work done
Material needed	masks
Duration	60 minutes
Description	<p>SETTING: plenary room without chairs and table (we need free space to walk and move in the space) and soft music.</p> <p>Step 1. participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one and walk in the room. When they have found a place where they are feeling comfortable, they can stop there and sit;</p> <p>Step 2. when every body is inside, one of the trainer briefly explain that we might have found our self in different situations where exclusion (related to disability) appeared and that each one of us might have acted in different way, as victim, perpetrator, bystander or interfering. It's important to underline that, when we are talking of "perpetrator" it doesn't mean we did an action with a clear bad intension, while it could happen that, in some cases, even if we are with the best intentions, we might act in a way that is perceived racist, from the other people;</p> <p>Step 3. each participant receive an A4 paper with 4 squares, each square representing a different role, they have to take their time, think about possible events where they acted having different roles and they have to write them down in the different squares;</p> <p>Step 4. when every body finish, small groups (between 3 and 4 people maximum) are created and participants can share within their group their personnel stories.</p> <p>NOTE: no restitution or sharing in plenary of the work done.</p>

HANDOUT VICTIM, PERPETRATOR, BYSTANDER, INTERFERING

VICTIM	PERPETRATOR
BYSTANDER	INTERFERING

Meeting the Others

Title	Meeting the Others
Tool type	Getting to know each other's and team building activity
Tool topic/s	Team Building activity
Aim	To refresh the names and to make participants interact
Material needed	paper, pens, markers
Duration	30 minutes
Description	<p>Participants receive a piece of paper and a pen and are asked to walk freely in the space.</p> <p>When the facilitators says "STOP" they have to freeze in the space and join the person closest and create a couple.</p> <p>The question that has to be discussed from both the members of the couple is: "WHICH ANIMAL REPRESENTS YOU?"</p> <p>When the facilitator says "GO" participants should start walking in the space. When the facilitators says "STOP" they have to freeze in the space and join the person closest and create a couple. The question that has to be discussed from both the members of the couple is: "WHY ARE YOU HERE?"</p> <p>When the facilitator says "GO" participants should start walking in the space. When the facilitators says "STOP" they have to freeze in the space and join the person closest and create a couple. The question that has to be discussed from both the members of the couple is: "THE MORE CREAZY THING YOU HAVE EVER DONE".</p> <p>NOTE: each round it's important to be in couple with someone we did not discuss with before.</p>

Moving debate

Title	Moving debate
Tool type	Interactive group discussion
Tool topic/s	First steps in conflicts NOTE: the sessions about conflict is related with disability
Aim	To make participants reflect that behind the same stamen different people read (and understand) different thing and to make them experimenting how it's might be hard to take a position on a given statement; to make them running the first steps in conflict analysis
Material needed	hand out with the statements
Duration	60 - 70 minutes
Description	<p>Participants are asked to stand in a line, one in front of the others, on their right side there is the space of "AGREE", while on the left the space of "DISAGREE". They are explained that the facilitator will read a statement and they have to take a position on the "agree" or "disagree" side. When they move. they can go on the extreme side or remain more closer to the line (accordingly to the intensity of the agreement or disagreement), but they cannot remain on the line, without taking a position.</p> <p>The facilitator start reading the first statement and ask participants to move in the space taking their position.</p> <p>When everybody has taken position a space for argument the personnel choice is left to each side.</p> <p>Here the facilitator role is very important: overlapping should be avoided, every body who asked should take the flow in order and both the sides should be left space to express their opinions.</p> <p>At the end of each round, before to be back on line, participants of both the sides are asked if they want to change their position in the space and if, by hearing different arguments, they changed ideas, they can move.</p> <p>The activity proceed in this way till the last question.</p> <p>GENERAL REMARQUES FOR THE FACILITATOR:</p> <ul style="list-style-type: none"> • be clear with the voice while you are reading the statement (ask if everybody has understood and in case repeat); • the phrases should be clear and sound as statement: the way in which you shape the phrase should force participants to take the "agree" or "disagree" position. Avoid soft statement or politically correct phrases!!!

HANDOUT WITH THE MOVING DEBATE QUESTIONS

CONFLICTS HAVE TO BE PREVENTED
ALL THE CONFLICTS MUST BE SOLVED
VIOLENCE IT'S A WAY TO MANAGE CONFLICTS
CONFLICTS ARE POSITIVE
I OFTEN FEEL UNCOMFORTABLE IN SITUATIONS OF CONFLICT
THERE ARE MORE CONFLICTS IN A GROUP WITH PEOPLE WITH DISABILITY
A CONFLICT NEEDS DIFFERENT ACTORS
I'M USED TO BE PART OF CONFLICTS
COMMUNICATION IS DIRECTLY LINKED WITH CONFLICTS
FACILITATORS HAVE TO MANAGE CONFLICTS WITHIN A GROUP

My expectations through drawing!

Title	My expectations through drawing!
Tool type	Fears, expectations and contributions sharing
Tool topic/s	Getting to know each other and group creation
Aim	To share within the group the fears and the expectations toward the experience
Material needed	Paper A4, pens and markers
Duration	40 minutes
Description	<p>NOTE: this activity is the continuation of the previous activity "Welcome Ceremony".</p> <p>Participants, one by one, are presenting their drawing/sentence about their "expectations" toward the project.</p> <p>Trainers ask them also to share within the group, their fear/s toward the training and the way/s in which they think to contribute to the project.</p>

Name and Sound

Title	Name and Sound
Tool type	Ice breaker/Name game
Tool topic/s	Learn the names Getting to know each other Group creation
Aim	To remember the names and to make participants interact
Material needed	/
Duration	10 minutes
Description	<p>Participants are invited to stand in a circle, one by one saying his or her name and adding one sound following the circle order.</p> <p>The first person says his/her name and the sound and the entire group, in chorus, repeat the name and the sound.</p> <p>The activity follows in this way till the last person in the circle do it.</p>

NFE e Outdoor 1 - Accessing in non formal

Title	NFE e Outdoor 1 - Accessing in non formal
Tool type	OUTDOOR ACTIVITY
Tool topic/s	Accessibility in non formal education activities
Aim	To reflect about the possible ways, to readapt the non formal education activities, making them more accessible for people with different impairments
Material needed	/
Duration	Flexible time
Description	<p>Step 1. trainers start presenting some basic non formal education activity, as energizers, team building, group dynamics). The group is experimenting the activities and are explored "the why" we are running these activities (the aim) and the important of use them in a proper time (not abuse).</p> <p>Step 2. it follows a reflection on how to make these activities more accessible for people with different impairments</p> <p>Step 3. participants are invited to propose other activities, if they know, and to play them with the group</p> <p>Step 4. it follows a reflection on how to make these activities more accessible for people with different impairments</p> <p>NOTE: this activity is run in contemporary of "Outdoor activity - outdoor pathway" that can be run with maximum three participant each time. For this reason, every time, two or three participants are taken from this group and start to perform the next activity, since at the end every body will leave the activity.</p>

NFE e Outdoor 2 - Outdoor pathway

Title	NFE e Outdoor 2 - Outdoor pathway
Tool type	OUTDOOR ACTIVITY
Tool topic/s	Barriers though sensory and physical passage
Aim	To make participants passing through a sensory and physical passage to experiment their senses and the different impairments
Material needed	Outdoor materials, ropes, crash peg, spider net, plastic cloths, curtains, different things to smell and to touch
Duration	90 minutes
Description	<p>SETTING: is create with 8 passages divide into two types: A - SENSORY PASSAGE B - PHYSICAL PASSAGE</p> <p>1-smell (2 min) 3-4 different smells - 2 positive (natural smell like rosemary, mint) and 2 negative (rotten fruit or yeast)</p> <p>2-balance (2 min) is composed by a little Tibetan bridge 20 cm up floor create with ropes</p> <p>3-touch (2 min) 3 boxes with different elements; waffling, shaving foam, mud.</p> <p>4-wall (2 min) is a wall create with plastic sheet and ropes each participant have to cross it. Is necessary just push it.</p> <p>5-hearing (1 min) with 2 different sounds with high and low volume, the sounds are wave sound and noise (glass crash or sudden shock)</p> <p>6-mum sheet the participant lie down the sheet, the trainers start to cradle him/her</p> <p>7-taste (2 min) 2 taste connect with sound smell and touch. One is carrots/sedan frappè, the second is dry biscuit with honey.</p>

	<p>8-fly (3 min) the last passage is form by a little wood bridge and one zip line .</p> <p>Participants are blindfolded and accompanied by one person that takes care about him/her.</p> <p>The meaning is give the opportunity each participant to discover himself and what is the limit of personal barrier, discover the personal doubt, fear and energy. how use the other sense and know and develop the personal balance.</p> <p>NOTE: the steps are developing from simple to difficult. The main idea is to create a double condition with comfort and no-comfort zone.</p>
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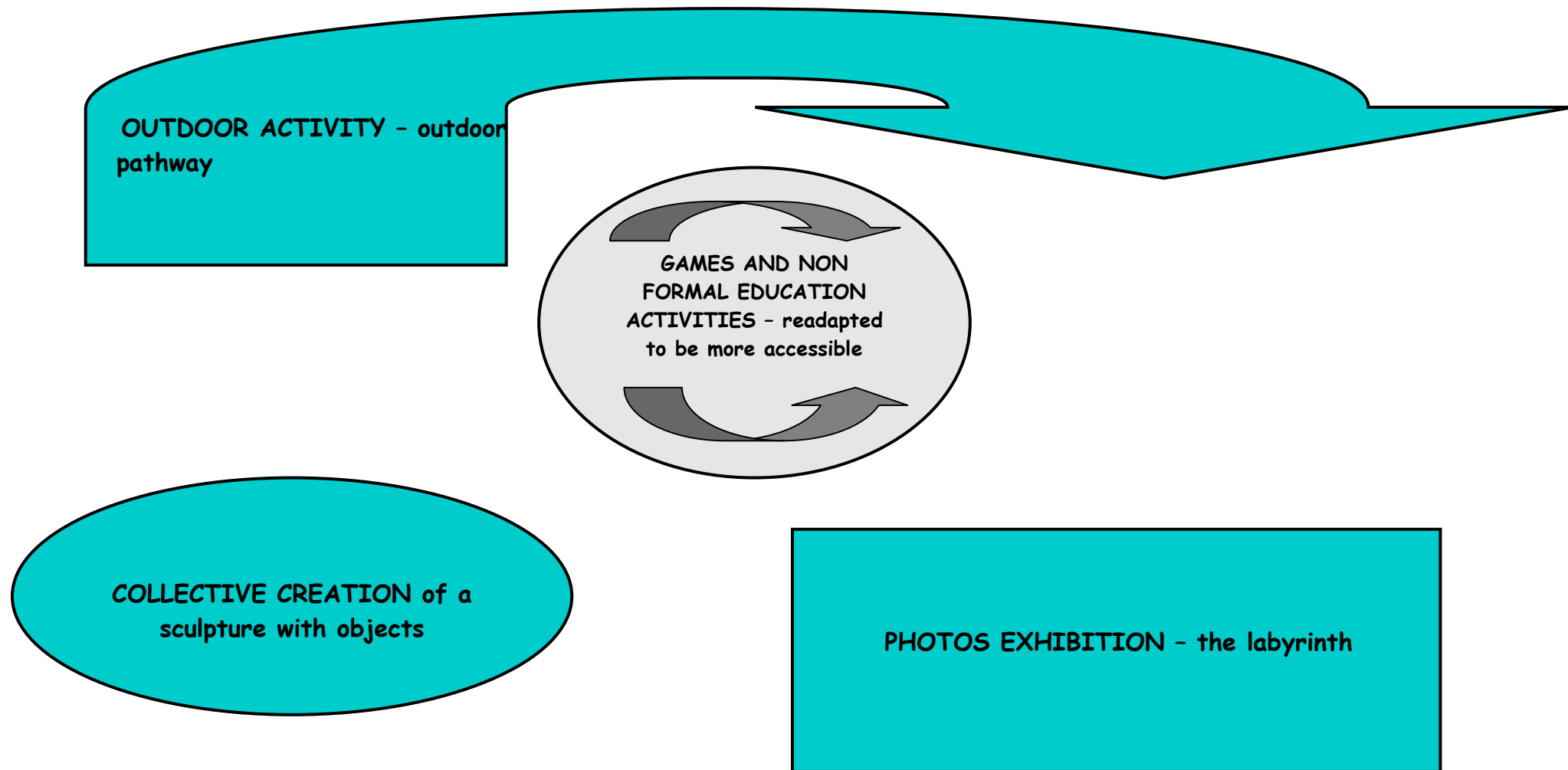
NFE e Outdoor 3 - Photos exhibition - the labyrinth

Title	NFE e Outdoor 3 - Photos exhibition - the labyrinth
Tool type	Work on small groups
Tool topic/s	Exclusion, segregation and barriers
Aim	To experiment, through the use of photos, our social difficulties and obstacles
Material needed	Photos, tables and the room set as a labyrinth
Duration	30 minutes
Description	<p>NOTE: this activity is the continuation of the previous one "Outdoor activity - outdoor pathway"</p> <p>SETTING: the room is set as a labyrinth, with different tables and is put a music which may evoke conflict or discomfort.</p> <p>After the end of the activity "Outdoor activity - outdoor pathway" the group of two/three participants is welcomed in the labyrinth room, plenty of different photos. One of the person in the group is till blindfolded and the other person should describe/tell to him/her, what the different photos are representing. At the end of the labyrinth participants are welcomed in the plenary room, waiting for the others coming.</p> <p>It follows a debriefing of the two activities "Outdoor activity - outdoor pathway" and "Photos exhibition - the labyrinth"</p>

NFE e Outdoor 4 - Collective creation of a sculpture with objects

Title	NFE e Outdoor 4 - Collective creation of a sculpture with objects
Tool type	Group work
Tool topic/s	Collective work
Aim	To make the group closing all the morning activities, with a common, interactive and funny moment, where they can work together as a group and cooperate
Material needed	Many different common objects of different shapes and size
Duration	15 minutes
Description	Participants are moved from the plenary room in the garden, where trainers have already put many different common objects of different shapes and size. The task is to create a collective sculpture with the objects, representing the cooperation and the barriers overcoming.

HANDOUT TO SHOW THE ROTATION FOR THE DIFFERENT ACTIVITIES - NON FORMAL AND OUTDOOR IN 4 STEPS__



Noisy spider net

Title	Noisy spider net
Tool type	Team Building activity - OUTDOOR ACTIVITY
Tool topic/s	Group activity
Aim	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis, to reflect about the different roles in the group
Material needed	Rope and small bell
Duration	60 minutes
Description	<p>SETTING: trainers build before a spider net in rope with bell stick on the rope. There is enough owl for each participants.</p> <p>All the participant have to cross the spider net without touching it.</p>

Orienteering in the space

Title	Orienteering in the space
Tool type	Individual/group activity
Tool topic/s	Orienteering in the hosting place
Aim	To make the participants comfortable in the space and increase their autonomy in respect to movements
Material needed	/
Duration	60 minutes (depending of the size of the structure)
Description	<p>Participants are divided in small groups. The project accompanying person held each group to get acquainted with the surroundings (activity space, logging space,...).</p> <p>NOTE: the activity can be realized also with individual participants, according to their arrival time.</p> <p>The accompanying person is free to choose the ways/techniques that estimate more appropriate in order to make the participants comfortable in the space.</p>

Rome: barriers, bad and good practices – step 1

Title	Rome: barriers, bad and good practices – step 1
Tool type	Itinerant work in groups
Tool topic/s	Social barriers, architectonic barriers, accessibility and personnel stories
Aim	To make participants map the social barriers, architectonic barriers, accessibility and personnel stories, they find in three areas of the city of Rome
Material needed	/
Duration	320 minutes
Description	<p>It's organized a path in different steps in Rome, in three different areas of the city: Piazza Vittorio, Circo Massimo and Trastevere.</p> <p>Before to start the activity, participants receive a map, where it's explained how to join the different steps.</p> <p>In each of these areas, participants should map the social barriers, architectonic barriers they identify.</p> <p>Furthermore they should gather, from the local inhabitants, some personnel stories about the places.</p> <p>Furthermore they should reflect about the accessibility/lack of accessibility of each place.</p> <p>NOTE: participants can take notes, drawing, making photos, audio registrations and video.</p> <p>ORGANIZATION OF THE PRESENTATION FOR THE DAY AFTER:</p> <p>Each group should organize an interactive presentation of the social barriers, architectonic barriers they have identified in Rome.</p> <p>Furthermore they should present the personnel stories about the places gathered during the visits.</p> <p>NOTE: for the interactive presentation can be used drawing, photos, audio registrations and video.</p> <p>Furthermore it's important to present the accessibility/lack of accessibility the group has identified in each place.</p>

Rome: barriers, bad and good practices – step 2

Title	Rome: barriers, bad and good practices – step 2
Tool type	Work in groups
Tool topic/s	Social barriers, architectonic barriers, accessibility and personnel stories
Aim	To share in a dynamic and interactive way the outcomes of the activity realized in Rome "Barriers in Rome + task implementation"
Material needed	tables, enough chair for all the participants, paper, pen, pencils, post it, flipcharts
Duration	90 minutes
Description	<p>POSSIBLE SETTING: the room can be decorated as a cafeteria with flowers on each four table or, anyway, as a comfortable place for participants. Use colourful tablecloths for tables and, if the venue allows, you can also add a candle to each table.</p> <p>On the bar we could serve café, soft drinks, snacks and fruits.</p> <p>TIPS FOR THE SETTING - create a Hospitable Space: emphasize the importance of creating a hospitable space for people, where they can feel welcomed and comfortable. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your invitation and your physical set-up contribute to creating a welcoming atmosphere.</p> <p>There will be different stations for presentation, one in each table, corresponding to the different areas that participants explored during the activity "Barriers in Rome + task implementation": social barriers, architectonic barriers, accessibility and personnel stories.</p> <p>Each one representing a step that the group should do, in a consequential order. Each group will have a specific time at disposal in each station and will be invited to share the result of the work done in Rome.</p> <p>After every session (room) the whole group will move to the next station.</p>

Round Name

Title	Round Name
Tool type	Ice breaker/Name game
Tool topic/s	Learn the names Getting to know each other Group creation
Aim	To remember the names and to make participants interact
Material needed	/
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, one by one saying his or her name, following the circle order

Snow Ball to define what disability is

Title	Snow Ball to define what disability is
Tool type	Work in groups and presentation in plenary
Tool topic/s	Disability
Aim	To make participant share their definition of "disability"; to make them share different points of view and search for common points and differences
Material needed	Post it, paper, pens, flipcharts and markers
Duration	60 minutes
Description	<p>Each participant receives a post it and a pen.</p> <p>Step 1. each one has 3 minutes to write on the post it what "disability" is.</p> <p>Step 2. groups of 2 participants are created. They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new, single, definition. They have at disposal 6 minutes.</p> <p>Step 3. groups of 4 participants are created (a group of 2 is mixed with another group of 2). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new definition. They have at their disposal 8 minutes.</p> <p>Step 4. groups of 8 participants are created (a groups of 4 is mixed with another group of 4). They have to present their 2 definitions and discuss them, finding common aspects and they have to create a new definition. They have at their disposal 12 minutes.</p> <p>In plenary the three groups present their definition.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How was the process? • How was the cooperation within the group? - Did every body participate? • Was it hard to find common definitions? • Did you change your opinion about disability? • Did you agree with the new definitions?

Speed date

Title	Speed date
Tool type	Getting to know each other's and team building activity
Tool topic/s	"GOOD PRACTICES SHARING" in the field of disability and inclusion
Aim	The make participants exchange good practices, pilot projects and virtuous initiatives in the field of disability and inclusion
Material needed	one paper and pen per participant
Duration	45 minutes
Description	<p>Participants are asked to draw a clock on the paper, with 12 hours and to set up appointments with the other participants.</p> <p>Every hour only one appointment can be fixed. It includes that there will be the chance to meet only 12 participants. In this case the activity can be adapted by trainers, by allowing participants to organize trilateral appointments (with 3 people).</p> <p>Every round the facilitator should give the time, let participant to join the other peer in the couple and read the question.</p> <p>Every round should last a maximum of 5 minutes, but the timing can be also kept shorter, accordingly to the question type.</p> <p>When the time is up, the facilitator should say "stop", give the hour and read the question. The activity follows in this way.</p> <p>NOTE: the questions prepared should be both about personal issues, as well as focused on good practices, pilot projects in the field of disability and inclusion. In this way the activity flow will remain interactive and participants will learn in a funny and stimulating way.</p>

Spider net

Title	Spider net
Tool type	Group Dynamic - OUTDOOR ACTIVITY
Tool topic/s	Cooperation, participation, group dynamics
Aim	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
Material needed	Ropes, small bells
Duration	40 minutes
Description	<p>SETTING: trainers build before two spider net in rope. In the spider net there should be enough owl for each participants.</p> <p>All the participant have to cross the spider net without touching it, all the time they are touching the rope they lose one life.</p> <p>Each group has in total 3 lives, after that the whole group should start again to cross the spider-net.</p>

Stories of IvsE 1 - Sharing personnel stories

Title	Stories of IvsE 1 - Sharing personnel stories
Tool type	Work in small groups
Tool topic/s	Personnel stories of exclusion/discrimination
Aim	To make participants sharing personnel stories of exclusion/discrimination possibly related to disability
Material needed	/
Duration	60 minutes
Description	<p>Participants are made entered in the room with soft music, one way one: they have to keep walking and sit when they find a place where they are feeling comfortable.</p> <p>When everybody is in, sit on the ground, they are asked to think about one personnel stories of exclusion/discrimination related to disability.</p> <p>After this phase, 5 different groups are created.</p> <p>In each group, participants have to share their stories and listen at the others' ones.</p> <p>At the end they have to choose one that is the more representative of exclusion/discrimination</p> <p>NOTE: it's very important to emphasise that the story should be chosen because is the more representative of exclusion/discrimination: don't exist the best or the worst story!!!! All the stories, being related to events of the personnel life are very important and valuable.</p>

Stories of IvsE 2 - Shaping cultural differences through Strip Cartoons

Title	Stories of IvsE 2 - Shaping stories through Strip Cartoons
Tool type	Work in group
Tool topic/s	exclusion/discrimination, possibly related to disability
Aim	To make participants work on the analysis of the personnel stories of exclusion/discrimination possibly related to disability represented through the strip cartoons, analysing the causes and the consequences of discrimination
Material needed	/
Duration	120 minutes
Description	<p>The 5 different groups created in the previous activity "Sharing personnel stories" should realize the following tasks:</p> <p>Step 1. discuss in detail the story they have chose, analysing the actors, the causes and the consequences of the event of exclusion/discrimination;</p> <p>Step 2. Participants, back in plenary, are introduced to the living pictures and strip cartoons technique (below the hand out);</p> <p>Step 3. back to the work, each group participants have to prepare the improvisation using living pictures and strip cartoons. They should prepare three different frames, one representing the beginning of the action, one the climax of the action and one the action closure(end of the action);</p> <p>Step 4. on the stage each group represent the two frames;</p> <p>Step 5. after each representation the group stay on the stage and is done the analysis of the situation and the debriefing.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • What was represented? • What the actors are doing? • What are the roles of the actors? • What are the causes of the situation? • What are the consequences? • Can the event could be managed in a different way to convert the exclusion into inclusion? If yes, why?

HAND OUT WITH EXAMPLE OF STRIP CARTOON

personnel stories of exclusion/discrimination possibly related to disability

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SEQUENCE 1

beginning of the action

SEQUENCE 2

climax of the action and of the action

SEQUENCE 3

closure(end of the action)

Team radar

Title	Team radar
Tool type	Group Dynamic
Tool topic/s	Group creation and analysis of the group dynamics
Aim	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
Material needed	Blindfolds (one for each participant), 4 totems, 4 flags
Duration	45 minutes
Description	<p>SETTING: for this activity are needed big spaces outside, e.g gardens or fields. In four different spaces are put the totems and on the top of each totem a flag.</p> <p>Participants, though the previous activity "Animal statues", are already divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag.</p> <p>NOTE: the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.</p>

The blind and the driver

Title	The blind and the driver
Tool type	Group Dynamic
Tool topic/s	Trust and active listening, disability
Aim	To make participants practically experiment disability, to develop trust and active listening
Material needed	Strips in black fabric to blind fold participants
Duration	20 minutes
Description	<p>Participants are divided in couple and they receive on one strip in black fabric. The activity is divided in two round, in the first one of the person of the couple is blindfolded and the other is guiding, while in the second they switch. The person who guide should accompany the person in the space and make her discovery the surrounding space (touching, smelling, walking ...).</p> <p>After the activity is recommended to gather the group and have a short round of feelings and impression.</p> <p>NOTE: the more suitable setting for this activity is the outdoor, but in case of need it can be also played indoor.</p>

TiA – TRAINIER IN ACTION – FINAL EVENT

Title	TiA – TRAINIER IN ACTION – FINAL EVENT
Tool type	Work in groups
Tool topic/s	Non formal education activities and accessing
Aim	To make participants practically experiment how to structure a short workshop of 90 minutes about the sub-topic chose, proposing some non formal education activities that can be re-adapted to different targets with disability
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
Duration	360 minutes in total: 90 minutes – group A 90 minutes – group B 90 minutes – group C 90 minutes – group D
Description	<p>Step 1. the first group should perform the workshop, having as a participants the people of the three other groups</p> <p>Step 2. example in the group rotation:</p> <ul style="list-style-type: none"> • group A \rightarrow B + C + D • group B \rightarrow A + C + D • group C \rightarrow A + B + D • group D \rightarrow A + B + C <p>Step 3. Feed back in two steps:</p> <ul style="list-style-type: none"> • from the group that realized the activity • for those who participated in the activity • from the pool of trainers

TiA preparation - Group division and work in groups

Title	TiA preparation - Group division and work in groups
Tool type	Work in groups
Tool topic/s	Non formal education activities - setting of a training course
Aim	To make participants practically experiment how to structure a short workshop of 1:15 minutes about the sub-topic chose, proposing some non formal education activities that can be re-adapted to different targets with disability
Material needed	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
Duration	60 minutes (group division) + 180 minutes (morning) + 120 minutes (afternoon)
Description	<p>GROUP DIVISION:</p> <p>Step 1. trainers as participants to give some key words about sub-topics related with disability, they have already explored during the previous days</p> <p>Step 2. all the sub-topics are collected and within the group is decided if some of them can be merged: the idea, within the end of this work, is that we will have 4 sub-topics, corresponding to 4 groups</p> <p>Step 3. 4 sub-topics are identified and participants are asked to join the one they are most interested to work on</p> <p>Step 4. Presentation of the next step that has to be fulfilled the day after: each group should organize a workshop of 1:15 minutes about the sub-topic chose, proposing some non formal education activities that can be re-adapted to different targets with disability</p> <p>IMPORTANT: try to keep a balance in the groups: avoid groups with 10 participants and groups with 2!!!!</p> <p>NOTE: the next day each trainer will support one group during the implementation of the activity</p> <p>ACTIVITY PREPARATION: Each group has the following tasks:</p> <p>Step 1. to think about possible non formal education activities short workshop of 1:15 minutes about the sub-topic chose</p> <p>Step 2. to think how to re-adapt the activities chosen to different targets with</p>

	<p>disability</p> <p>Step 3. to divide the tasks within the groups (who is in charge for what)</p> <p>Step 4. to make the logistic checks (materials/what is needed to run the activity/space)</p> <p>Step 5. to make a general rehearsal within the group the activity.</p> <p>NOTE: each micro-workshop can include the following parts:</p> <ul style="list-style-type: none"> • small energizer • the activity • the debriefing
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Tibetan Bridge

Title	Tibetan Bridge
Tool type	OUTDOOR ACTIVITY
Tool topic/s	Getting to know each other and group creation
Aim	To develop trust and to make participants cooperating within the group, living personally challenges and barriers
Material needed	Simple ropes (3 x 1 cm size) for walk and protection, one rope for junction (0,8 cm size) three or pole for connect the sides
Duration	60 minutes
Description	<p>Participants have to be divided in 3-4 groups (max 6 persons for each), and they receive the presentation about how connect the central rope of the bridge between the 2 sides and how pull it with simple node.</p> <p>Then each group receives the following task: it has to be created the best bridge of ever but functional, with one rope in the middle for walk (high 50 cm/ 1 m max), 2 parallel ropes in the sides (1 meter high from the walk rope), and one final rope for junction to hang from the first three and cross the 3 ropes until the other three, so to have a unique ropes system.</p> <p>After the time it's out, each group, rotating has to test the bridges of the others (2 min for each passage).</p>

Touch the sky

Title	Touch the sky
Tool type	Group Dynamic
Tool topic/s	Group creation and analysis of the group dynamics
Aim	To make participants cooperate and to experiment how to take decisions collectively
Material needed	/
Duration	60 minutes
Description	<p>Participants are sitting in circle in the plenary. They receive a task: they have to find a way "to touch the sky!" Once the task is assigned, trainers leave the room and leave to the groups 20 minutes to fulfil the task.</p> <p>NOTE: it's very important that the entire group will find a collective way to touch the sky and not sub-groups or persons.</p> <p>After this last activity in the team building, follow the debriefing of the four activities.</p> <p>Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> • Communication within the group • Complementarily • Cooperation • Leadership • How decisions are taken in the group • Consensus

Two unexpected things/stories about you

Title	Two unexpected things/stories about you
Tool type	Ice breaker/Getting to know each other
Tool topic/s	Remember the names Getting to know each other Creation of the group
Aim	To refresh the names and to make participants interact
Material needed	/
Duration	20 minutes
Description	Participants are sitting in circle in the plenary room and afterwards couple of two are created. The task is to share, with the other person of the couple, two unexpected things/stories about you. After that participants are back in circle in plenary and each one presents the , two unexpected things/stories about the other person in the couple.

Welcome Ceremony: Sensory Pathway

Title	Welcome Ceremony: Sensory Pathway
Tool type	Ice breaking, team building and trust development
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere for the project, to experiment trust
Material needed	Black blindfolds, soft music, different smell, scarf or cloth, musical instruments with sweet sounds, flipcharts, plastic cover, tempera in different colours, plates, brushes, plastic plates, markers in different colours, absorbent paper
Duration	45 minutes
Description	<p>SETTING OF THE PLENARY ROOM: blankets on the floor, soft music, there is a plastic to cover the floor and flipcharts above the plastic. In the middle are set colours and brushes, scissors, glue, stapler, elastic and around, on the different sides, 24 positions.</p> <p>Participants have to gather outside the workshop room and create a circle, trainers explain that now the project is starting and ask them to close their eyes. All the participants are blindfolded, then they have to turn on their right side and put their arms on the shoulders of the person in front of them. Two lines are created: in the beginning of each line there is a trainer who is moving the line, very slowly. In the middle of the line there is another trainer in charge to check that the line won't be broken.</p> <p>The two lines are moved in the space and after a while, still in line, participants are moved to the entrance of the workshop room. Here there are other trainers who take participants, one by one and accompany them inside the workshop room. Participants are sitting on the ground, each one in front of each position.</p> <p>Trainers explain to participants that they have to think about their "expectations" toward the project.</p> <p>The blind folds are removed and participants are invited to draw and/or write their "expectations" toward the project on the flipchart in front of them, using all the materials and tools they have at disposal.</p>

Welcome Ceremony: Body and Rhythm

Title	Welcome Ceremony: Body and Rhythm
Tool type	Ice breaking, team building and trust development
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere for the project, to experiment trust
Material needed	Black blindfolds
Duration	45 minutes
Description	<p>SETTING OF THE SPACE: we need a quite big space to contain approximately 30 people in circle. Possibly the space should be set in a quite place and with a good acoustic.</p> <p>Participants have to gather outside the workshop room and create a circle, trainers explain that now the project is starting and ask them to close their eyes. All the participants are blindfolded, then they have to turn on their right side and put their arms on the shoulders of the person in front of them. Different lines are created and in the beginning of each line there is a trainer moving the line, very slowly.</p> <p>The lines are moving in the space and after a while they are brought to the space chosen for the welcome ceremony. A circle is created and participants are still blindfolded.</p> <p>The trainer who is leading the activity starts to make a rhythms with his body: e.g. he can clap the hands, drum on the rib cage, move one feet</p> <p>The group should follow the rhythm and afterwards who wants enter with a sound or another rhythm can. The activity follows in this way and the aim is to create a kind of chorus or orchestra, including all the participants and making them express through sounds, rhymes and voice.</p> <p>NOTE: to close the activity you should not interrupt nastily but the intensity of the rhythms should go down in a soft and gradually way.</p> <p>Once the activity is over, the blind folds are removed.</p>

World Cafè

Title	World Cafè
Tool type	Work in small group
Tool topic/s	Getting to know each other and group creation
Aim	To deepen disability and discuss three important definitions "impairment", "disability", "handicap"
Material needed	3 tables with enough chairs (according to the participants n.), 3 flipcharts, markers
Duration	60 minutes
Description	<p>Step 1. participants are divided in 3 groups, each one receive a flipchart, divided in 4 boxes and with the following questions:</p> <ul style="list-style-type: none"> • What are the roles of men and women within the family? • How is the household income managed? • What are the contribution of men and women to the community life? <p>For the first round of discussion 10 minutes will be allocated. Each group has to include the main contents of the discussion in the first box.</p> <p>Step 2. when the time is up, the flipchart is rotating clockwise. For the second round of discussion 8 minutes will be allocated. Each group has to include the main contents of the discussion in the second box.</p> <p>Step 3. when the time is up, the flipchart is rotating clockwise. For the third round of discussion 6 minutes will be allocated. Each group has to include the main contents of the discussion in the third box.</p> <p>Step 4. when the time is up, the flipchart is rotating clockwise and each group will receive the flipchart with the first question they answered/discussed. The task of each group is to read carefully the three boxes and to prepare an omni-comprehensive summary of the discussion. For the preparation of the summary will be allocated 10 minutes and other 5 per group for the presentation in plenary. For more information on how to prepare the flipcharts, please have a look on the above hand out.</p>

HAND OUT FOR THE WORLD CAFÉ'

here you have to put the KEY WORD you want the group discuss

--

SECOND ROUND

--

THIRD ROUND

--

SUMMARY

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Write the statements and questions

Title	Write the statements and questions
Tool type	Individual work and work in group
Tool topic/s	Disability and what you never dare to ask
Aim	To make the group share statements and questions about disability, to openly discuss them in plenary and answer to all the questions
Material needed	Post it, pens, flipcharts and markers
Duration	60 minutes
Description	<p>Participants receive a pen and different post it where they can write statements about disability or questions they never dare to ask.</p> <p>The all the different post it are gathered and read in plenary and grouped by trainers under the similar thematic categories.</p> <p>After this phase, the different statements are read and discussed within the group as also the different questions and answered by the participants themselves.</p>

ANNEX 1 TOOLS FOR THE FINAL EVALUATION

Draw the hand

Title	Draw the hand
Tool type	Evaluation tool
Tool topic/s	Evaluation of the training course
Aim	To run the final evaluation of the project in an interactive, participative and dynamic way
Material needed	The flipchart realized the first day during the activity "My expectations through drawing!", colours, markers, pens
Duration	60 minutes
Description	<p>SETTING: the room is set as during the "Welcome Ceremony" realized the first day and participants, with the soft music, are made entered one by one.</p> <p>Once every one sit on the floor, participants are asked to draw on the flipchart on the ground, the shape of their hand.</p> <p>Each finger is representing a different element that should be evaluated: <u>Thumb</u>: something good about the group <u>Index</u>: what to do in the future <u>Middle finger</u>: something you dislike <u>Annular</u>: learning point <u>Little finger</u>: connection</p> <p>Participants, one by one, should present their hand.</p>

Spider web evaluation with sound

Title	Spider web evaluation with sound
Tool type	Evaluation tool
Tool topic/s	Evaluation of the training course
Aim	To make the final evaluation of the project, reflecting about the different learning processes, sharing feed backs and comments and creating a free space for participants to express their feelings
Material needed	Ball of wool, soft music, an object producing sounds
Duration	/ minutes
Description	<p>SETTING: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in circle in the room, then the music stops and one the activity is presented.</p> <p>One person starts, taking the object and making a sound. The person should also take the wool ball, blocking the wool strings on a finger, making his/her comments, feed backs and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finish, another person should stand, the wool ball is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till every body speaks and a spider net is created.</p> <p>NOTE: it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can decide what to say (feed backs, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process).</p> <p>It's very important when we finish to speak to wait for the person stepping to take the flow.</p>

Questionnaire

Title	Questionnaire
Tool type	Questionnaire
Tool topic/s	Evaluation of the training course
Aim	<p>To run the final evaluation of the project in a way which can show, in a qualitative and quantitative way, the participants feedbacks.</p> <p>NOTE: being this training the first step in the project (it will follow another training for peers), its important to have a written evaluation with information and data to make an assessment of the first training and to use the results to implement the next one.</p>
Material needed	printed questionnaires
Duration	/ minutes
Description	Participants are asked to fill the written questionnaire (Below the hand out of the questionnaire)

HAND OF THE QUESTIONNAIRE WITH THE KEY QUESTIONS

EVALUATION QUESTIONNAIRE

Please fill in the questionnaire, according to the ranking you will find below. Feel free to add comments in the free space!!!

Food and lodgement

- |--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--| +

Group dynamic

- |--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--| +

Working methods

- |--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--| +

Activities

- |--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--| +

Trainers team

- |--|--|--|--|--|--|--|--|--|--|O|--|--|--|--|--|--|--|--|--|--| +

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What I expected before to arrive

--

What I have found

--

What I have learnt

--

How your perception of disability has changed after this experience

--

How your autonomy and self confidence have grown after this experience

--

How I think to use what I have learnt on my way back

--

ANNEX 2 - AGENDA - TRAINING COURSE FOR YOUTH WORKERS A1

19th - 26th October 2014

Tenuta Sant'Antonio, Poggio Mirteto Scalo (RI), ITALY

DAY	MORNING	AFTERNOON	EVENING
1	Arrival of participants	Arrival of participants Orienteering in the space	<ul style="list-style-type: none"> Round Name Alphabetic order Two unexpected things/stories about you
2	<ul style="list-style-type: none"> Welcome Ceremony: Sensory Pathway My expectations through drawing! Noisy Spider net Human bridge 	<ul style="list-style-type: none"> Snow Ball to define what disability is Mandala of Identities 	Reflection groups
3	<ul style="list-style-type: none"> NFE e Outdoor 1 - Accessing in non formal NFE e Outdoor 2 - Outdoor pathway NFE e Outdoor 3 - Photos exhibition -the labyrinth NFE e Outdoor 4 - Collective creation of a sculpture with objects 	<ul style="list-style-type: none"> Stories of IvsE 1 - Sharing personnel stories Stories of IvsE 2 - Shaping stories through Strip Cartoons 	Reflection groups
4	<ul style="list-style-type: none"> Write the statements and questions Me and disability: victim, perpetrator, bystander, interferer Barriers: family - autonomous life - education - love and sex - employment 	<ul style="list-style-type: none"> 5 good practices and 3 bad practices 	Reflection groups Intercultural evening
5	<ul style="list-style-type: none"> Rome: barriers, bad and good practices - step 1 	<ul style="list-style-type: none"> Rome: barriers, bad and good practices - step 2 Organization of the presentation for the day after 	
6	<ul style="list-style-type: none"> Low ropes Low Ropes - Summing Up - Tuckman model 	<ul style="list-style-type: none"> Rome: barriers, bad and good practices - step 2 Kung fu panda Gincana about methods 	Reflection groups
7	<ul style="list-style-type: none"> TiA preparation - Group division and work in groups 	<ul style="list-style-type: none"> work in groups to prepare the activities Feed back rules 	TiA - TRAINER IN ACTION - FINAL EVENT 1 st group
8	TiA - TRAINER IN ACTION - FINAL EVENT 2 nd group and 3 rd group	TiA - TRAINER IN ACTION - FINAL EVENT 4 th group	<ul style="list-style-type: none"> Draw the hand Questionnaire
	Departure of participants	Departure of participants	

ANNEX 3 - AGENDA - TRAINING COURSE FOR PEER EDUCATORS A2

15th - 22nd March 2015

Tenuta Sant'Antonio, Poggio Mirteto Scalo (RI), ITALY

DAY	MORNING	AFTERNOON	EVENING
1	Arrival of participants	Arrival of participants Orienteering in the space	<ul style="list-style-type: none"> Name and Sound Alphabetic order
2	<ul style="list-style-type: none"> Welcome Ceremony: Body and Rhythm Draw diversity My expectations through drawing! Meeting the others 	<ul style="list-style-type: none"> Snow Ball to define what disability is What TPM is? Video and questions from participants Speed date 	Reflection groups
3	<ul style="list-style-type: none"> The blind and the driver Team radar Spider net Touch the sky What a group is and Tuckman model 	<ul style="list-style-type: none"> World Cafè Tibetan Bridge 	Reflection groups
4	<ul style="list-style-type: none"> Moving debate Acting stories 	<ul style="list-style-type: none"> Strip Cartoons Active listening 	Reflection groups Intercultural evening
5	BARRIERS - OUTDOOR ACTIVITY	BARRIERS - OUTDOOR ACTIVITY	Mid term evaluation
6	<ul style="list-style-type: none"> F - NF - I Gincana 	<ul style="list-style-type: none"> Group division and work in groups to prepare the activities Feed back rules 	Reflection groups
7	TiA preparation - Group division and work in groups	TiA - TRAINER IN ACTION - FINAL EVENT 1 st group and 2 nd group	
8	TiA - TRAINER IN ACTION - FINAL EVENT 3 rd and 4 th group (group dynamics - group discussion)	<ul style="list-style-type: none"> Spider web evaluation with sound Questionnaire 	Farewell Party
	Departure of participants	Departure of participants	

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