

# QWERTY

Digital Tools to Empower Youth Work



**TOOLKIT OF THE TRAINING COURSE**

**23 - 29 SEPTEMBER 2022**

**LA BUONA TERRA - PASSIGNANO**

**SUL TRASIMENO (PG)**





Key Action 1  
Mobility project for young people and youth workers  
Mobility of youth workers

# QWERTY

## Digital Tools to Empower Youth Work

23 – 29 September 2022

La Buona Terra - Passignano sul Trasimeno (PG),  
ITALY

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# PROJECT DESCRIPTION

**QWERTY** aims to provide youth workers, trainers, and educators, with innovative tools and working methods, to further empower the impact of their daily work with young people, applying **digital and smart tools** and methods.

More specifically the project foresees the development of new tools and approaches using smart tools, to be applied, both in online and offline actions, with young people and youth coming from fewer opportunities' backgrounds.

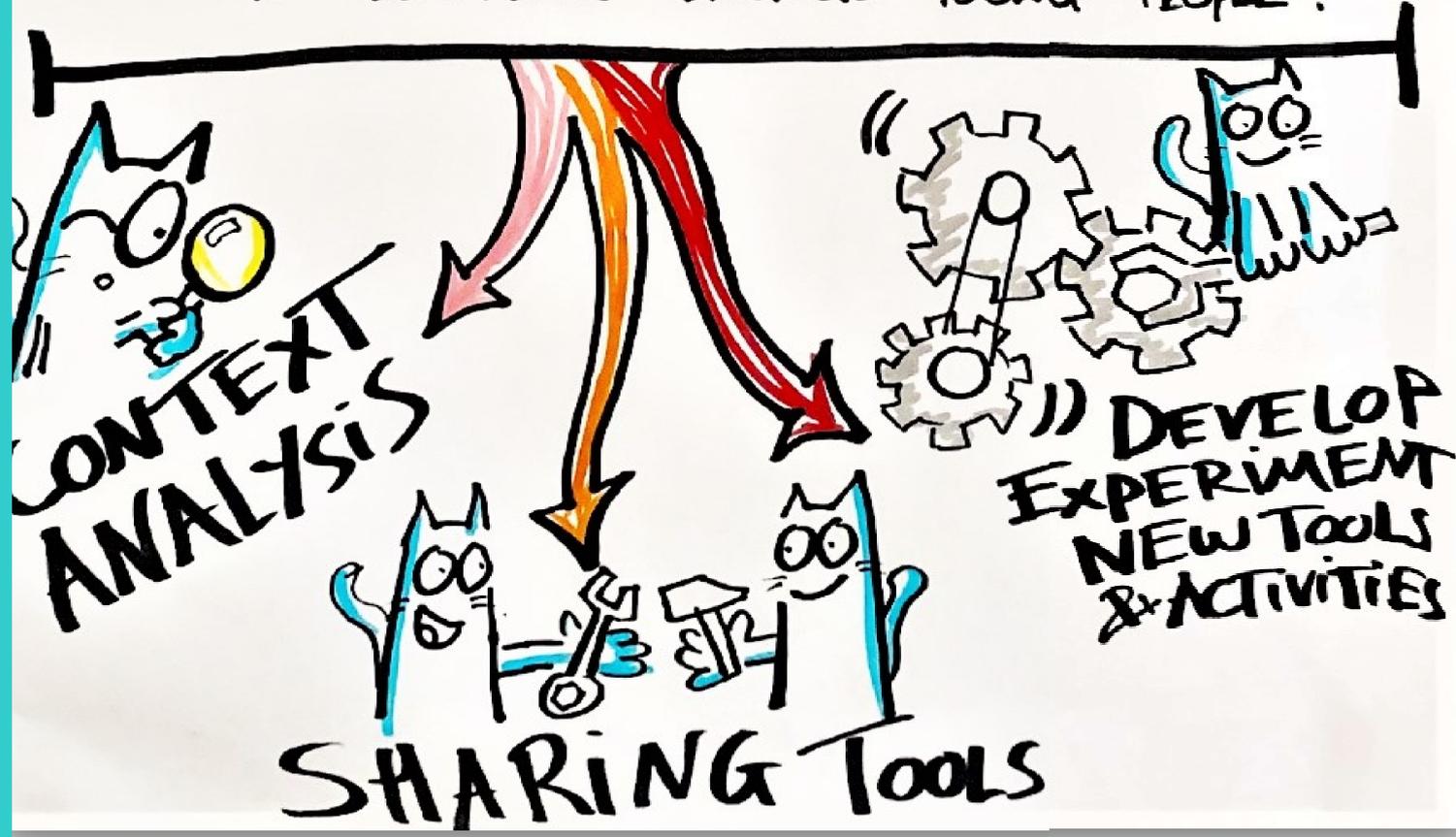
QWERTY is a project realized within the Erasmus+ programs, including a

**TRAINING COURSE**

# QWEREY



To EXPERIMENT TOOLS  
AND WORKING METHODS (WITHIN NON FORMAL  
EDUCATION AND DIGITAL / SMART WITH WORK)  
TO BETTER ENGAGE YOUNG PEOPLE.



# MAIN TOPICS

## TRAINING COURSE

Non-Formal Education

Digital and Smart Youth Work Methods

Active Participation

## DIGITAL AND SMART YOUTH WORK - DSYW

new knowledge and skills on Digital and Smart youth work, by experimenting and developing concrete methods and actions to better engage of young people in non-formal education initiatives, including digital means and activities in presence

## INCLUSION

reflection strengthening about the nowadays digital divide and its links with youth social exclusion, therefore searching for common strategies to provide accessible activities online and offline using smart tools

# METHODOLOGIES USED

The activities implemented during the training course were set within the non-formal education framework.

**NON-FORMAL EDUCATION** – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus, NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

According to the **Council of Europe**, “*Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.*”

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

**Non-formal  
education  
should be also:**

voluntary based  
open and accessible to everyone  
participatory  
learner-oriented  
based on active participation and exchange  
based on experience and action  
holistic and process-oriented  
focused on skills and competences development  
connected to active citizenship

In the NFE, the learning process grounds on specific educational objectives, previously identified, then monitored during the process and eventually, modified according to the learners 'needs

# LEARNING

In the Non-Formal Education activities proposed during the training, Learning is articulated accordingly to a set of specific pillars:

**Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process

**Learner centred:** the pedagogical approach is centred on the person who is learning and based on the promotion of participatory processes

**Life-long-learning-LLL approach:** human beings never stop learning and we all learn and acquire different competences and skills in different moments and spheres of our life

**Shared learning path:** among the learners and within the group, with the aim to encourage the horizontal exchange of knowledge within and among the learners/experts

**Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors

**Horizontal interaction:**  
among trainees  
and facilitators and  
trainers

**Personal empowerment:**  
enhancement of  
the self-esteem and  
of the self-  
confidence

**Soft skills and key  
competences:**  
constant analysis  
and recognition

# KEY WORDS

**Participative  
methods:**  
permanent testing,  
development and  
upgrading

**Constant  
exchange:**  
of feelings,  
feedbacks,  
experiences and  
knowledge

**Learning  
assessment:**  
of individuals and  
groups all along the  
experience

**Transmission:**  
of knowledge and  
methods to other  
beneficiaries (not  
initially involved)

# HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in July 2022.

## ACTORS

QWERTY Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote understanding, intercultural learning and peace education.

## FORMAT

QWERTY project and the Toolkit as part of it, are conceived as an “open format” that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project. Moreover, the Toolkit, thanks to its participative methodologies, can be used in different setting and backgrounds.

## FLEXIBILITY

QWERTY Toolkit is conceived as a flexible tool, by this we mean that the activities presented can be used and readapted according to the needs of the different target groups and local backgrounds.

It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project. For this reason, in case you will decide to pick some of the activities to work with youth workers and/or young people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

# TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	<p><b>NAME GAMES</b> Name ball The Blanket</p> <p><b>GETTING TO KNOW</b> Speed-dating Portrait</p> <p><b>THEMATICS</b> Rondo</p> <p><b>METHODS</b> Key words in Kahoot</p>	<p><b>MORE STEPS 1</b> Arpentage</p> <p><b>IDENTITY</b> Mandala</p>	<p><b>ICL</b> Abigail</p> <p><b>GAPS</b> Different types</p>	<p><b>TOOLS</b> What a tool is?</p>	<p><b>FACILITATION</b> Blind Snake Moving debate Group division</p>	<p><b>TiA IMPLEMENTATION</b> Workshop 1 Feedbacks</p> <p>Workshop 2 Feedbacks</p>	<p><b>LEARNING</b> Toolkit finalization</p>
AFTERNOON	<p><b>TEAM BUILDING</b> Four steps Mission impossible</p> <p><b>SDYW</b> Snowball</p>	<p><b>MORE STEPS 2</b> Cafeteria</p> <p><b>SOCIETY</b> Digital story-telling</p>	<p><b>SHARING METHODS</b> Open Space</p>	<p><b>SOCIAL INCLUSION</b> Performing Inclusion</p>	<p><b>TiA PREPARATION</b> Work in groups and Sandwich model</p>	<p><b>TiA IMPLEMENTATION</b> Workshop 3 Feedbacks</p> <p>Workshop 4 Feedbacks</p>	<p><b>FINAL EVALUATION</b> Stations Circle of words</p>



# ACTIVITIES

# INDEX

The Index of Activities is conceived to present the activities not in a chronological order, as in the Agenda at page 12, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

#### TOPIC ADDRESSED:

Group Dynamic - indicated with: GD

Digital and Smart Youth Work - indicated with: DSYW

Methodologies Testing and Upgrading - indicated with: TiA

Final Evaluation - indicated with: FE

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	DSYW	TiA	FE	
Abigail	X	X			39
Arpentage		X			32
Blind Snake	X		X		56
Cafeteria		X			37
Circle of words	X			X	67
Different types		X			45
Digital story-telling		X			38
Four steps	X				25
Group division		X	X		61
Key words in Kahoot	X	X			24
Mandala	X				34
Mission impossible	X				26
Moving debate			X		58
Name ball	X				17
Open Space		X	X		48
Performing Inclusion		X			54
Portrait	X				21
Rondo		X			22
Snowball		X			28
Speed-dating	X				19
Stations	X	X	X	X	66
The Blanket	X				17
Toolkit finalization	X	X	X		65
What a tool is?		X	X		50
Work in groups and Sandwich model		X	X		62
Workshops		X	X		61



# **TOOLKIT**

**of the**

# **TRAINING**

# **COURSE**

# NAME GAMES

<b>TITLE</b>	<b>Name ball</b>
<b>TOPIC/S</b>	Getting to know each other and group creation
<b>AIM</b>	To activate and facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>DURATION</b>	15 minutes
<b>MATERIAL</b>	Different balls in different colors
<b>DESCRIPTION</b>	<p>The group is asked to stand in circle and 4 different colored, and plushy balls or toys are introduced by one of the facilitators.</p> <p>The first person starts, passing one plushy ball/toy to the right side of the circle, saying the name of the person to their right. Then, the second person starts, passing one plushy ball/toy he left side of the circle, saying the name of the person to their left. The third ball/toy, goes in a star shape anti-clockwise, being passed to the person in front of who is throwing it (and then to the left of the previous person who threw it). The fourth ball/toy, does the same but clockwise (to the person to the right of the person in front who threw it). Starting shapes go one by one and then are added until all the four balls/toys are passing at the same time.</p>

<b>TITLE</b>	<b>The Blanket</b>
<b>TOPIC/S</b>	Getting to know each other and group creation
<b>AIM</b>	To activate and facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>DURATION</b>	20 minutes
<b>MATERIAL</b>	One big blanket
<b>DESCRIPTION</b>	<p>Participants are divided in 2 sub-groups: the participants of each group receive a number. The two groups are divided by a blanket kept by trainers.</p> <p>When trainers call a number the persons of the two groups corresponding to this number have to get closer to the blanket. At this stage, the person crouching in front of the blanket cannot see what stands behind the blanket.</p>

When the blanket falls down, the participants crouching in front of the blanket, have to guess the name of the person/s standing in front. The fastest win.

**TIPS:** facilitators can add an extra element in the activity. When someone is losing should pass to the opposite team and play with other them. At the end of the activity, the team remaining with more participants, win. Still we suggest of not emphasizing the concept of “winner VS loser” but, on the contrary to incentivize the funny and interactive aspect of the activity!

# GETTING TO KNOW

<b>TITLE</b>	<b>Speed-dating</b>
<b>TOPIC/S</b>	Group interaction
<b>AIM</b>	To ease the participants interaction and exchange
<b>TOOL TYPE</b>	Getting to know each other activity
<b>DURATION</b>	45 minutes – the duration depends on the n. of appointments fixed
<b>MATERIAL</b>	Questions for the discussion, A4 papers and pens/markers
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Appointments</b>  Participants receive an A4 paper and a pen. They are asked to draw on the paper a clock with 12 hours, corresponding to the 12 questions of the Handout below (but it's possible to include how many questions as preferred). Participants are asked to take, for each hour, one appointment with a different person (no more people in the same meeting are allowed).</p> <p><b>NOTE:</b> in this case the facilitator can include as many hours as the number of appointments they would like to have, according to the time at disposal.</p> <p><b>Step 2. Meetings</b>  When the facilitator says, for example: "it's 1", all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the person, it's possible to take key words or small notes on the clock, corresponding to the question asked. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called. The activity follows in that way till the end of all the appointments.</p> <p><b>See Handout below.</b></p>

# HANDOUT: SPEED-DATING

1	IF YOU HAD TO DELETE ALL YOUR APPS EXCEPT FOR ONE, WHAT WOULD YOU KEEP?
2	IF YOU COULD BE THE ADMINISTRATOR OF A CELEBRITY'S ONLINE PAGE WHO WOULD YOU CHOOSE?
3	WHAT IS YOUR COMPUTER'S WALLPAPER? WHAT DOES IT SAY ABOUT YOU?
4	WHO IS YOUR FAVOURITE INFLUENCER?
5	WHAT WOULD YOU DO IF YOU WIN THE LOTTERY?
6	IF YOU COULD TRAVEL ANYWHERE,WHAT WOULD THE DESTINATION BE?
7	WHAT WAS THE MOST USEFUL THING YOU BOUGHT THIS YEAR?
8	IF YOU COULD BECOME AN EXPERT ON ANYTHING, ON WHAT WOULD THAT BE?
9	IF YOU COULD MAKE A FILM WHAT WOULD IT BE ABOUT?
10	WHAT WOULD YOU COOK TO SEDUCE SOMEONE?
11	WHAT IS YOUR RELATIONSHIP WITH CATS?
12	WHAT IS YOUR SECRET TALENT?

<b>TITLE</b>	<b>Portrait</b>
<b>TOPIC/S</b>	Group interaction
<b>AIM</b>	To ease the participants interaction and exchange
<b>TOOL TYPE</b>	Getting to know each other activity
<b>DURATION</b>	20 minutes
<b>MATERIAL</b>	A4 paper, pens, markers
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Forehead</b>  Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and put the paper in the middle of the circle.  When the facilitator says “go!” they have to go to the center, pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to put, once again, the paper in the middle of the circle.</p> <p><b>Step 2. Eyes</b>  When the facilitator says “go!” participants have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Once they have finished, they have to put the paper in the middle of the circle.</p> <p><b>Step 3. Mouth and chin</b>  When the facilitator says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Once they have finished, they have to put the paper in the middle of the circle.</p> <p><b>Step 4. Me, myself</b>  When the facilitator says “go!” they have to go to in the middle and find the paper with their name and with the collective drawing realized by the other participants. At the end of the activity all the drawings are put on the wall.</p>

<b>TITLE</b>	<b>Rondo</b>
<b>TOPIC/S</b>	Subjects participants dare deepening during the training course
<b>AIM</b>	To reflect and share the subjects participants are interested to explore and deepen during the training
<b>TOOL TYPE</b>	Individual and work in group
<b>DURATION</b>	40 minutes
<b>MATERIAL</b>	A4 papers, pens, flipchart, markers
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Proposals</b> Participants are asked to write in capital letters one or two specific topics/s or subject/s they would like to discuss during the training. The proposals should come from each person without a discussion with the others and they are asked to leave space under each proposal.</p> <p><b>Step 2. Sharing and commenting</b> Then, the paper has to be passed to the person on the right side. The person receiving the paper, has to read the proposals and choose if to agree (adding 1 tick to the proposal) or disagree (without adding a tick to the proposal). The paper pass then to the next person and so on, till it's back to the person who wrote the proposals.</p> <p><b>Step 3. Summary</b> The proposals are then read, specifying the score they received. The proposal receiving the highest score, will be used as “discussion subjects” for the upcoming steps of the training (or will become the subject of thematic workshops).</p> <p><b>See Handout below.</b></p>

## THE TOPICS/S OR SUBJECT/S PART OF THIS HANDOUT ARE THE RESULTS OF THE RONDO'S ACTIVITY

**RISKS & THREATS VS BENEFITS**

**COMMUNICATION**

**MEDIA MANIPULATION**

**SOCIAL MEDIA**

**INTERCULTURALITY (INTERGENERATIONAL, ROLE OF CULTURE...)**

**INCLUSION (ACCESSIBILITY, GROUPS AT RISK...)**

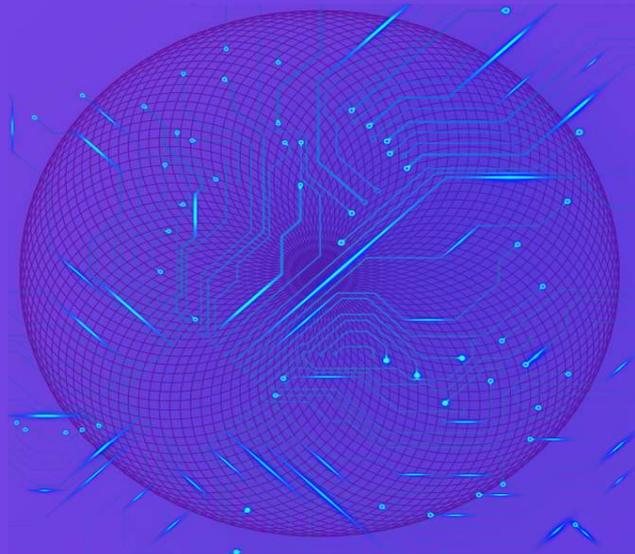
**MENTAL HEALTH**

**PARTICIPATION  
ACTIVISM**

**FORMAL EDUCATION**

**FACILITATION**

**TOOLS & METHODS**

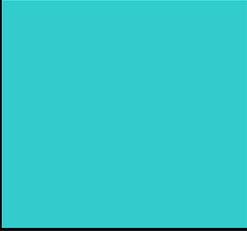


<b>TITLE</b>	<b>Key words in Kahoot</b>
<b>TOPIC/S</b>	Methodology within non-formal education
<b>AIM</b>	To reflect upon relevant key-words, part of the training course's methodology, considered as the main pillar during the course
<b>TOOL TYPE</b>	Work in groups and plenary
<b>DURATION</b>	30 minutes
<b>MATERIAL</b>	Internet connections, Smartphones, computer, projector
<b>DESCRIPTION</b>	<p>Participants gather in the workshop room and one facilitator run a short introduction on Kahoots (how to use it).</p> <p>Participants are then asked to enter Kahoots and to get registered. After that steps they are divided in smaller groups (approximately 3/4 people each).</p> <p>Different questions have been prepared in advance. After each question, participants are asked to express their opinion in Kahoot. After that point, extra time (approximately 5/7 minutes) are left for extra feedbacks and comments from the group.</p> <p>Below the list of the key-words related to the training methodology and to the different questions proposed:</p> <ul style="list-style-type: none"> <li>• ACTIVE PARTICIPATION</li> <li>• RESPONSIBILITY</li> <li>• MISTAKES</li> <li>• COMFORT ZONE</li> <li>• HORIZONTALITY</li> </ul>

<b>TITLE</b>	<b>Four steps</b>
<b>TOPIC/S</b>	Team building and group interaction
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To make participants interact in a funny and stimulating way</li> <li>• To encourage the group dynamics analysis</li> <li>• To reflect about the different roles in the group and the importance of communication and cooperation</li> </ul>
<b>TOOL TYPE</b>	Team building
<b>DURATION</b>	45 minutes
<b>MATERIAL</b>	Chopsticks, stones, cups, baskets with water, elastics, benches, one indoor and one outdoor space
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Chopsticks</b> Smaller groups are created and each participant in the group receives two chopsticks. The participants of each group, are standing in line, equally spread all along the path. The first person in the line receives a stone and the following task: the stone has to be kept in equilibrium using only the chopsticks (no touch with the fingers or hands is allowed), it has to be brought to the next person using the chopsticks and so on till the last person, who has to bring it to the “arrival point”. In case the stone falls down, the group has to restart since the beginning. As soon as a group has fulfilled the task, they can follow the other groups and support/encourage them.</p> <p><b>Step 2. Cups</b> The same smaller groups of the first activity are kept. Now each group receives a cup and some elastics (one bigger in the center, while the other knotted around the one in the center and blocked to create smaller circles where it’s possible to insert a finger). The task for all the groups is to move the cup from a point A to the point B. They cannot touch the cup with their fingers and to move it they should use only the elastic connected with their fingers. Moreover, in the point A there is a basket filled with water and participants have to fill the cup (using only elastics to touch it) and then move the filled cup to the point B. If the cup falls on the ground, or if participants are touching it directly with their fingers, they have to restart from the point A. The group arriving first, wins.</p> <p><b>Step 3. Benches</b> Two bigger groups are created, they are accompanied to the workshop room and each participants receives a small piece of paper with a mission to be performed. They cannot show to the others their mission. The two missions in the papers are:</p>

	<ul style="list-style-type: none"> <li>• you have to bring outside all the chairs and leave them in a specific point in the garden, creating a circle</li> <li>• you have to bring inside the workshop room all the chairs you will find in the garden and create with them a circle.</li> </ul> <p>Participants have 10 minutes to finalize their task, remaining in silence.</p> <p><b>NOTE:</b> this activity is not closed with a debriefing because it is forecasted one collective debriefing at the end of the “Mission impossible”.</p>
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<b>TITLE</b>	<b>Mission impossible</b>
<b>TOPIC/S</b>	Team building and group interaction
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To make participants interact in a funny and stimulating way</li> <li>• To encourage the group dynamics analysis</li> <li>• To reflect about the different roles in the group and the importance of communication and cooperation</li> </ul>
<b>TOOL TYPE</b>	Team building
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	Flipchart and markers
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Mission Impossible</b> The facilitator explains to the group (now is the whole group participating), that a Mission Impossible as to be fulfilled. Below the 8 steps to run in order to fulfill the mission:</p> <ol style="list-style-type: none"> <li>1. take a photo of the whole group together, including the facilitators</li> <li>2. take selfies with: a green ball, some sage of rosemary, a member of the local association, a person from the country furthest away from yours</li> <li>3. be the whole group for 1 minute in complete silence</li> <li>4. find or create a song to represent the training course</li> <li>5. make a human pyramid of at last 5 people</li> <li>6. find out the collect high in meters of the participants (if you were to stand on the top of another)</li> <li>7. collect 25 items</li> <li>8. touch the sky as a whole group</li> </ol> <p><b>Step 2. Accomplishment</b> The group is left 20 minutes to finalize the mission. In case the mission is accomplished before they can call back the facilitators.</p> <p><b>Step 3. Debriefing</b> Once the group is back in plenary, it starts the debriefing with the following questions:</p>

- 
- Did you achieve the tasks? Are you satisfied with the outcome?
  - How did you make decisions as a group?
  - Are you satisfied with the group process? (Results vs. Process/inclusion)
  - What changes did you observe in your own/the group's behavior/attitudes over the course of the team-building activities?

<b>TITLE</b>	<b>Snowball</b>
<b>TOPIC/S</b>	Digital and Smart Youth Work
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To reflect upon the two “definitions” of Smart and Digital Youth Work</li> <li>• To analyze similarities and differences</li> <li>• To exchange point of views and ideas according to the different field experiences</li> </ul>
<b>TOOL TYPE</b>	Work in groups and presentation in plenary
<b>DURATION</b>	80 minutes
<b>MATERIAL</b>	Papers, pens, flipcharts, markers in different colors, post-it
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Definition - individually</b> The group is divided in two sub-groups, one sitting on the right and the other on the left side of the workshop room. Then each participant receives a piece of paper and a pen and has to write alone, a definition (participants on the right side “Digital Youth Work” and participants on the left side “Smart Youth Work”). The participants from the right side don’t know the definition assigned to the left side, and so the others. There are 7 minutes at disposal.</p> <p><b>Step 2. Definition - couples</b> Groups of two participants are created from the side of each definition. Once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 10 minutes at disposal.</p> <p><b>Step 3. Definition – groups of six (3 couples)</b> Three couples are created from the side of each definition. Once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 15 minutes at disposal.</p> <p><b>Step 4. Definition – groups of twelve (3 couples + 3 couples)</b> The two sub-groups from each side of the room are then joined and, once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 25 minutes at disposal.</p> <p><b>Step 5. Plenary presentation and questions</b></p>

In plenary the two definitions of “Digital Youth Work” and of “Smart Youth Work” are presented and the following questions asked:

- Do you see any similarity among the two definition? If yes, what?
- Do you see any difference among the two definitions? If yes, what?

**Step 6. Open discussion**

At the end it follows an open discussion where participants have the chance to reflect upon the two “definitions” of Smart and Digital Youth Work, and to exchange point of views and ideas according to the different field experiences.

[See Handout below.](#)

DIGITAL YOUTH WORK

**HOW**

# DIGITAL YOUTH WORK ♥

**YOUTH WORK**

Using digital technology and tools:

- phones
- internet
- computer
- social media platforms

to achieve the goals of youthwork.

Young people can collaborate with:

- organisations
- companies
- other people

Focusing on opportunities and problems young people have.

# DIGITAL YOUTH WORK

**YOUNG PEOPLE**

IT'S THE WAY YOUNG PEOPLE CAN LEARN AND REFLECT EVEN FROM DISTANCE WHILE USING TECHNOLOGICAL DEVICES WITH INTERNET CONNECTION. (ALSO CREATING CONTENTS LIKE INFOGRAPHICS, POSTERS, VIDEOS FOR SOCIAL **A**MPAIGNS RELEVANT TO THE WORKS FOR DISSEMINATING THE OUTCOMES

WHAT

LEARNING

SMART YOUTH WORK

Smart CONCEPTION - 'USER-FRIENDLY'  
NO MATTER THEIR SKILL LEVELS WILL BE ABLE TO USE IT

SMART USE - 'EFFICIENT AND EFFECTIVE' IS  
ALSO WITH SUCCESSFUL COMMUNICATION AMONG PEOPLE  
WHO WORK IN A TEAM - AROUND A PROJECT AND ACHIEVE  
THEIR GOAL / OBJECTIVE OF THEIR TASK

SMART USER - 'RESPONSIBLE USER'  
RESPECTS PEOPLE'S PRIVACY AND RIGHTS / INTERESTS  
AND ABILITY TO USE

SMART TOOL - TO BE EASILY UNDERSTOOD /  
KEEP THE PACE WITH THE CHANGES IN  
TECHNOLOGY

S - SPECIFIC  
M - MEASURABLE / MEANINGFUL  
A - ACCURATE  
R - RESPONSIBLE  
T - TIMELY  
RELIABLE

TECHNOLOGIES

EASY, PRACTICAL &  
ACCESSIBLE WAY TO  
ACHIEVE A COMMON  
GROUND WHILE  
PRESERVING THE  
UNIQUENESS OF DIVERSE GROUP  
TARGET

# MORE STEPS 1

<b>TITLE</b>	<b>Arpentage</b>
<b>TOPIC/S</b>	Digital and Smart Youth Work
<b>AIM</b>	To go more in depth of the subjects and discover some, among the current researches/literature, on the argument
<b>TOOL TYPE</b>	Work in group and plenary
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	Handout with different articles, papers, pens, flipcharts and markers
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Introduction</b> Facilitators run a brief introduction on the technique of the Arpentage, explaining its historical roots, the purpose and then, it's left some extra space for questions or requests of clarification from the group. Then participants are divided in smaller groups.</p> <p><b>Step 2. Work in groups</b> Each group member (approximately no more than 5 people per group), receives a different article to read in silence. They have 15 minutes at disposal for the reading. Then, a discussion starts within each group: here, the main elements of the articles are shared (they should not be "literally shared", quoting some parts but re-interpreted by the readers). During the sharing, it has to be left space for questions and interactions among the readers.</p> <p><b>Step 3. Debriefing - plenary</b> Once the groups are back in plenary, it starts the debriefing with the following questions:</p> <ul style="list-style-type: none"> <li>• What did you have discussed in each group?</li> <li>• Can you highlight the most relevant elements?</li> <li>• How was to read a printed piece of paper in an over-digitalized era?</li> <li>• Can you share the last time you took some time to read something printed?</li> <li>• What is was about?</li> </ul> <p><b>See Handout below.</b></p>

## INFORMATION ON THE TECHNIQUE

The "Arpentage" is a method of discovering a book together, in the perspective of a critical appropriation of the text, to deepening the connections between practice and theory.

This technique can be used in different contexts, such as in an educational and/or social setting, to foster collaboration, active participation and critical reflection. Furthermore, this technique promotes empathy, active listening and building a sense of community among the participants involved in the reading.

The goals are:

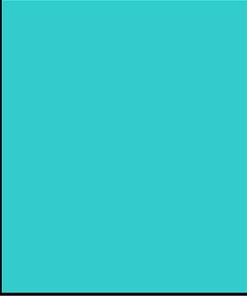
- to make the book accessible to everyone , promoting a "popular reading"
- to experience cooperative and critical work
- to create a common culture around a topic and a theoretical knowledge
- to understand that no knowledge is neutral, that every point of view is grounded

The "Arpentage" process generally involves the following stages:

- Text selection: the group chooses the text to analyze, which can be a book, an article, a poem, or any other type of text
- Text division into sections: the text is divided into sections of equal size, so that each participant can read one
- Individual reading and notes: each participant reads their own section of the text and takes notes on their own reflections, questions or curiosities
- Sharing and comparison: participants get together to share their annotations and the discussion on the text starts. During this phase, the participants can discuss with each other, clarify their doubts or deepen their reflections
- Summary and conclusion: at the end of the discussion, the group can summarize the main ideas that emerged and draw conclusions on the topic covered by the text.

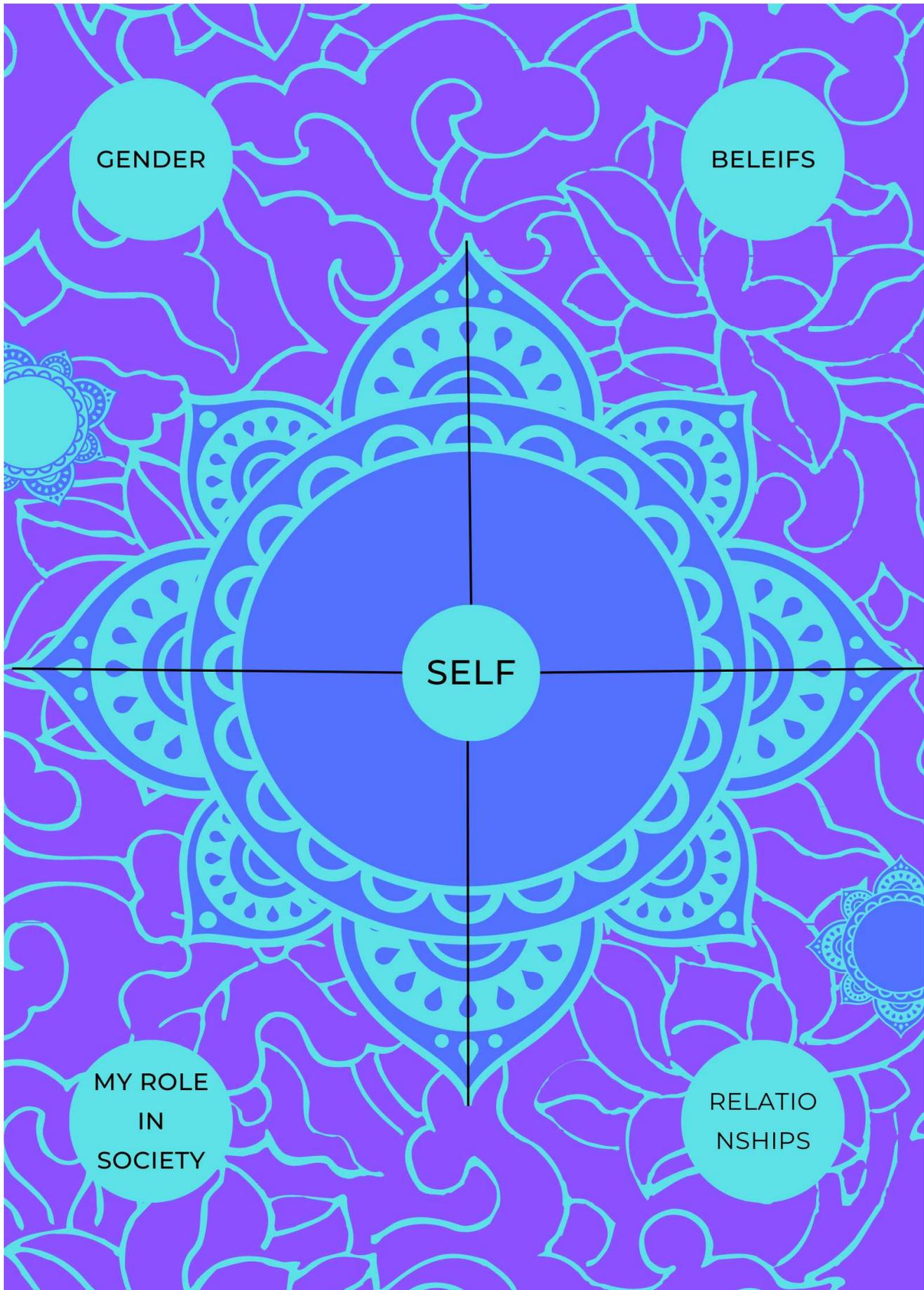
Origin of the technique: the "Arpentage" is method of collective reading coming from the working-class culture (workers' circle) then reused by practitioners of mental training and resistance fighters during the Second World War (around Dumazedier). It was then disseminated more widely by the "Peuple et Culture, a popular education movement, from the 1950s. More recently, Jean Claude LUCIEN (Peuple et Culture Normandy) continued to develop this method. More recently, Christophe CHIGOT (Crefad-Lyon) and Anthony DUROY (Agora Peuple et Culture) took it up in a slightly different form and content.

<b>TITLE</b>	<b>Mandala</b>
<b>TOPIC/S</b>	Identity
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To encourage the self-reflection about the individual and multiple identities</li> <li>• To reflect on how, our personal identity has been developed through the life's experiences and how the online and the offline experiences have contributed/impacted</li> </ul>
<b>TOOL TYPE</b>	Individual exercise
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	All the possible materials needed to decorate the four spots (depending on the type of spots, the materials at disposal and the personal creativity!)
<b>DESCRIPTION</b>	<p><b>Introduction:</b> the word “Mandala” comes from Sanskrit language and means circle. 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><b>Preparation - Mandala</b> Facilitators have to draw a simple and uncolored Mandala model (as the one below on the Handout) on a big piece of paper (one for each participant). The Mandala has to be divided in 4 quadrant: Gender, Beliefs, My role in society, Relationships. The 4 quadrants have a common core inside the centre, which is the Mandala, representing the Self.</p> <p><b>Preparation - Spots</b> Facilitators need to create in advance the 4 spots, where the participants should pass through and that represent: Myself offline, Myself online, Conflicts, My dreams. Each spot needs a proper setting and has to be decorated to better describe what is about. It has to be created a different atmosphere (different types of music, of materials and decorations).</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Mandala</b> Participants are explained that the first part of the activity has to be plaid individually and in silence. They can mingle from one spot to another (without a specific order and spending there the time they chose), filling in the quadrants of their Mandala with reflections, thoughts, feelings and comments.</p> <p><b>Step 2. Sharing</b></p>



When all the participants passed thought the spots and filled in their own Mandala, small groups (maximum 4 people) are created. In each group participants are free to share what they prefer/feel about their experience. If someone prefers not to share, it's completely fine but should keep an active listening approach towards the others.  
No extra collective debriefing is forecast at the end of the session.

[See Handout below.](#)



## MORE STEPS 2

<b>TITLE</b>	<b>Cafeteria</b>
<b>TOPIC/S</b>	Country situation - Diagnostic
<b>AIM</b>	To share what is happening in the different countries, for what concerns the online sphere and ICT, related to: target/context, opportunities/benefits, threats/risks
<b>TOOL TYPE</b>	Work in small groups
<b>DURATION</b>	90 minutes (10 minutes for the presentation + 20 minutes for each table * 3 tables, for a total of 60 minutes + 20 minutes for the final restitution)
<b>MATERIAL</b>	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
<b>DESCRIPTION</b>	<p><b>Setting:</b> the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. All the details, being a simulation, are important!!!</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Presentation – first round</b> The activity is presented and participants are asked to be equally divided in 3 groups (in order to encourage the active participation and variety of experiences, it's important to have groups of equal size per each table and with participants coming from different countries/realities). Once all the participants are sitting on their table, the table-host (one of the trainers) presents the activity: in each table there is a relevant topic to discuss. The topics are: Target/context - Opportunities/benefits - Threats/risks.</p> <p>The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p><b>Step 2. Different rounds</b> After the first time slot it's over, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p><b>Step 3. Plenary restitution</b> At the end of the activity participants are back in plenary and the table-hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each. If extra time is still available, it can be forecasted an extra round of questions/answers from participants.</p>

<b>TITLE</b>	<b>Digital story-telling</b>
<b>TOPIC/S</b>	Online influences and identities
<b>AIM</b>	To reflect upon the multiple ways an online personality can be created and according to what criteria/purposes
<b>TOOL TYPE</b>	Work in group and plenary
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	4 potatoes, 4 working tables, pieces of different cloths, colored papers, scissors, glue and any other creative material to create the Pippin the Potatoes
<b>DESCRIPTION</b>	<p><b>Introduction:</b> the Digital story-telling/Pippin the Potato technique is based on “Brian the Onion activity”, designed by Michele di Paola for the “Dig-It Up!” training course. For more information, please refer to: <a href="https://issuu.com/micheledipaola/docs/ang_dig_itup_2017_page_23">https://issuu.com/micheledipaola/docs/ang_dig_itup_2017_page_23</a></p> <p>The activity includes the following steps:</p> <p><b>Step 1. Group and getting connected</b> Participants are divided in smaller groups: 4 groups of 5 people with minimum 1 person having an Instagram app installed and internet connection. This person receives passwords and username of pippinthe potato 1, 2, 3 and 4.</p> <p><b>Step 2. Hashtags</b> The facilitator gives variety of hashtags from which each group chooses 2 or 3 to work with. Here the hashtags list: # youthwork, foodporn, livingmybestlife, photooftheday, relationshipgoals, friendsforever, nofilter, partyallnight, fomo, yolo. The task of each group is then to create the personality of their own Pippin the Potato, composing scenes and uploading minimum 1 publication or story per hashtag.</p> <p><b>Step 3. Debriefing</b> Once the groups are back in plenary, it starts the debriefing with the following questions:</p> <ul style="list-style-type: none"> <li>• Who do you understand is Pippin from their profile? What is their lifestyle like?... ) → about online identity</li> <li>• What we understand about use of social media for young people? → about the tool use</li> <li>• What can be the impact/s? → about the impact and consequences</li> <li>• As youth workers: how we are using these tools?</li> <li>• As youth workers: do we manage to take into account addictions or risks to self-image, peer pressure...?</li> </ul>

<b>TITLE</b>	<b>Abigail</b>
<b>TOPIC/S</b>	Intercultural Learning
<b>AIM</b>	To reflect about cultural differences and Intercultural Learning process
<b>TOOL TYPE</b>	Work in group and open discussion in plenary
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	Handout with the Abigail story, markers, paper, pens
<b>DESCRIPTION</b>	<p><b>Context:</b> Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Reading and individual ranking</b> Each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst.</p> <p><b>Step 2. Groups and common ranking</b> Four smaller groups are created, within each group the lists have to be shared and discussed. The group, using the consensus, should arrive to a common list of characters, from the best to the worst.</p> <p><b>Step 3. Debriefing</b> Back in plenary, each group should read the character list and the facilitator keeps note on a flipchart. It follows in plenary the debriefing, analyzing the different lists' rankings and sharing the reasons that moved each group to create the order. Below there is the list of key questions that can be asked:</p> <ul style="list-style-type: none"> <li>• Why your group did the ranking in such a way?</li> <li>• According to what criteria was the ranking done?</li> <li>• Did you face any challenges in finding a consensus on the common list?</li> <li>• If yes, what and why?</li> <li>• According to what criteria did you picture your characters and imagine their lives? Please describe in detail how you imagine your character</li> <li>• What do you think this activity is about?</li> </ul> <p><b>Step 4. Iceberg Model</b> The final conclusion it's run in plenary presenting the Iceberg Model. Extra space is left for comments, questions and answers from participants.</p> <p><b>See Handouts below.</b></p>

## ABIGAIL STORY

ONCE UPON A TIME THERE WAS A VERY BEAUTIFUL GIRL CALLED ABIGAIL, WHO WAS LIVING WITH HER MOTHER IN A SMALL VILLAGE.

ABIGAIL LOVED TOM, WHO WAS LIVING ON THE OTHER SIDE OF A RIVER, AND SHE WAS USING THE ONLY BRIDGE THAT WAS CROSSING THE WATER STREAM TO MEET HIM.

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE. ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN.

ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD, ASKING IF HE COULD BRING HER TO THE OTHER SHORE OF THE RIVER.

SIMBAD SAID TO HER THAT HE WOULD HAVE BROUGHT HER, IF SHE WOULD HAVE SLEPT WITH HIM.

ABIGAIL RUN AWAY CRYING. SHE WENT TO HER MOTHER TO ASK FOR ADVICE, BUT SHE DIDN'T GIVE ANY AND JUST TOLD HER TO DO WHAT SHE WAS THINKING WAS CORRECT.

SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL. AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

WHEN SHE MET TOM SHE TOLD HIM EVERYTHING SHE DID IN ORDER TO MEET HIM, BUT HE BECOME VERY ANGRY AND SCREAMED TO HER. THEN KICKED HER OUT OF HIS HOUSE.

ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE. THEN, HE WENT TO LOOK FOR ABIGAIL.

# HANDOUT: ICEBERG MODEL

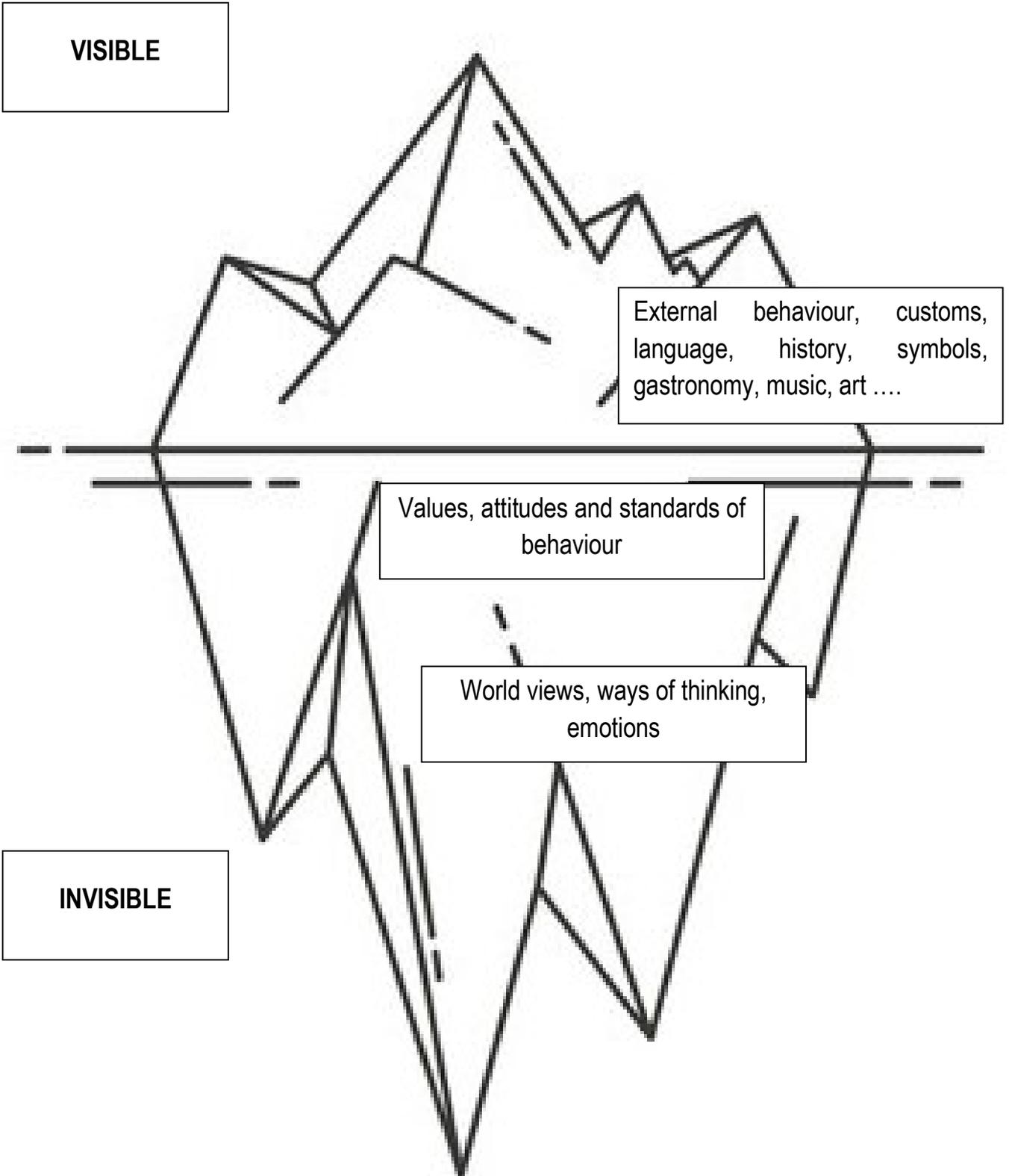
VISIBLE

External behaviour, customs,  
language, history, symbols,  
gastronomy, music, art ....

Values, attitudes and standards of  
behaviour

World views, ways of thinking,  
emotions

INVISIBLE



# ICEBERG OF CULTURE



EDWARD T. HILL

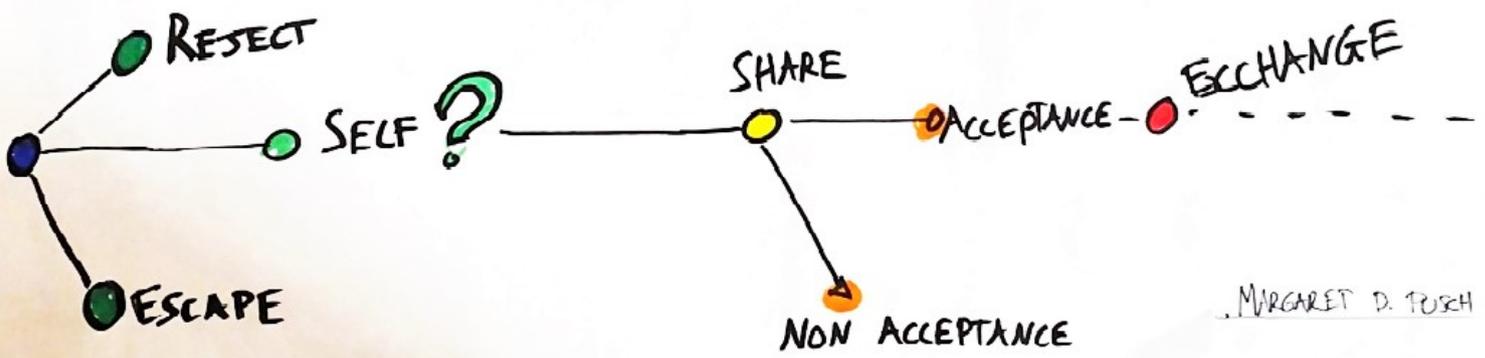
# INTERCULTURAL LEARNING



MULTICULTURAL

INTERCULTURAL

TRANSCULTURAL?



MARGARET D. FURCH

## ICEBERG MODEL

One of the most well-known models of culture is the Iceberg Model. This model, focuses mainly on the elements that make up culture, and clearly shows that some of these elements are very visible, whereas others are hard to discover. This model, can be used as a starting point for a more in-depth look at culture, reflecting on the reasons why, sometimes it is so difficult to understand and “see” culture.

The idea behind this model is that culture can be represented as an iceberg: only a very small portion of the iceberg is visible above the water line. But the whole iceberg is composed also by a larger part underneath the water line and therefore is not visible. Nevertheless, this lower part of the iceberg is very structured and it's not possible to understand the upper part without having understood the bottom one.

The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. This is a clear metaphor of culture: also in culture, there are some visible parts, but the powerful foundations of culture are more difficult to be seen and understood at a first glance.

Consequentially, it also points out, how difficult it is sometimes to understand people with different cultural backgrounds than ours. This because we may see and understand only the visible parts of “their iceberg”, but we cannot immediately see what are the foundations of these parts.

The T-KIT 4 on Intercultural learning of the Council of Europe - CoE provides the following food for thought regarding "culture": *"Working in the field of intercultural learning requires an understanding of the role of culture in shaping individuals and communities. Culture is a very complex concept that can be misused or misinterpreted (consciously or unconsciously). Culture is not an abstract concept; it is embedded in everyday life's realities. In fact, culture cannot be separated from the social realities in which it is developing or from the people who are both influenced by it and are influencing it. Taking into account social realities, and political, geographical and economic aspects, leads to a more nuanced understanding of culture, genuine interactions and avoidance of simplistic interpretations."* (T-KIT 4 Intercultural learning - Council of Europe, 2018, p.15)

Culture has been seen for a long time, as something predefined and static, with fixed characteristics. This interpretation changed in the last decades, being considered too simplistic and inadequate, not taking into account many essential elements and not being suitable to describe something much more complex. Therefore, the current view of culture is that it is something in continuous evolution, multifaceted and coming from the different interactions and exchanges among human beings. Culture is shaped through interactions among people, it is fluid in its expression and continuously evolving and adapting to the realities experienced by its members. Culture is influenced by the interaction of its members with members of other cultures and with their surroundings, and it evolves and reshapes itself throughout the years and the decades.

<b>TITLE</b>	<b>Different types</b>
<b>TOPIC/S</b>	Different typologies of gaps
<b>AIM</b>	To reflect upon different types of gaps, as for example: age, gender, socio-economic, geographic
<b>TOOL TYPE</b>	Group discussion and interactive presentation
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	Flipcharts, markers, paper, pens, post-it
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Group discussion</b>            Participants are divided in four groups corresponding to the different gap to be analyzed: age, gender, socio-economic, geographic.            Each group has to discuss the following elements:</p> <ul style="list-style-type: none"> <li>• Discuss/explore the gap/topic received</li> <li>• Reflect about the different ways of learning of the people following inside this gap</li> <li>• Reflect upon the communication strategies to be used to reduce this gap</li> </ul> <p>Each group member, using the technique of the “<b>automatic writing</b>” has to brainstorm on the type of gap received. The technique of the “automatic writing” consists in fixing on a piece of paper the first ideas popping up in our brain when thinking about a specific subject. For this reason, it can have similarities with an individual brainstorming, gathering as many ideas and concepts are appearing.</p> <p>Then, within their own group, participants have to share the main outcomes of the “automatic writing”, presenting some examples of exclusion they know, they experimented (directly or indirectly) or that they have thought about concerning this specific type of gap.</p> <p>It’s then left extra space for the group discussion, highlighting similarities and differences among the different examples shared.</p> <p><b>Step 2. Presentations preparation</b>            The groups receive extra 15 minutes to prepare a short presentation to share the similarities found out during the previous group discussion. They can choose to represent some of these similarities or to invent a new story based on the common elements appeared. For the presentations each group receives a different technique to use:</p> <ul style="list-style-type: none"> <li>• Youtube video</li> <li>• Poadcast</li> <li>• Flier on Canva</li> </ul>

- On-line theatre play

### **Step 3. Presentation and discussion**

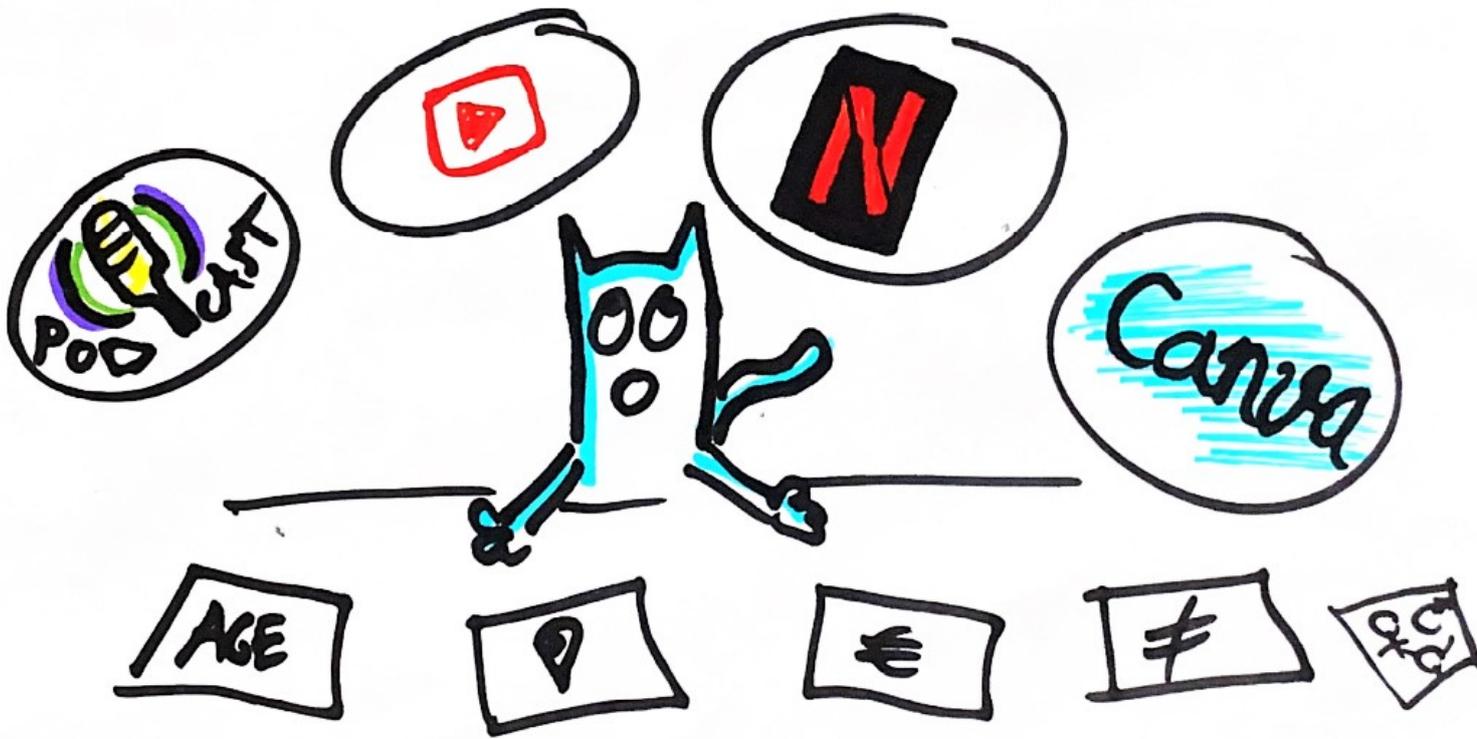
It follows the presentation in plenary. Each group has a total amount of ten minutes: a maximum of three minutes for the presentation and the remaining seven minutes to share the major elements of the group discussion. Once all the groups finished, it's left extra space in plenary to discuss the type of gap, the common similarities and challenges found out and the potential strategies to overcome the gap.

Below there is the list of key questions that can be asked:

- **CONTENT:** what are the links you found in the four representation?
- **LEARNING STYLES:** what are the senses activated through the different styles of presentation?
- **CHANNELS:** what are the channels you consider more effective to share the message?

[See Handout below.](#)

# GAPS



# SHARING METHODS

<b>TITLE</b>	<b>Open Space</b>																
<b>TOPIC/S</b>	Learning and exchange																
<b>AIM</b>	To encourage participants in sharing workshops, activities, tools and actions they know and related to the subject of the training																
<b>TOOL TYPE</b>	Work in smaller groups																
<b>DURATION</b>	180 minutes																
<b>MATERIAL</b>	A4 paper, pens, flipcharts, paper, markers, post-it																
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Preparation</b>            Since the day before, participants are asked to share, if they want, some workshops, activities, tools and actions they know and related to the subject of the training. Facilitators leave on the wall a big flipchart with different time slot, where participants can include their proposals. To include a proposal, the following information should be specified:</p> <ul style="list-style-type: none"> <li>• Workshop title</li> <li>• Workshop aim</li> <li>• Synthetic description (in couple of lines)</li> <li>• Name of the facilitator</li> </ul> <p><b>Step 2. Proposals and organization</b>            Then, when the activity is finally launched, facilitators read back the different proposals and different time slots of 60 minutes each and run in parallel, are created. During the same time slot it's possible to run different workshops simultaneously. Participants can choose, positioning their name on the flipchart, the workshop/s they are interested to join. The person proposing the workshop has to remain all the time in the workshop to present/facilitate.</p> <p>Below an example of time slots:</p> <table border="1" data-bbox="395 1601 1457 1883"> <thead> <tr> <th>TIMING</th> <th colspan="3">WORKSHOPS TITLES</th> </tr> </thead> <tbody> <tr> <td>15.00 – 16.00</td> <td></td> <td></td> <td></td> </tr> <tr> <td>16.15 – 17.15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>17.30 – 18.30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>GENERAL REMARK ON THE TECHNIQUE:</b> the Open Space, is a technique allowing participants to discuss sensitive topics, to share ideas and proposals about future possible actions and projects. During the</p>	TIMING	WORKSHOPS TITLES			15.00 – 16.00				16.15 – 17.15				17.30 – 18.30			
TIMING	WORKSHOPS TITLES																
15.00 – 16.00																	
16.15 – 17.15																	
17.30 – 18.30																	

Open Space different thematic tables are organized. Participants, following the principles of this technique, are free to move from one to another table accordingly to their interest to work on one or more thematic areas. Where participants should remain in a workshop for the entire 60 minutes (according to the specificity) it has to be initially specified in the synthetic description.

In the Open Space Technique, the main pillars are:

- workshops have to be proposed by participants - bottom up approach
- workshops are “self-organized” - participants themselves are the workshops’ facilitators
- time it’s time – it’s important to keep attention to the time at disposal for the workshop and respect it
- butterflies and bees - in a group we can be in silent and listen, as we can also speak and share our opinions.

<b>TITLE</b>	<b>What a tool is?</b>
<b>TOPIC/S</b>	Tools (that we use during a training, a youth project ...) and the approach we have, as facilitators, toward the tools
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To question the relationship, we have in our practices to/with tools, and specifically: questioning the concept of “tool” and how we learn it - thinking about the different uses/functions/status/effects of each tool - discussing the importance we give to tools</li> <li>• To practice active listening during the activity</li> </ul>
<b>TOOL TYPE</b>	Individual work, work in couples and group discussion
<b>DURATION</b>	75 minutes
<b>MATERIAL</b>	One large sheet of paper, pens, A4 papers, a big workshop room
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Introduction</b> In plenary it's launched a short brainstorming to share what a tool is, facilitators bring some simple examples of what we mean with the word “tool” in this specific workshop and the steps of the activity are presented.</p> <p><b>Step 2. Individual work</b> Participants are asked to select two tools they know or they have experimented (at home or also during the training): one tool for the online and one tool for the offline. They have to write both of them on a piece of paper, describing them as much as they can.</p> <p><b>Step 3. Couples</b> Couples are created with the purpose to share the “what/objectives” and the “how/outcomes” of the tools selected. Different rounds follows as below:</p> <ul style="list-style-type: none"> <li>• First round: “what/objectives”: the first person in the couple has four minutes to present the “what/objectives” of the two tools selected. The other person should listen in silence. Then the other person in the couple has four minutes to present the “what/objectives” of the two tools selected. The other person should listen in silence.</li> <li>• Second round: “how/outcomes”: the first person in the couple has four minutes to present the “how/outcomes” of the two tools selected. The other person should listen but could add questions to better understand the explanation (no comments are allowed). Then the other person in the couple has four minutes to present the “how/outcomes” of the two tools selected. The other person should listen but could add questions to better understand the explanation (no comments are allowed).</li> </ul>

#### **Step 4. Debriefing**

Back in plenary, it follows the debriefing. Below there is the list of key questions that can be asked:

- How was the activity?
- Did you find any challenge?
- If yes, what?
- Why do you think we have done this activity?
- What should I take into account when I use a tool/propose an activity, both for the online and the offline?

[See Handout below.](#)

# HANDOUT: EVALUATION GRID

<p style="text-align: center;"><b>STATUS (WHAT)</b></p> <ul style="list-style-type: none"><li>• What is the link I have with it?</li><li>• How I have meet it?</li><li>• What is its own story?</li></ul>	<p style="text-align: center;"><b>USES (HOW)</b></p> <ul style="list-style-type: none"><li>• In which context I use the tool?</li><li>• With who I use the tool?</li><li>• For who I use the tool?</li><li>• How I use the tool?</li></ul>
<p style="text-align: center;"><b>FUNCTIONS (AIMS)</b></p> <ul style="list-style-type: none"><li>• For what purpose is the tool useful?</li><li>• Target, aims and goals</li></ul>	<p style="text-align: center;"><b>EFFECTS (OUTCOMES)</b></p> <ul style="list-style-type: none"><li>• What does the tool produce? (on me and on people)</li><li>• Some warnings to take into account while using the tool?</li></ul>

## TOOL

# I AND THE TOOLS TOOLS AND I

## STATUS (WHAT)

- What is the link I have with it?
- How I have meet it?
- What is its DWN STORY?

## FUNCTIONS (OBJECTIVES)

- For what purpose is the tool useful?
- TARGET, AIMS AND GOALS.

## USES (How)

- In which context I use the tool?
- With who I use the tool?
- For who I use the tool?
- How I use the tool?

## EFFECTS (OUTCOMES)

- What does the tool produce?  
↳ ON ME AND ON PEOPLE
- Some warnings to take into account while using the tool?

<b>TITLE</b>	<b>Performing Inclusion</b>
<b>TOPIC/S</b>	Social inclusion
<b>AIM</b>	To reflect about social inclusion, linked to the previous work on the different types of gaps
<b>TOOL TYPE</b>	Work in group and artistic presentations
<b>DURATION</b>	180 minutes
<b>MATERIAL</b>	Flipcharts, colored markers, paper, pens, post-it
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Introduction</b> The facilitator introduces the activity, explaining that it is linked to the previous one “Work in groups” and that now the purpose is to tackle different types of gaps. The different types of gaps are then presented: age, cultural/geographical, socio-economic, gender/sexuality.</p> <p><b>Step 2. Individual work</b> Smaller groups of equal size are created and each group receives a different type of gap: each group member should take 10 minutes, individually, to express, using the technique of the “Automatic writing”, what comes to their mind when thinking about this gap.</p> <p><b>Step 3. Group open discussion</b> It’s starting an open discussion within each group, answering the following questions “What do I know/observe about this from my reality?”, “What are the similarities/differences between our realities?”, “What conclusions do we take as a group?”, “What is the connection to online/digital sphere?”.</p> <p><b>Step 4. Preparation and presentation</b> Each group is then receiving a different tool to be used for presenting/sharing the main elements of their reflections/discussions. Thirty minutes are allocated for the preparation. The tools to be used are: Youtube video, online theatre production, podcast, Canva flyer. It follows the presentation in plenary. Each group has a total amount of five minutes</p> <p><b>Step 5. Debriefing</b> Back in plenary, it follows the debriefing. Below there is the list of key questions that can be asked:</p> <ul style="list-style-type: none"> <li>• What are the main elements appeared when we talk about inequality?</li> <li>• Can communication impact on inequality? If yes, how?</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• How the different channels used can contribute to strengthen/overcome inequalities?</li><li>• How can we strengthen, as youth workers, social justice?</li></ul> |
|--|--|

<b>TITLE</b>	<b>Blind Snake</b>
<b>TOPIC/S</b>	Team work, group dynamics and cooperation
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To encourage the group dynamics analysis</li> <li>• To reflect about the different roles in the group and the importance of cooperation</li> </ul>
<b>TOOL TYPE</b>	Team building
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	Blindfolds (one for each participant)
<b>DESCRIPTION</b>	<p><b>Setting:</b> for this activity is needed big spaces outside, e.g. gardens or fields. Facilitators should have prepared in advance the path with some obstacles and materials in between (e.g. a chair ...).</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Instruction and group meeting</b> Participants are divided in four groups, each one is assigned to a facilitator who explains the task. They have five minutes to find their way to communicate and to pass the instruction to the person in front of them (the activity will be then performed in silence).</p> <p><b>Step 2. Snakes</b> Participants of each group have to create a line (each person should have in front the shoulders of the other person and with their harms should touch them). Then, all the group members are blindfolded, apart from the last in the line that is following the mute instructions of the facilitator who explains which is the path to follow. The activity starts.</p> <p><b>NOTE:</b> for all the steps of the activity, being participants blindfolded, it's extremely important to transmit the feeling we are working in a safe space and to keep a great care on the personal emotions of each person. For this reason, facilitators leading the activity should take a great care on the way they use their voice, they transmit the tasks and have a strong attention on the participants feelings and reactions. Moreover it should be underlined that it's important to push our limits, but if in one moment during the activity we do not feel comfortable, we can take a small break and step out.</p> <p><b>Step 3. Changes</b> After some minutes the last person in the line changes (and is then blindfolded). Thus the first person in the line that was previously blindfolded, passes at the end, without blindfold and will be the one guiding the group and following the mute instructions of the trainer</p>

showing the path.

The activity has a limited time at disposal (approximately 30 minutes), thus facilitators should check the timing, so that all the group members can guide and be guided.

#### **Step 4. Debriefing**

At the end of the activity is foreseen a debriefing with a specific focus on group dynamics, cooperation and leadership. Below the list of key questions that can be asked:

- How do you feel?
- How was to follow someone, being blindfolded?
- How it was to lead someone blindfolded?
- Did you notice something remarkable during the activity?
- How was the team work?
- What were the dynamics within your group?
- Did someone took the leadership?
- How was the cooperation within your group?

<b>TITLE</b>	<b>Moving debate</b>
<b>TOPIC/S</b>	Formal, Non Formal and Informal
<b>AIM</b>	To reflect on some key elements in Formal, Non Formal and Informal
<b>TOOL TYPE</b>	Moving Debate technique
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	Scotch tape, rope, paper, marker
<b>DESCRIPTION</b>	<p><b>Setting:</b> the facilitator has to draw on the floor, with the rope, a big triangle, divided in three corners. In each one there is an A4 paper with written: Formal, Non Formal and Informal.</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Moving Debate</b> The activity starts with participants standing in the middle of the triangle. The facilitator starts reading the first statement and asks participants to take position in one of the three points of the triangle. Then, the facilitator asks to the people placed in different positions to comment and to explain, if they want, why they took this position in the space.</p> <p><b>IMPORTANT RULES FOR THE TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• The facilitator should read the statements as much clearly and loudly as possible. Before asking the group to take a position, the facilitator has to be sure that everybody has understood the statement</li> <li>• The facilitator can choose also to write each statement on a big piece of paper so that participants, apart from listening at that, can also read, facilitating a better comprehension of the statement</li> <li>• After participants have taken a position, they can choose to move and to change idea, if they are convinced by the comments of the others.</li> </ul> <p><b>Step 2. Conclusion</b> At the end of the activity is allocated extra time to make a better focus on the differences between Formal, Non Formal and Informal and specifically in relation with:</p> <ul style="list-style-type: none"> <li>• Setting/place</li> <li>• Methodologies/tools</li> <li>• Evaluation</li> <li>• Intention/learning objectives</li> </ul> <p><b>See Handouts below.</b></p>

## STATEMENTS

I MEET A FRIEND AT THE SWIMMING POOL AND THEY TEACH ME HOW TO SWIM

I ATTEND A FOCUS GROUP IN THE UNIVERSITY

A WORKSHOP IS RUN IN THE LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWER POINT

A SCHOOL TEACHER IS RUNNING AN HISTORY LESSON USING THE KNOWLEDGE AND THE EXPERIENCE OF THE STUDENTS



## SETTING

SCHOOL/UNIVERSITY

COMMUNITY/ORGANISATIONS

ANYWHERE



## TOOLS

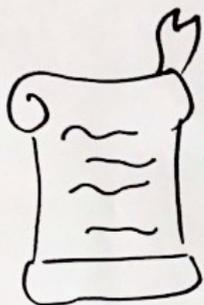
TOP-DOWN/FRONTAL

BOTTOM-UP/  
PARTICIPATIVE

CONVERSATIONAL/  
MUTUAL



## EVALUATION



EXTERNAL ASSESSMENT  
KNOWLEDGE

SELF-ASSESSMENT  
COMPETENCES

ACKNOWLEDGEMENT  
PROGRESS



## LEARNING OBJECTIVES

OBLIGATORY/  
HIERARCHICAL

HORIZONTAL & ORGANISED

CAN BE INTENDED  
OR NOT

<b>TITLE</b>	<b>Group division</b>
<b>TOPIC/S</b>	Interactive methods within non-formal education to run a workshop
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
<b>TOOL TYPE</b>	Plenary and work in groups
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Group division</b>  Four groups are created and participants receive in plenary a short presentation about the logic behind the groups' composition:</p> <ul style="list-style-type: none"> <li>• need to mix different countries to provide an intercultural perspective in the group work</li> <li>• need to give value to the different experiences and knowledge</li> <li>• need to insure the heterogeneity in terms of topic coverage</li> <li>• need to insure the heterogeneity in terms of tools and methods proposed</li> </ul> <p>Than all the groups receive the following task: they have to create a workshop 90 minutes long.</p> <p><b>Step 2. Workshops subjects</b>  Different subjects are presented and the groups have some minutes to discuss and pick up the one they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree also within the whole group, to find a consensus and an agreement.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Privacy/Rights</li> <li>• Mental health</li> <li>• Activism</li> </ul> <p><b>Step 3. Toolkit outline</b>  The Toolkit outline is presented in plenary and it's left space for questions and clarifications.</p>

# TiA PREPARATION

<b>TITLE</b>	<b>Work in groups and Sandwich model</b>
<b>TOPIC/S</b>	Interactive methods within non-formal education to run a workshop
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
<b>TOOL TYPE</b>	Work in groups
<b>DURATION</b>	180 minutes
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Preparation</b>  Participants, divided in groups, work on the preparation of a workshop of 90 minutes, using non-formal education working methods. To each group will be assigned a facilitator, that joins the group sharing the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> <li>• <b>Internal sharing 1:</b> who we are, our strengths and weaknesses</li> <li>• <b>Internal sharing 2:</b> how we feel comfortable to work in team</li> <li>• <b>Role and responsibilities:</b> appointment of different group members that will be more focused on specific tasks as: time management, learning objectives, group dynamics/atmosphere</li> <li>• <b>Group discussion:</b> how to cover the subject</li> <li>• <b>Objectives:</b> definition of the workshop specific learning objectives</li> <li>• <b>Workshop preparation:</b> definition of tools and methods, space, tasks and responsibilities, materials and logistics, rehearsal</li> <li>• <b>Fill in the toolkit:</b> including the detailed description of the workshop</li> </ul> <p><b>Step 2. Feedbacks</b>  At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes are going to be allocated to give feedbacks about the activity organized. The Sandwich Model is presented in plenary and participants can ask questions and clarifications.  The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> <li>• your feelings</li> <li>• something to improve</li> <li>• something good.</li> </ul> <p><b>See Handouts below.</b></p>

# HANDOUT: SANDWICH MODEL



BE CLEAR  
#SHORT

SAY  
"I"

COLLECTIVE  
WORK

1  
PER  
SLOT

NO  
REPETITION



<b>TITLE</b>	<b>Workshops</b>
<b>TOPIC/S</b>	Interactive methods within non-formal education to run a workshop
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
<b>TOOL TYPE</b>	Work in groups
<b>DURATION</b>	180 minutes
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Workshop 1</b> The first workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p><b>Step 2. Workshop 2</b> The second workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p><b>Step 3. Workshop 3</b> The third workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p><b>Step 4. Workshop 4</b> The fourth workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p>

<b>TITLE</b>	<b>Toolkit finalization</b>
<b>TOPIC/S</b>	Learning outcomes from the Training in Action
<b>AIM</b>	To reflect on the learning acquired during the training, both as individuals and as group
<b>TOOL TYPE</b>	Work in group
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	Flipchart, colors, markers, post-it and pens
<b>DESCRIPTION</b>	<p>The activity includes the following steps:</p> <p><b>Step 1. Read the feedbacks</b> The participants are gathered in the same groups of the Training in Action. They take back the post-it with the feedbacks (your feelings - something to improve - something good) given by the participants of their workshop and they have to carefully read all the elements.</p> <p><b>Step 2. Internal evaluation</b> Each group receive a flipchart including different elements to evaluate:</p> <ul style="list-style-type: none"> <li>• Logistic</li> <li>• Team work</li> <li>• Learning</li> <li>• Recommendations (in case they will use again the tool, how would they adjust it/what would be changed)</li> </ul> <p><b>Step 3. Toolkit filling</b> Taking in to account all the elements of the internal evaluation and the feedbacks read from the participants of their workshops, now the final fine tuning and adjustments are brought to the workshop, which is finally included in its last version in the Toolkit.</p>

# FINAL EVALUATION

<b>TITLE</b>	<b>Stations</b>
<b>TOPIC/S</b>	Final, overall evaluation of the project
<b>AIM</b>	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
<b>TOOL TYPE</b>	Artistic and interactive session, individual work
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	All the material needed to arrange the different spaces and settings (accordingly to our fantasy ☺)
<b>DESCRIPTION</b>	<p><b>Setting:</b> we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are well separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere.</p> <p>The activity includes the following steps:</p> <p><b>Step 1. Orchestra</b> One of the facilitator accompanies the group in a more silently, cosy and isolated place. Participants are asked to sit in a comfortable place, in different parts of the space, and to close their eyes. When a facilitator passes and softly touch their head they can start to produce the sound they chose and repeat it. They have to keep attention to their sound but also to the sounds of the others. Thus there will be a moment where all the sounds will compose a collective sound-track as in an orchestra. Then, when a facilitator is passing back, softly touching the head of someone, the person should stop with the sound, till the silence will be back.</p> <p><b>Step 2. Storytelling and introduction</b> A facilitator makes a short re-cup of what happened during the week, using the story telling technique. Then it follows a short introduction on the activity' tasks. After that, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back, if they want, to a space previously visited, to add something.</p> <p><b>Step 3. Stations</b> <b>Space 1 – food and lodgement</b> <b>Instruction:</b> comment with post-it and messages how the accommodation</p>

	<p>and food was</p> <p><u>Methodology</u>: drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p><b>Space 2 – topics/contents</b></p> <p><u>Instruction</u>: click the cloth-pegs on the ropes (each rope corresponding to a different topic covered during the training): more you are satisfied and more the cloth-pegs are closer to the top. Less you are satisfied and more the cloth-pegs are closer to the bottom part of the rope. In order to comment you can just place the cloth-peg on the rope or also fill in a post-it and attach it to the cloth-peg you are hanging up</p> <p><u>Methodology</u>: different ropes hanging from the rooftop, each one with a piece of paper with the title of the subject tackled during the training. On the floor a box with many cloth-pegs inside, pens and post-it to comment</p> <p><b>Space 3 – tools and methods</b></p> <p><u>Instruction</u>: leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home</p> <p><u>Methodology</u>: in a wall, in a side of the workshop room are gathered the weekly agenda and all the flipcharts produced during the training. Here it's possible using post-it, to add comments concerning the tools and methods used in the different sessions</p> <p><b>Space 4 – pool of trainers</b></p> <p><u>Instruction</u>: write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it to the envelopes</p> <p><u>Methodology</u>: post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p><b>Space 5 – group dynamic</b></p> <p><u>Instruction</u>: use drawings, symbols and key words to comment the group dynamics. Try to use fantasy and to be as much creative as possible!</p> <p><u>Methodology</u>: a big flipchart on a table with coloured pens and pencils</p> <p><b>Space 6 – personal learning</b></p> <p><u>Instruction</u>: write a letter to yourself, to share the learning achieved all along the training course</p> <p><u>Methodology</u>: laundry (represented with ropes tied and pieces of paper handed there with cloth-pegs), on the ground pens and pieces of paper to write down the letters.</p>
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<b>TITLE</b>	<b>Circle of words</b>
<b>TOPIC/S</b>	Final, collective evaluation
<b>AIM</b>	To run the final, collective evaluation in plenary
<b>TOOL TYPE</b>	Evaluation tool
<b>DURATION</b>	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
<b>MATERIAL</b>	/

## DESCRIPTION

**Setting:** participants are sitting in circle in the workshop room and the facilitator is presenting the activity.

Participants have to take the floor, one by one, and they have to say “something to themselves” and “something to the group”.

**NOTE:** when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then it should be forecast a second round to leave everyone the chance to express themselves.

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Diversity  
IS  
STRENGTH

GUCCI  
Ⓜ





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The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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