

CURRICULUM

**“Inclusion of different
abilities’ youngsters
through NFE and
youth work”**

**TITLE:**

Curriculum “Inclusion of different abilities’ youngsters through NFE and youth work”

PROJECT:

“Youth SPORT work with different abilities’ youngsters”, funded by the Education, Audiovisual and Culture Executive (EACEA), within the Erasmus+ programme.

Project partners are:

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- Association for improvement of modern living skills “Realization”, Croatia
- Active youth in happy Europe (AMUSE), Serbia
- Youth Power Germany e.V.
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Table of Contents

SUMMARY OF THE PROJECT.....	4
BACKGROUND OF THIS CURRICULUM.....	6
Programme of the training course	8
RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES....	9
DEVELOPED SESSIONS OF THE TRAINING COURSE: “INCLUSION OF DIFFERENT ABILITIES’ YOUNGSTERS THROUGH NFE AND YOUTH WORK”	11
Introduction – getting to know each other and our different abilities	11
Country realities on social inclusion of young people with disabilities.....	15
Reflections about key concepts and terms (disability, inclusion, rights...)	17
Non-formal education as an opportunity for inclusion	21
How to adapt your NFE activities in order to make them accessible for young people with disabilities...24	
Settings of inclusive spaces.....	27
Speed dating with Social Workers	30
Sharing positive practices from our local communities	33
Walking exhibit of works presenting positive practices	35
Development of NFE inclusive workshops I, II, III.....	37
Simulation of developed workshops I & II.....	40
Youthpass, Evaluation and Closure	42



SUMMARY OF THE PROJECT

Sport can help reduce that stigma of disability & discrimination, as it can transform community attitudes about persons with disabilities by highlighting their skills and reducing the tendency to see the disability instead of the person. Through youth sport work and sports, persons without disabilities interact with persons with disabilities in a positive context forcing them to reshape assumptions about what persons with disabilities can and cannot do.


However, NFE educators and youth workers working with this target group often have little or no experience in using sport as an educational tool. Given this, implementing partners of this project have gathered and focus their work in addressing the needs of different abilities youngsters in relation to providing opportunities for inclusive youth sport work through NFE methodology.

Therefore, the key project objectives are:

- Support youth workers to develop key competences for using sport methodology in youth work for inclusion of different abilities' youngsters.
- Enhance knowledge management of youth organisations with new innovative resources & training curricula.
- Provide the linkage of youth with other sectors through their cooperation during the SVs and local dissemination events, and thus to further build capacity of our youth organisations for inter-sectoral cooperation.
- Develop the competency framework for youth SPORT workers for inclusion of different abilities' youngsters.
- Allow youth workers to practice their skills to managing creative youth sport work projects on European and national level, and thus further increase competences of youngsters in inclusion.
- Engage into intensive dissemination & exploitation activities of newly produced products and attract more different abilities' youngsters to our youth sport work activities.

Project activities are:

- A1 Preparatory meeting
- O1 Handbook "Inclusion of different abilities' youngsters through NFE and youth work"
- A2 Study visit in Italy
- O2 Curriculum "Inclusion of different abilities' youngsters through NFE and youth work"
- A3 TC1 based on O2 Curriculum
- O3 Curriculum "Using sport methodology in NFE and youth work for inclusion of different abilities' youngsters"
- A4 TC2 based on O3 Curriculum
- O4 Toolkit "Creativity and innovation – adapting sport methods for inclusion and interaction of different abilities' youngsters through youth (sport) work"
- A 5,6,7,8,9: Local dissemination events – TCs
- A10 Youth Exchange "Creativity and innovation in youth SPORT work for inclusion of different abilities' youngsters"
- A11 Study visit in Berlin
- O5 Guidebook: "Competency framework for youth SPORT workers for inclusion of different abilities' youngsters"
- A 12,13,14,15,16: Local dissemination events – conferences

- 
- A17 Evaluation meeting
 - Reporting and Dissemination

Youth in local communities will benefit thanks to the empowerment of our participants who will further guide, lead and organise those youngsters to get more active in sport and health-enhancing physical activities for inclusion of different abilities' youngsters. We expect the increased competences and readiness of young people in communities for taking active stand on fighting exclusion, discrimination and intolerance and promoting inclusion and acceptance of different abilities' youngsters.

BACKGROUND OF THIS CURRICULUM

The curriculum “Inclusion of different abilities’ youngsters through NFE and youth work” is an innovative resource for youth trainers and coordinators aiming to educate, support and mentor youth workers and trainers in using non-formal education and youth work with different abilities youngsters, for inclusion and interaction of theirs in their community. The focus of this curriculum is initially to address the needs of its target group of youth workers who have certain experience in general NFE principles and methodology. The curriculum also addressed the needs of youngsters with disabilities and their inclusion in NFE activities. The content of the curriculum comprises of introductory parts (summary of the project, background of the curriculum, and recommendations for future trainers organising similar training courses), detailed training programme with division of sessions for each working day (morning and afternoon structured).

The structure of developed sessions include practical recommendations, additional resources for reading and materials needed for the implementation. This is done with the purpose of offering a more practical and useful material for youth workers and trainers/educators/peers engaged in youth work.

The specific objectives of the curriculum are:

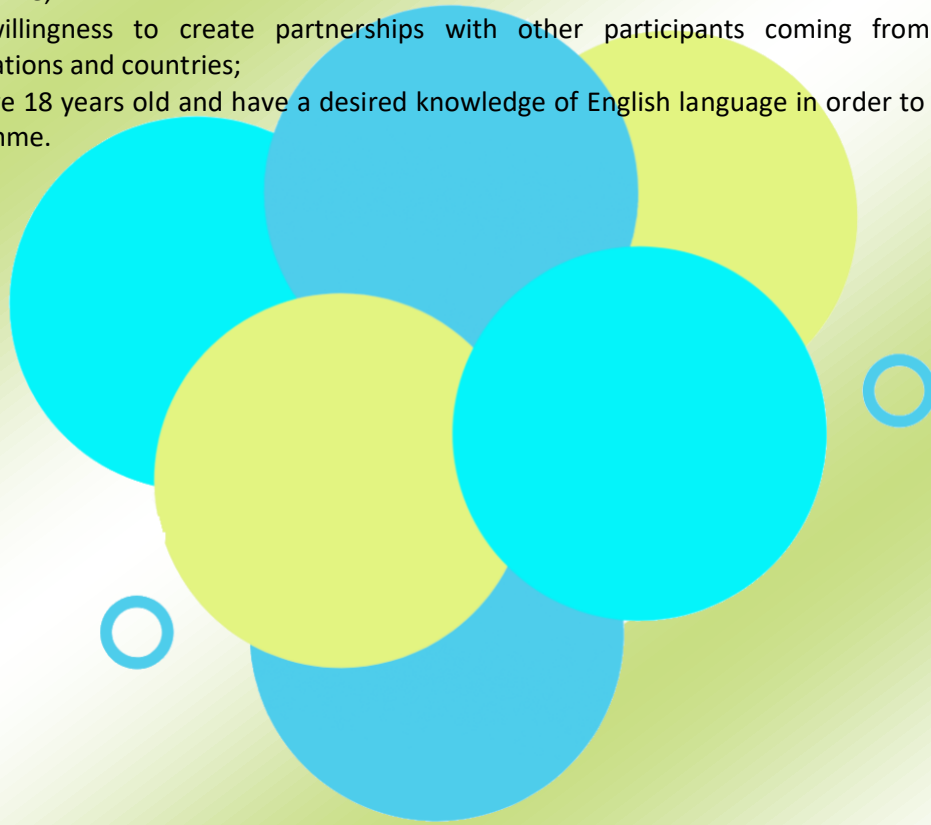
- To establish the basis of the training’s programme and initiate the getting to know process for the participants in order to better identify the backgrounds and abilities of each other;
- To share realities and experiences about social inclusion of young people with disabilities and their needs addressed in different countries;
- To create a common understanding on the key concepts and terms on social inclusion of young people with disabilities and use interactive methods to further strengthen the knowledge of participants;
- To set up the basis of understanding the concepts of formal, non-formal education and informal education, and further explore on the NFE opportunities and methods;
- To create space for reflecting on NFE activities and adapt them for easier accessibility when working with young people with disabilities;
- To develop participant’s competences on social inclusion of people with disabilities by providing with practical knowledge and offering simulation activities;
- To explore positive practices in the local communities about youth work for inclusion of different abilities youngsters;
- To give participants the space to reflect on the competences gained in the programme and use them for developing and presenting NFE inclusive workshops for different abilities youngsters in their local community;
- To create space for simulation of developed NFE inclusive workshops and putting the knowledge gained into practice;
- To create space for presenting and testing the developed workshops, as well as get feedback for further improvement of the work;
- To get some insight into inter-sectoral cooperation and hopefully motivation to work on new collaboration with public institutions in such topics;
- To use this training course as inspiration and motivation for participants to get more engaged in sending organisations and communities afterwards in the NFE and youth work for inclusion;
- To create space for recommendations to youth workers and educators multiplying this training course in their future programmes.



The curriculum and sessions developed are based on the principles and methodology of non-formal education; this comprising of role plays, interactive games, group works, plenary discussion, individual activities, reflective exercises, theoretical input, as well as exchanging of existing realities and practices as a learning technique.

In order to be eligible for the training course, participants need to fulfil the following criteria:

- Be active youth workers and trainers with education in NFE principles and methodology, (willing to get) involved in inclusive youth work activities; be willing to empower other youth workers and mainstream and marginalised youth through NFE;
- Be able to be fully engage in the training course and for the whole duration;
- Have interest and willingness to multiply the obtained knowledge;
- Committed to organise follow-up activities in the local community after the participation in this programme;
- Have willingness to create partnerships with other participants coming from different organisations and countries;
- Be above 18 years old and have a desired knowledge of English language in order to follow the programme.





Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction, expectations, and contributions
PM	Country realities on social inclusion of young people with disabilities
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Reflections about key concepts and terms (disability, inclusion, rights...)
PM	Non-formal education as an opportunity for inclusion
PM	Reflection and Evaluation of the day
Day 4	
AM	How to adapt your NFE activities in order to make them accessible for young people with disabilities
PM	Settings of inclusive spaces
PM	Reflection and Evaluation of the day
Day 5	
AM	Speed dating with Social Workers
PM	FREE AFTERNOON
Day 6	
AM	Sharing positive practices from our local communities
PM	Walking exhibit of works presenting positive practices
PM	Reflection and Evaluation of the day
Day 7	
AM	Development of NFE inclusive workshops I
PM	Development of NFE inclusive workshops II
PM	Reflection and Evaluation of the day
Day 8	
AM	Development of NFE inclusive workshops III
AM	Simulation of developed workshops I
PM	Reflection and Evaluation of the day
Day 9	
AM	Simulation of developed workshops II
PM	Youthpass, Evaluation and Closure
Evening	"See you again" party
Day 10	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES¹

The curriculum “Inclusion of different abilities’ youngsters through NFE and youth work youngsters” as an innovative tool for youth trainers and coordinators is designed with the aim of dissemination to all the stakeholders that work in youth work and with youngsters of different abilities. This includes young people, local coordinators, trainers, youth workers and educators in these topics, but also organisations and institutions that aim to encourage the education of young people in these programmes.

The curriculum is designed in a way that all interested parties can use it and easily multiply the sessions and activities presented. Certainly, the use of the curriculum will be easy to use for similar training programmes in European level.

When organising a training course based on this curriculum, it is expected that participants gain (or further develop) the following competences:

- Knowledge about the methods for inclusion and education of different abilities’ youngsters;
- Common understanding and awareness about the realities of participating countries in existing programmes for inclusion of different abilities’ youngsters;
- Knowledge on NFE methodology and youth work principles, its adaption when working for inclusion of people with disabilities;
- Competences on developing aims and objectives, challenges and tips, as well as quality work for youth work and outdoor activities;
- Competences on the idea development process for implementation of inclusive youth work activities and the overcoming of challenges;
- Social and civic competences for youth workers for quality and inclusive youth work events for different abilities’ youngsters in our communities.

A list of addressed competences that participants can obtain are presented in the first part of each developed session.

When using this curriculum for the organisation of a quality training course, there are several aspects and recommendations to be considered, in order to results in achieving the objectives set in each session. The section below explains these aspects by categorising them in different stages.

Stage 1: Before the training course

- All relevant information regarding the participation of the participants should be drafted in an Info pack as soon as their participation is confirmed. Furthermore, organisers should check once again the application form for each selected participant in order answer their needs for accommodation and relevant support for participation. That also includes the checking of Motivation and additional question section in case participants have expressed the interest to contribute to any session by covering some topics they are qualified for, or suggestions for trainers to include it in the programme.

¹ Section adapted and taken from: Matorčević, D., Xhemajli, B., Taddia, E., Katinić Vidović, M., Čerkez, A., Matorčević, M., & Pasuj, Ž. (2021). “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters. Youth Power Germany e.V. https://eng.youth-power.org/wp-content/uploads/2021/03/O2_EN_O2.pdf



- Partner organisations and their representative for the project should be in regular contact with the selected participants from their country in order to prepare them for the travel and for the programme. Participants need to conduct some research regarding the youth programmes in youth work for different abilities' youngsters that already exist in their country – that is part of the programme and the initial point for them to get the common understanding of the training's topic. Therefore, partner organisations can support them in conducting this research or guide them to finding existing sources.
- Partner/Sending organisations should also provide participants with needed information for the additional sessions that cover presentation of the organisations, materials for project and activity information, and so on.
- Partner/Sending organisations should in advance prepare their participants that they will participate in a programme with people from different cultures, countries, backgrounds, and that they should be aware of cultural differences and needs.

Stage 2: During the implementation of the training course

- The programme of the training course is designed and developed by qualified trainers in this topic and field. Therefore, the sessions fulfil the needs and interest of all interested parties who want to learn more about topics covered in the programme. However, depending on the group dynamics and size, the time-management should be adaptable. Thus, if the groups are bigger the implementation of some activities may take longer time, and vice-versa. Trainers should take this into consideration and be flexible with the time for the sessions.
- By the end of each session presented, there is the Recommendations section related to particular session or activity. Trainers should take those in consideration in order to adapt the implementation successfully with the working group.
- The first day of the programme includes the setting of learning goals, expectations and contributions that need to be done by the participants. According to the methods presented in the session, trainers should keep those visible during the whole programme and use the last session of the programme to get back to those and ask participants to reflect and share their impressions.
- Reflection and Evaluation: this part should be developed for every working day. Participants need to have reflection time by the end of the working day in order to give feedback on the learning goals, methods used, suggestions for the trainers that can help the adaption of the programme to the participants' needs, and so on. They also need to have the final evaluation in the last working day as a final feedback and reflection of the whole programme.



DEVELOPED SESSIONS OF THE TRAINING COURSE: “INCLUSION OF DIFFERENT ABILITIES’ YOUNGSTERS THROUGH NFE AND YOUTH WORK”

Introduction – getting to know each other and our different abilities



Session Title: Introduction – getting to know each other and our different abilities

Duration: 180 minutes

Background:

The introductory session is a must element in the beginning of each training programme. It is the starting point for all participants, organising team, and trainers to meet in person, to get the main idea on the training and on what the upcoming days will be like for all of them. Since participants are from different societies and backgrounds, an introductory session including name games and getting to know each other activities, is always a good starting point for initial contact. Therefore, this session comprises of several activities and name games that serve to establish first contact and communication and getting to know the backgrounds of each person. The session also serves as the initial point on introducing the agenda, programme, main idea behind the project, and relevant information for the working sessions.

Aim of the session: To establish the basis of the training’s programme and initiate the getting to know process for the participants in order to better identify the backgrounds and abilities of each other.

Objectives:

- To share the general information about the project and the training;
- To create a welcoming space for all participants;
- To give space for getting to know each other;
- To discover expectations and share motivation for the programme.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Theoretical input / Project presentation;
- Work in Pair and small groups;
- Experiential learning;
- Group discussion;
- Brainstorming.



Session flow:



I. Official introduction and welcoming (15 minutes)

The project coordinator starts with an opening speech for all participants to the training by welcoming them and wishing to have a fruitful and fun week, by also meeting their expectations and learning goals through the programme. He/she introduces the organising team and the trainers and presents their role in the programme so that participants know whom to approach for what purpose.

II. Round of names (5 minutes)

The project team invite all participants to introduce themselves by mentioning the name, organisation they represent, and the country they come from.

III. Speed dating (30 minutes)

The trainer invites participants to be divided into 2 groups with equal number of people. Both groups form a circle while the inner circle is facing the other group which is the outer circle. The idea is that each person stands in front of somebody from the other circle, and the activity is considered as a “speed dating” concept where one has only 3-4 minutes to know somebody, but in this case according to the topics/questions set by the trainer. The trainer gives the activity instructions to the group and start with the first question/topic. When the time is up, next topic comes, and the trainer asks participants (inner or outer circle) to move 1-2 places to their left or right so that they meet new people to talk. The process continues the same until all questions/topics are addressed by the trainer. The approximate time to complete the activity is 30 minutes and the potential topics/questions can be the following:

- The perfect day for me looks like...
- Favourite food/drink
- Favourite movie/TV series
- Favourite place to have a relaxing/fun time
- What your future looks like?
- The best gift I received/gave to/from someone
- Who is your best friend?
- Do you like working with/for people of different backgrounds?
- What is your favourite way of travelling?
- What can be considered a perfect job place for you?
- My method of learning/studying
- What is the best/worst habit that you have?

IV. Information about the project, training and presentation of the agenda (15 minutes)

Trainers give a short introduction about the project supported by the contribution of the project coordinator, and present the project activities, the background of the training course and its objectives. Afterwards, they present the agenda of the programme.

V. What brought me here? (60 minutes)

With the agenda being presented, participants now have the chance to do a self-reflection related to the contributions and fears during the training course. In order to make this activity more creative, the trainer divides participants into four groups and asks them to make a creative drawing about each member’s journeys to join the training course. They need to use a flipchart and the common drawing of their journeys can start from a certain part of their life (from primary education, university, or whichever is the first life stage that contributed to their involvement in youth work and in these topics). The trainer encourages that while working on the drawing, they also have short discussions on sharing the story so



they can be more creative when writing on the flipchart. In the most recent date (the training period), they are asked to add what can be their contributions in the training course based on their life experiences, and what are some fears that can impact the participation and energy in the group during the upcoming days. The list of fears and contributions should also be common for each small group. They use 20-30 minutes to conduct this task, and after they are done, the trainer invites each group to present their drawing and list of fears and contributions. After each presentation, there is a few minutes left for questions and comments by the trainer and other participants. Then, the trainer collects all the drawings and puts the flipchart in a visible place in the working room so the participants can check and remind themselves of the contributions and fears for better group work during the working days.

VI. Youthpass introduction: Island exercise (45 minutes)

This learning-by-doing activity will help to introduce Youthpass certificate and 8 key competences to participants. Before start of the activity, trainers should prepare 8 different stations at 8 different places in the working room. Each station will be one island that present one of the 8 key competences and should have a table, or any other necessary equipment needed for participants to complete tasks there. Participants are then divided in smaller group (3-5 members) and each group receive Youthpass-port in which they will collect stamps after successful implementation of the tasks. The aim of this game will be to get all stamps. After they complete task at one station (island), they have to go to passport control (trainers) who will confirm their tasks and give them a stamp. Then they roll a dice that sends them to the next station. If some other group is already at that station, they will be rolling a dice until they get an empty station that they have not visited so far. The game is lasting for 30 minutes or until one of the teams collect all the stamps.

After the game is done, trainers will lead short debriefing in the plenary. They will ask participants how they felt during the game, how many stamps they managed to collect, what was actual goal of the activity, what was purpose of “passport control” and how they can connect it with their learning process during the training course. Then they will do basic theoretical input about 8 key competences and hand out previously prepared material on this topic to the participants.


VII. Group agreements (10 minutes)

After the discussion, trainers conclude the session by dedicating 10 minutes in defining common group agreements that are applicable during the working days in the training course. Participants use 3-4 minutes to think about what they would like to avoid in order to have a good atmosphere in the group and have everyone feeling included and respected. The trainer can start with 1-2 rules in order to break the ice and asks the participants if they agree to put them in the flipchart. Then participants add their own agreements and trainer writes them after the approval from the whole group is given.

Materials needed: Flipchart papers, markers, sticky notes, A4 papers, pencils and pens, laptop, projector, speakers for music background during the island exploration, other materials necessary for implementation of Youthpass islands activity.

Recommendations for future trainers multiplying this session:

- For the “Speed Dating” exercise the trainer should pay attention on where participants are standing and based on that to switch them in the next rounds. This will avoid the chance that people from the same country meeting each other constantly, instead they get to meet new people and discover more about others.
- When doing the drawing exercise, the trainer should go through each group and see if they need more time for the task and to share their stories. This exercise is very important for the



participants to learn more about each other's experiences so in case more time is needed, trainers should be flexible with time.

- Common group agreements are of high importance in the training courses as they establish the ground for inclusion and respect of each person. It is always recommended that the adds the first 1-2 rules in order to give an initial idea for what these agreements are needed. In some cases, trainers can prepare some agreements in advance, and then if there is any new one suggested by participants, they add it.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Country realities on social inclusion of young people with disabilities



Session Title: Country realities on social inclusion of young people with disabilities

Duration: 180 minutes

Background:

With participants being introduced with the programme and key project information and activities, participants have the chance to go through the first session related to the topic of the training course. In this session participants are invited to reflect on the realities of their countries in relation to social inclusion of young people with disabilities. The session focuses on the involvement of young people with disabilities and the address of their needs, including some statistical data that the participants might find during their research on national groups. The development of this session serves as a base for them to enter the topic of the training course and be aware of the realities in their countries in order to be able to plan projects/activities for the future.

Aim of the session: To share realities and experiences about social inclusion of young people with disabilities and their needs addressed in different countries.

Objectives:

- To explore the country realities regarding the main topic of the training course;
- To identify key points and data existing on the social inclusion of young people with disabilities;
- To explore similarities and differences of regarding the topic in different countries.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Small groups work;
- Presentations;
- Discussion in plenary.



Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session by introducing the key topic(s) of the training course. He/she mentions the importance of social inclusion and the programmes designed for it. Then explains that this session is planned to focus on local and national research about the realities in this topic in order to learn more about each other's countries realities and discover similarities and differences.



II. National group work (80 minutes)

Participants are invited to work in their national groups for this part of the session. Their task is to use the next 80 minutes to conduct some research about the realities in their countries to social inclusion of young people with disabilities. They are expected to also prepare a presentation of their findings as each national group has to present for the other participants to learn more and exchange the data found on this topic.

III. Presentations of the findings (50 minutes)

When each national group is done with the research and preparing their presentation, the trainer invites each group to present their findings. They can use flipchart or PPT presentation for this presentation, or any other form they prefer and that is available for using. After each presentation, the trainer opens the space for questions or comments that lead to better clarification or getting further information on the given presentation.

IV. Exchange rounds (40 minutes)

At this part of the session, trainers form mixed groups of people from different countries where at least 1 person of each participating country is in one group. The task for each group is to discuss about the similarities and differences that they recognised from each other's presentations. The questions used for facilitating the discussion can be:

- What were the similarities recognised when seeing the presentations of each other?
- What were the differences recognised when seeing the presentations of each other?
- How do you see the role of the organisations and their programmes in contributing/helping towards the current situation?

The discussion in smaller groups lasts approximately 20-25 minutes. After that, everyone joins the plenary, and the trainer uses the next 15 minutes to get the impressions from each group related to the discussion points they had to go through.

Materials needed: A4 papers, flipchart papers, markers, coloured pencils, pens, laptop, projector.

Recommendations for future trainers multiplying this session:

- Trainers and/or organisers should ask from participants to do some research before their arrival to the training course. In this case they will not struggle with time management in the given task for this session and will complete it more easily within the time given by the trainer.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Reflections about key concepts and terms (disability, inclusion, rights...)



Session Title: Reflections about key concepts and terms (disability, inclusion, rights...)

Duration: 180 minutes

Background:

Participants come from different backgrounds and also have different level of understanding when it comes to social inclusion especially when dealing with young people with disabilities. Therefore, in order to have a clear understanding of the concepts that are mostly used when working with young people with disabilities, there is a whole session developed with different interactive activities and theoretical input from the trainers. Through this session participants have the chance to see the different perspectives on the terminology used in different countries/realities and strengthen their knowledge on the basic terms of social inclusion when working young people with disabilities.

Aim of the session: To create a common understanding on the key concepts and terms on social inclusion of young people with disabilities and use interactive methods to further strengthen the knowledge of participants.

Objectives:

- To create a common understanding on the key concept and terms used on the training course;
- To create space for discussion and exchanging the understanding of these concepts on different realities;
- To reflect on the importance of using the terminology correctly on the programmes;
- To use interactive methods and methodology for strengthening the knowledge of participants on the topic.

Competences addressed:

- Critical and creative thinking;
- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Small groups work;
- Brainstorming;
- Theoretical input;
- Interactive exercise;
- Debriefing.



Session flow:

I. Introduction to the session (10 minutes)



The session starts with a short introduction about the topic and the whole development of the session. Trainers present participants with the key activities that are part of the session and the methods used.

II. Key concepts and terms - Small group work (30 minutes)

Participants are divided into 3 groups for this part of the session. Trainers mention that during this exercise they are going to discuss about some key concepts given to them and write down some key understanding of each term. The concepts and terms for each working group are the following

- Group 1: Exclusion – disability – Coaching
- Group 2: Discrimination – Handicap – Assisting
- Group 3: Isolation – Impairment – Leading

They use 25 minutes to discuss and after they finish, they join the plenary for the next part and instructions given by the trainer.

III. Mixing groups and presentations (50 minutes)

Participants are instructed to form again 3 groups for this part of the session. This time, they are instructed that each group formed has 1-2 members of each of the previous working groups. When groups are formed, they are asked to prepare a presentation of mixed concepts and terms (decided by the trainers) based on the discussion outcomes from the previous groups' discussion. The order of the terms and concepts for this round of exercise for presentation preparation is as follows:

- Mixed Group 1: Exclusion – Discrimination - Isolation
- Mixed Group 2: Disability – Handicap - Impairment
- Mixed Group 3: Coaching - Assisting – Leading

Participants use 15 minutes to prepare their presentations and when they are all done, the trainer invites each group to use up to 10 minutes to present their work. After each presentation, there is a short space for additional comments or questions from the other participants/groups.

IV. Theoretical input on Key concepts and terms for social inclusion for young people with disabilities (30 minutes)

A detailed presentation on the key concepts and terms used on the topic of social inclusion when working with young people with disabilities is prepared by the trainer. The next 30 minutes he/she shows the existing terminology and gives further explanation on each presented concept as well as gives space for further clarifications if needed.

V. Where do I stand? (30 minutes)

Trainers have prepared small papers with different characters and a list of statements for this exercise. The small papers with characters are folded and given to participants, but they are not allowed to show the paper to each other. These characters represent individuals from socially excluded groups and most of them represent some young person with disability. After each person gets a folded small paper, the trainer asks them to think in the next 3-4 minutes about how their character looks like. Then, he/she invites them to form a line and listen to the statements that he/she is going to read; if the statement relates to the character that one has, that person should move one step forward. The trainer starts reading the statements which can be the following:

- I have never encountered any serious financial difficulty;
- I feel your language, religion and culture are respected in the society where I live;
- I feel that my opinion on social and political issues matters, and my views are listened to;
- Other people consult me about different issues;
- I am not afraid of being stopped by the police;



- I know where to turn for advice and help if I need it;
- I have never felt discriminated because of my origin;
- I have adequate social and medical protection for my needs;
- I can go away on holiday once a year;
- I have an interesting life and I am positive about my future.
- I can study on the field of my choice and follow my profession on that;
- There is no chance that I can get harassed or attacked in the streets or media;
- I can vote in national and local elections;
- I can celebrate the most important religious festivals with my relatives and friends;
- I can participate in an international seminar abroad;
- I can go to the cinema or the theatre at least once a week;
- I am not afraid for the future of my children;
- I can choose and buy new clothes at least once every three months;
- I can fall in love with the person of my choice;
- I feel that my competence is appreciated and respected in the society I live in.

After finishing reading each statement, the trainer invites everyone to observe where each person stands, and each person reveals his/her character they had in the small paper.

VI. Discussion (30 minutes)

The trainer continues with a debriefing about the session and particularly on the last activity. The potential questions for this part of the session are:

- What did you feel when you got the paper with the character?
- For those who stepped forward more often than the others, when did you notice that others were not moving as fast as you were?
- Has anyone felt that there were moments when their basic human rights were being ignored?
- Could you guess each other's roles based on their frequency of movement? (Participants can again mention their roles during this part of the session)
- How easy or difficult was to play different roles? How did you imagine what the person you were playing was like?
- Does this exercise relate to the reality in society in any way? How?
- Which human rights do you think are at stake for each of these roles? Which one of your roles can say that deals with disrespect of their human rights or not having access to them?
- What are the initial steps to be taken in order to address the inequalities in society?
- Did this session improve your understanding on the concepts presented?
- Which of the concepts you knew and what were the new ones learned?
- How did you feel during the discussion of concepts (brainstorming) in your first group work? Did you find similarities/differences in understanding each concept?

Materials needed: A4 papers, flipchart papers, markers, coloured pencils, pens, laptop, projector, list with statements printed, small papers with characters for each participant prepared and cut and folded.

Recommendations for future trainers multiplying this session:

- During the 'Where do I stand?' activity, it is recommended that trainers play some soft instrumental music in the background to help the participants feel more relaxed and focus on their characters rather than on the potential sounds coming from external environment.



- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.





Non-formal education as an opportunity for inclusion



Session Title: Non-formal education as an opportunity for inclusion

Duration: 180 minutes

Background:

Having participants from different countries and backgrounds means having differences in education system and approaches as well as its understanding. Before continuing with participants' empowerment in using non-formal education for inclusion of youngsters with disabilities the programme dedicates a whole session in reaching a common understanding of non-formal education and its importance on social inclusion projects. Moreover, this session serves as a space for identifying the differences between non-formal education, formal education, and informal education, as well as exploration of different methods and methodologies used in youth programmes. For better understanding and strengthening of participants' capacities, trainers use different practical and interactive methods combined with theoretical input, as well as reflective and critical thinking methods to develop this session.

Aim of the session: To set up the basis of understanding the concepts of formal, non-formal education and informal education, and further explore on the NFE opportunities and methods.

Objectives:

- To create a common understanding of the formal, non-formal and informal education and differences between them;
- To strengthen participants' knowledge on non-formal education as an opportunity for inclusion;
- To explore methods and methodology of non-formal education and create space for critical analysis;
- To create space for teamwork when using NFE for social inclusion.

Competences addressed:

- Critical and creative thinking;
- Teamwork;
- Analysis;
- Personal, social, and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Brainstorming;
- Small groups work;
- Theoretical input;
- Presentations;
- Discussion in plenary.



Session flow:



I. Brainstorming on Formal, Non-formal and Informal education/learning (25 minutes)

Participants are divided into 3 small groups. Trainers have prepared a list of characteristics belonging to each of the following: Formal Education, Non-formal Education, and Informal Education. Those characteristics are cut into small papers and mixed. When participants join their groups, they receive an A4 paper with the three columns of education methods and a set of mixed characteristics. They are instructed that in this part they have to brainstorm in their groups about the formal, non-formal, and informal education/learning and stick the small papers with characteristics of each education method in the respective column. They are given 15 minutes to do this.

After 15 minutes, the trainer uses the next 10 minutes to check each group’s categorisation and then show them the right categorisation with characteristics of each method of education. The original list looks as follows:

NON-FORMAL	FORMAL	IN-FORMAL
PLANNED	PLANNED	UNPLANNED
PROCESS ORIENTED	RESULT ORIENTED	UNCONCIOUS
CONCIOUS	CONCIOUS	LIFELONG
LEARNER CENTERED	TEACHER CENTERED	
INTERACTIVE	STUDENT	
TRANER	COMPULSORY	
PARTICIPANT	LESSONS	
VOLUNTARILY	HIERARCHICAL ORDER	
SESSIONS-WORKSHOPS	CURRICULUM	
COMPETENCE BASED	KNOWLEDGE BASED	
	CLASSROOM	

II. Methods and methodologies (15 minutes)

The trainer continues the session with theoretical input about non-formal education. he/she shows a detailed presentation about methods and methodologies used in non-formal education programmes as well as the distinguishment between these two concepts.

III. Small group work - the ONE ideal method (30 minutes)

Participants are divided into four small groups for this exercise. In their groups they have to define one method that they consider the ‘ideal ONE’ to use in youth work programmes for inclusion. They are asked to describe the method in detail and share/present it later on for the other groups.

IV. Sharing in plenary (30 minutes)

Groups join the plenary to share their ONE ideal method. Each group has 5 minutes to share the method chosen and other groups can ask for additional information after the presentation is done. The trainer explains that during the next exercise they will have the chance to further explore different methods used for NFE programmes.

V. Exploring methods’ strengths and weaknesses (40 minutes)

Participants are invited to go back to their previously formed groups. Trainers instruct them that in this part they will be given different methods to explore in their small groups and define the strengths and weaknesses of those methods. They are given 40 minutes to do this, and trainers presents few questions to instruct them for the task and presentation:



- What are the strengths / positive sides of this method?
- What are the weaknesses / negative sides of this method?
- When to use it or not, especially in relation to inclusion issues we talked about?

The chosen methods to discuss in small groups are:

- Group 1: Brainstorming, Wall writing, Ranking;
- Group 2: Plenary discussion, Small groups discussions, Buzz groups;
- Group 3: Role play, Simulation;
- Group 4: Picture collection, Films and videos.

VI. Presentations and discussion (40 minutes)

All groups join the plenary for a short presentation of their task. They use up to 10 minutes for the presentation and trainers add comments after each presentation for the methods described and their strengths and weaknesses.

Materials needed: A4 papers, flipchart papers, markers, coloured pencils, pens, laptop, projector, small papers with characteristics for the education methods cut for each group.

Recommendations for future trainers multiplying this session:

- Trainers by this point should know the background of experience in NFE youth work for each participant. Based on that, they should form groups, so each group has somebody who has more experience and is aware of different methods used. This allows sharing of experience while working in the groups and space for learning more from each other.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



How to adapt your NFE activities in order to make them accessible for young people with disabilities



Session Title: How to adapt your NFE activities in order to make them accessible for young people with disabilities

Duration: 180 minutes

Background:

Participants have been already exploring different methods and methodologies used for non-formal education activities and use critical thinking approaches to analyse their use in their own activities. On the other hand, they also reflected in the realities in their countries when it comes to social inclusion of young people with disabilities. For this reason, the programme focuses on linking these two realities to adapt NFE activities explored for young people with disabilities. While there are activities which are accessible for young people with disabilities, this session is designed to show those existing examples and involve participants in reflecting on the activities they implement in their countries. The idea is to find ways on making these activities accessible for young people with disabilities and work towards their inclusion in the community and in youth work activities.

Aim of the session: To create space for reflecting on NFE activities and adapt them for easier accessibility when working with young people with disabilities.

Objectives:

- To use visualised methods to get to know about inclusive activities for people with disabilities;
- To create space for reflection and critical thinking for participants;
- To further promote teamwork and its importance in NFE activities;
- To provide space for group work in adapting existing NFE activities for young people with disabilities.

Competences addressed:

- Critical and creative thinking;
- Teamwork;
- Analysis;
- Personal, social, and learning to learn competence;
- Digital competences;
- Cultural awareness and expression competence.

Methodology and methods:

- Video screening;
- Small groups work;
- Presentations;
- Discussion in plenary.



Session flow:



I. Introduction to the session (5 minutes)

Participants are introduced with the purpose of this session and the importance of the session in their NFE programmes when working with young people with disabilities and having them included in the community and youth work. The trainer mentions that during the session they will use very practical methods to cover the topic and have concrete work on adaption of NFE activities for young people with disabilities.

II. Short videos on adapting sports for people with disabilities (20 minutes)

A set of short videos (certain parts) with examples of adaptability of sport activities for people with disabilities is screened for the participants to see real-life examples. The trainer shows a playlist of UMAISE that includes adapting even certain professional sports plays such as football, tennis, basketball, and so on.

III. Impressions on the videos – Discussion (20 minutes)

When the trainer is done with the video screening, he/she invites participants to shortly mention their impressions on the videos shown and asks them if they have thought on making/adapting something similar with the activities they do in their countries. A short discussion of 20 minutes takes place before moving further with concrete work in small groups.

IV. Adapting our NFE activities for young people with disabilities (90 minutes)

All participants are split into small groups according to the country they come from. They are instructed by the trainer that during the next 90 minutes they have to work in their national groups to think about the activities they organise and reflect on how these activities can be adapted when working on social inclusion for young people with disabilities. Indeed, the time of 90 minutes is not enough to have a detailed version on the adaptability of these NFE activities, but they can briefly mention some key elements that are helpful for young people with disabilities to be involved in an activity.

V. Presentations (45 minutes)

All groups join the plenary, and the trainer invites them to do a presentation of the selected activities for the task and describe how they plan to adapt those activities to make them accessible for young people with disabilities. Each presentation takes about 5 minutes and afterwards other groups and trainer give additional comments or ask questions.

Materials needed: A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, laptop for screening the videos, projector.

Background documents and further reading:

- All videos related to adaptability of sport work activities for people with disabilities can be found on this playlist: UMAISE - Adaptive Sports for People with Disabilities <https://www.youtube.com/playlist?list=PLNxqP-XbH8BL7afuX2zuCW-lAacumfReS>

Recommendations for future trainers multiplying this session:

- During the small group work, it is recommended that trainers approach participants to give advices and suggestions while working on adapting NFE activities for young people with disabilities, so that they have a more refined version of their activities for future implementations. The presentations' time is not enough to have a thorough feedback, thus approaching them during the group work is better.



- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Settings of inclusive spaces



Session Title: Settings of inclusive spaces

Duration: 180 minutes

Background:

The concept of certain activities (e.g., sport activities) is sometimes characterised by the element of competition in combination with entertainment provision for the participants/players and spectators. However, when it comes to sport work and NFE activities the rules of playing should be adaptable in order to be able to include each person. Having a mixed group of young people with and without disabilities, the adaptation is inevitable. In youth work activities, the main rules should be to have Common goals, and adopting different rules depending on the skills of each participant. Therefore, through this session, trainers are seeking to enrichen the knowledge and skills of participants for inclusion in outdoor activities by providing them with needed knowledge and practice on setting inclusive spaces in youth work. This session will put an emphasis on a method that addresses the needs of each participant according to four elements for setting inclusive spaces: improve physical conditions, make new friends, have fun, experience healthy condition. Moreover, the session covers the importance of these elements, as well as challenges and tips for developing inclusive activities.

Aim of the session: To further develop participant's competences on social inclusion of people with disabilities by providing with practical knowledge and offering simulation activities.

Objectives:

- To introduce participants with key information about setting inclusive spaces in youth work activities;
- To develop participant's competences on social inclusion of people with disabilities in youth work;
- To create space for simulation of exclusion and inclusion scenarios in sports activities;
- To identify key challenges and tips when developing inclusive activities.

Competences addressed:

- Literacy competence;
- Teamwork;
- Creative expression;
- Problem solving;
- Communication;
- Collaboration;
- Social inclusion.

Methodology and methods:

- Theoretical input;
- Small group work;
- Presentations;
- Interactive exercise.



Session flow:

I. Theoretical input on Setting Inclusive Spaces (30 minutes)

The trainer starts the session with input on the importance of inclusive spaces when developing youth work activities. He/she has prepared a presentation that includes the introduction of a four-element model for identifying and addressing each participant's needs in an activity depending on his/her skills. The four elements of improving physical conditions, making new friends, having fun, and experiencing healthy condition for setting inclusive spaces are explained in detail.

II. Sports exclusion/inclusion I (50 minutes)

Participants are divided into two groups for a theatre play activity. Each group has different instructions and tasks. Group A has to stay inside the working room for the activity, while Group B is invited to join another room; the trainer approaches groups separately. The instructions for each team are as follows:

Group A – this group's task is to plan a situation of social exclusion in sports and improvise it in front of the other group. An approximate time of 15 minutes is given to the group to plan the scenario when one person is excluded in a chosen sports game because of the differences the person has comparing to other people involved. The element chosen for exclusion can be either social status or a particular disability (when there are participants with disabilities this can be avoided cause participants can be sensitive towards that), education level in sports, experience or any other situation that the team considers suitable. After 15 minutes of discussion, there will be an improvised play in front of the other team.

Group B – the role of this team is to plan a scenario on how an excluded person in a sports game can be included. There is an approximate time of 15 minutes to plan the scenario on how to act if you spot an excluded person in the sport activity. After 15 minutes, the team will join the working space where Team A is performing a situation of social exclusion. The role of the team B is to find out who is the excluded person in that activity, and how to include him/her in the sport activity.

The total amount of time for the performing activity is 20 minutes.

III. Sports exclusion/inclusion II (20 minutes)

After the activity, trainers invite everyone to join the plenary for a short debriefing on the theatre play. The following questions are discussed:

- How did you feel about the whole planning of the exclusion situation?
- Do you think Team A have chosen a good situational example for us to understand the concept of social exclusion in sports?
- Did the Team B have a good strategic method to help out the excluded person and include in the game?
- Would this approach be helpful in real-life situations?
- What would be another approach to solve this issue?

IV. Challenges and tips for developing inclusive activities (40 minutes)

Participants are divided into four small groups for the next exercise. Their task is to work on identifying potential challenges when organising inclusive activities for young people with disabilities based on their own experience including activities and exercises done during the programme. Furthermore, they are asked to also think of potential tips that might help overcoming challenges when developing inclusive activities. Each group has to focus on one specific group/perspective:

- Group 1: Organisers' perspective
- Group 2: Participants – mainstream youth



- Group 3: Participants – young people with disabilities
- Group 4: Local stakeholders and community

They are given an estimated time of 40 minutes to work on their groups and prepare a presentation for the others on the next part of the session.

V. Presentations (40 minutes)

When groups are done with their work, everyone joins the plenary and trainers give the green light to the first group to start presenting their work. Each group has approximately 5-7 minutes to present and after each presentation a short time of 3-5 minutes is used for additional comments/input or questions for clarifications.

Materials needed: A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, laptop for PPT presentation, projector, big space for the simulation of sport activity, other materials that participants might ask/need for sport activity.

Recommendations for future trainers multiplying this session:

- The trainers should be very careful and monitor the teams when choosing the social exclusion situation and pay attention to the participants with disabilities when it comes to this session as they might feel sensitive about this. In such case, the chosen social exclusion situation can include some other situation that does not directly include an exclusion of a person with disabilities.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Speed dating with Social Workers



Session Title: Speed dating with Social Workers

Duration: 180 minutes

Background:

The practical approach towards understanding the concept of inclusion when working with young people with disabilities continues further in the programme by the presence of different educators and psychologists. The sharing of different stories and knowledge about approaches to disability and the everyday work is considered very useful for participants in order to be able to reflect and successfully work with their youngsters in the community back home. This session is designed to highlight different approaches towards disability and analyse them by using SWOT Analysis technique.

Aim of the session: To further develop participant's competences on social inclusion of people with disabilities by providing with practical examples and real-life stories of educators.

Objectives:

- To introduce participants with certain approaches to disability from educators;
- To create space for critical thinking on presented approaches through SWOT Analysis technique;
- To create space for reflection and discussion on using educational activities for inclusion of people with disabilities;
- To use interactive activities for reflecting on the knowledge gained.

Competences addressed:

- Literacy competence;
- Teamwork;
- Creative expression;
- Problem solving;
- Communication;
- Collaboration;
- Social inclusion.

Methodology and methods:

- Living Library – with educators;
- Group work - SWOT Analysis;
- Presentations and Discussion;
- Interactive/sport exercise.



Session flow:

I. Living Library (70 minutes)

There are four tables placed in different corners of the working room. Each table hosts a psychologist/educator who share their background and experiences on different approaches to disability in their work. Participants are divided in small groups for this activity. The activity is organised in the form



of “living library” where participants visit one table in their small groups for about 15 minutes. After 15 minutes they move to the next table until they visited all 4 hosts and learn about their stories and approaches.

Additionally, each table has an A3 paper where 4 elements of SWOT analysis are presented: Strengths, Weaknesses, Opportunities, Threats. Participants will hear the approaches to disability in 10-12 minutes from the hosts and then write an element corresponding to each of the SWOT category in order to have a more critical thinking towards the presented approaches based on their knowledge and learning.

II. SWOT Analysis – preparation of presentations (10 minutes)

Each group is given one SWOT analysis paper to sum up from one table of the “living library”. They use 10 minutes to make sure they have all input clear and understandable and appoint one person from the group to present it in the next phase.

III. SWOT Analysis Presentations and Discussion (40 minutes)

Psychologists/Educators of the “Living Library” stay at the working room for this part as well. Each group’s representative presents the SWOT of a particular approach by the psychologist/educator. After the short presentation, groups together with psychologists/educators discuss more about the approaches presented and potential challenges and benefits they have. The discussion is facilitated by the trainer.

IV. Sports Team Analogy (60 minutes)

This activity comes right after the “Living Library” for participants to experience the importance of teamwork in sports activities when doing inclusive sports with different abilities youngsters. The trainer/youth worker divides the group into four small teams and uses the first 10 minutes of this session part to introduce them in detail with the task and instructions.

The instructions are that they will have a task regarding team work by comparing with some type of sport game. The groups are provided with a paper which consists of the description of four type of sports in terms of team functioning. After reading, they have to discuss within the group and analyse which type of sport teamwork corresponds better with the way they function as a team. The sports teams described in the paper are adapted from the experts at the Workshop Exercise (n.d.):

- Golf Team: members all function independently of each other, working to promote as high an individual score as possible so that when in individual scores are combined into team scores their team wins.
- Baseball Team: Members are relatively independent of one another and while all members are required to be on the field together, they virtually never interact together all at the same time.
- Football Team: Members are divided into three sub-teams—offense, defence, and special teams. When the sub-team is on the field, every player is involved in every play, but each has a set of specialized skills required by their individual position. But the teamwork required is centred in the sub-team, not the total team.
- Basketball Team: All members play on the team as a whole. Every player is involved in all aspects of the game, offense and defence, and all must pass, run, guard, and shoot. When a substitute comes in, all must play with the new person. True teamwork is like a basketball team where division of effort is meshed into a single coordinated result: where the whole is more than, and different from, the sum of its individual parts².

Group work:

² Workshop Exercises – Teambuilding: http://workshopexercises.com/team_building_continued.htm#T16



When the printed paper with description for the sport type teamwork style are distributed, participants start working in their groups. Trainers should make sure that the groups are mixed and that the blind and partially sighted participants are being helped by the group members of someone from the team, as well as deaf and hearing-impaired ones. They work for 20-25 minutes to give the final answer to the trainer. Then each group shares their opinion about each sport type of approaching teamwork and which ones corresponds better with the work they do in this programme.

Discussion on activity impressions and strategy of work

The participants continue with a discussion regarding the arguments and team work in their smaller groups, and what helped them to reach to one decision. The discussion lasts approximately 25 minutes where hosts from the “Living Library” participate in the discussion too and add their comments. The trainer emphasises the importance of interdependence in a team for working more effectively for a common goal.

Materials needed:

A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, A3 papers with the framework of SWOT analysis, A4 printed papers with description and instructions for Sport Analogy activity for each team, setting the space with 4 tables for the “Living Library” and additional materials that hosts might need.

Background documents and further reading:

- More about the Sport Analogy activity can be found at: Workshop Exercises – Teambuilding: http://workshopexercises.com/team_building_continued.htm#T16

Recommendations for youth workers multiplying this activity:

- For the “Living Library” activity is important to contact psychologists and educators in advance and agree with them on the time and day so that the activity is implemented without any challenges and avoid last-minute cancellations. The trainers or organisers should plan the activity in agreement with the hosts and check with the potential materials they might need for this activity.
- The concept of this activity is recommended to be organised after 1 or 2 other introductory teambuilding activities, and in the cases when the team needs to contribute more to the teambuilding energy within the group.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Sharing positive practices from our local communities



Session Title: Sharing positive practices from our local communities

Duration: 180 minutes

Background:

Participants have the chance to dig deeper into the community realities when it comes to inclusive youth work programmes for different youngsters. While one of the first sessions of the training course was to share country realities on the situation and needs of the local youngsters with different abilities, this part of the programme focuses on the existing programmes addressing this issue and the way they work. This session is very useful for participants to know on the already implemented or ongoing projects in the youth work for inclusion of different abilities youngsters in order to be able to develop new workshops that are more different and unique. It also creates space to not have possible double work in the community, but rather to create something new based on the results and needs of previously implemented programmes.

Aim of the session: To explore positive practices in the local communities about youth work for inclusion of different abilities youngsters.

Objectives:

- To explore existing youth work initiatives and programmes for different abilities youngsters in the local communities;
- To reflect on the existing programmes in order to avoid double work in the future youth work programmes;
- To stimulate team work on preparing walking exhibition of particular activities/practices;
- To promote the concept of innovation and research when planning new projects.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Research – Small groups work;
- Preparing walking exhibit.



Session flow:

I. Introduction to the session (10 minutes)

The session starts with a short introduction about the working day. Trainers announce that this working day is focused on finding positive practices in the local community in youth work for inclusion of different



abilities youngsters. The focus is on the already implemented (most recent) programmes and initiatives and the ongoing ones in order to be able to reflect on the current realities and think about new future programmes that are different and innovative to the existing ones.

II. National group work (120 minutes)

Participants are instructed that they work on their national groups for this task. They are given 120 minutes to do their small research in groups. The trainer encourages them that besides identifying the positive practices to also have a detailed framework of some of them in order to be able to present them in more detailed and practical way in the afternoon part of the working day.

III. Check In (10 minutes)

Participants join the plenary for a short check-in on the situation of their findings. The trainer asks each group whether they found solid information and are satisfied with their findings. Additionally, he/she asks if the findings are enough for them to prepare a detailed presentation and exhibit of the practices for someone who did not hear before about their implementation and impact on the community.

IV. Preparing walk exhibits of positive practices (40 minutes)

After completion of Check-In, the trainer invites all participants to go back to their groups and initially finalise their research, if needed. Then, they have 30-40 minutes to prepare a walk exhibit of the practices they discovered for other groups. The walk exhibit for each group should last approximately 20-30 minutes and not more.

Materials needed:

A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, laptops for research (in case groups do not have at least 1 laptop), projector for presentations if needed.

Recommendations for youth workers multiplying this activity:

- It is important to ask participants to conduct some research before their arrival in relation to existing practices in their local communities and concrete activities so that they manage to conduct their task and presentation with more information provided during this session.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Walking exhibit of works presenting positive practices



Session Title: Walking exhibit of works presenting positive practices

Duration: 180 minutes

Background:

This session comes as the last one before participants continue with development of new workshops/initiatives for the local community. In this session the focus is to stimulate participants creativity in presenting the positive practices researched in the previous session and practice the planned walk exhibit as a method of presentation. Therefore, the exploration and presentation of different positive practices enhances even more the new ideas creation and inspires them for innovation and creativity based on what was already implemented. Sharing and exchanging of information is highly important in youth work as well as for development of new practices, thus, the organisation of this session allows participants to analyse various initiatives, discover similarities and potential new ideas throughout discussion.

Aim of the session: To create space for sharing positive examples explored as well as discuss similarities between countries in youth work for inclusion of different abilities youngsters.

Objectives:

- To create space for creative presentations of explored youth work initiatives and programmes for different abilities youngsters in the local communities;
- To share the findings and discuss about potential similarities and differences between countries;
- To inspire participants in creation of positive practices for different abilities youngsters;
- To further promote the concept of innovation and research when planning new projects.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Creative presentation – Walk exhibit;
- Discussion in plenary.



Session flow:

I. Introduction to the session (10 minutes)

The trainer gets the confirmation whether all groups are set and ready to start with the walk exhibit of the positive practices they discovered in the previous session. He/she gives them 5 minutes to make the final preparation and makes the order on which groups are going to proceed with the walk exhibit.

II. Walking Exhibit of positive practices (140 minutes)

Participants join their groups. Each group has an approximate time of 25 minutes to invite all participants joining the walking exhibit of positive practices they discovered existing in the local communities. They present in a very smooth way the activities/practices explored. After each group's presentation, there is an approximate time of 5-10 minutes for the next group to get ready with preparation and previous group to take out any materials they were using that might be distractive for the next one.

III. Discussion in plenary (30 minutes)

After the walking exhibit, trainers and participants join the plenary for a discussion on the presented practices. The discussion is facilitated by the trainers by using the following questions:

- How did you like the practices presented?
- Which activity/practice impressed you the most?
- Did you find any similarities in the organisation of certain practices in other countries with the ones you discovered in your community?
- Did you get any idea on how would you proceed with new workshops based on what was done and what is needed for different abilities youngsters in youth work?

Materials needed:

A4 and A3 papers, flipchart papers, markers, coloured pencils, pens, laptops for background music, projector for presentations if needed.

Recommendations for youth workers multiplying this activity:

- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Development of NFE inclusive workshops I, II, III



Session Title: Development of NFE inclusive workshops I, II, III

Duration: 360 + 180 minutes

Background:

This session is the point where participants put in practice the whole learning of the training course. After the completion of key aspects of social inclusion, non-formal education, youth work for different abilities youngster, participants are presented with useful tools and materials that further instruct them to develop new workshops in the local community. This session gives participants the chance to put all the knowledge they gained in the previous sessions into practice. More specifically, they are instructed to develop new non-formal education inclusive workshops for the local community back in their countries.

Aim of the session: To give participants the space to reflect on the competences gained in the programme and use them for developing and presenting NFE inclusive workshops for different abilities youngsters in their local community.

Objectives:

- To create space for reflecting on the knowledge gained in the programme and ways how to put them in practice in the community;
- To discuss about potential youth activities for different abilities youngsters in the local community;
- To develop new NFE inclusive workshops for the local community;
- To present the developed workshops and get feedback for further improvement on the work;
- To discuss on how the developed workshops better fit to the needs of the local community.

Competences addressed:

- Critical thinking;
- Communication;
- Social and civic competences;
- Teamwork;
- Analytical skills;
- Time management;
- Problem solving competences.

Methodology and methods:

- Presentation of useful tools/materials;
- Small group work;
- Presentation of developed workshops;
- Discussion and reflection.



Session flow:

- I. **Reflecting on the learning and programme (15 minutes)**



Trainers invite participants to go through the whole training course programme all together. While the programme is visible on the wall, they all go through each topic covered and emphasise shortly the development of the session and methods used. The trainer mentions that this programme reflection is very useful to check the learning gained and putting into practice for the next phase of this session.

II. Presentation of useful tools and materials for NFE inclusive workshops (25 minutes)

After the reflection on the programme, trainers introduce participants shortly with few useful materials that include various tools, workshops, developed sessions related to NFE and youth work education for youngsters with and without disabilities. Trainers share these materials via email or social media (e.g., Facebook) group so that participants can use them for inspiration or integration on their workshops.

III. Small group work - Development of NFE inclusive workshops (90 minutes)

Participants are instructed that they will work on national groups for development of NFE inclusive workshops. They use the first part of the group work to go through materials provided and decide on the topic of their workshop, defining the objectives, and/or potentially identifying which methods to use. Participants join their country groups and start initially with the discussion of potential activities and then with the idea creation for their activity. Their first round for this is 90 minutes.

IV. CHECK IN (20 minutes)

Trainers invite groups in plenary for a Check-In in order to see their progress of work and potentially discuss about needed support and clarification. Each group representative shares the progress of the work reached.

V. Continuing small group work - Development of NFE inclusive workshops (220 minutes)

Participants continue with the work by integrating the recommendations and help provided by the trainers and other groups during the Check-In session. At this part, they work continuously by using the whole working day and finalising their work on development of NFE inclusive workshops. Trainer remain available during the whole time and check each group for support and assistance on the task completion.

VI. Check-In and Preparing for presentations (30 minutes)

The trainer invites all groups for a 5-10 minutes Check-In in the plenary to get the confirmation on the completion of the task. After this, participants are given an estimated time of 20 minutes to prepare themselves for presenting the developed workshops.

VII. Presentations, Feedback and Discussion (100 minutes)

All groups join the plenary prepared for their presentations. Then, trainers invite each group one by one to present their work. They have 10 minutes to present their work and other groups are invited to ask additional questions for clarification or comments after the presentation. Then, trainers discuss and give feedback on each presented workshop and potential improvements that can be considered before the simulation of the workshops in the next session, as well as when testing the workshops in the local community.

VIII. Final amendment of the developed workshops (40 minutes)

Participants are invited to join their groups once more for the developed NFE inclusive workshops. They are asked to make the final amendment on their work based on the recommendations and feedback given by the trainers during the presentation. They use 40 minutes to finalise their work before continuation on the simulation of these workshops.



Materials needed: Papers, scissors, markers, tape, pens and pencils, flipchart, laptop (for those groups that need it).

Recommendations for future trainers multiplying this session:

- Trainers should remain available during the whole time to guide and support groups during the development of follow-up activities.
- It is especially important that the trainer has a full attention to all groups during their performance to be able to give better feedback and suggestions for improvement on the work. If it is possible, one or two trainers should join this session to have different perspectives and knowledge shared during this process.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.





Simulation of developed workshops I & II



Session Title: Simulation of developed workshops I & II

Duration: 180 + 180 minutes

Background:

Participants have come to the point when all the learning and understanding of different concepts and methods of working are indicated in the development of the inclusive NFE workshops. The organising of this session is the initial stage to see the reflection of results achieved from the training course and its effect, as the participants have the chance now to put the gained knowledge into practice and testing their abilities in developing inclusive workshops. They have the opportunity to simulate and test their developed workshops and reflect for further adaptation and/or improvement of their workshops for future implementation in the local community.

Aim of the session: To create space for simulation of developed NFE inclusive workshops and putting the knowledge gained into practice.

Objectives:

- To create space for simulation of workshops with other participants in the training course;
- To highlight the importance of teamwork when organising an activity in the local community;
- To reflect on the abilities to develop workshops for the target groups of different abilities youngsters;

Competences addressed:

- Communication;
- Social and civic competences;
- Teamwork;
- Analytical and reflecting skills;
- Time management;
- Problem solving competences.

Methodology and methods:

- Simulation of workshops;
- Final discussion and reflection.



Session flow:

I. Introduction to the session (10 minutes)

Trainers start the session by mentioning the importance of testing the workshops they developed and reflect on the performance and comments in order to have a better version when developing the activities with the target group in their communities. Participants are informed about the schedule on simulation of the workshops through the flipchart prepared by trainers. They are given 60 minutes for their workshops and there is 10-15 minutes break in between workshops for other groups to prepare for simulation of their own workshops.



II. Simulation of developed workshops (170 + 140 minutes)

All groups join the working room to start with a testing phase of their developed workshops according to a schedule set by the trainer. The trainer is in charge for the time management and the order of groups after each workshop completion. He/she writes down some key comments in relation to their performance.

III. Final comments and feedback on the performance (40 minutes)

Trainers invite all participants to join the plenary for the last part of this session. First, they applaud each group for the developed workshop and organisation of the simulation. Then, each group receives feedback on the performance including time management, team coordination and cooperation, and the message that they aimed to transmit through their workshop. Consultations and advice take place after the feedback for each group, and also general ones for all participants when organising an inclusive youth work activity with different abilities youngsters.

Materials needed: flipchart papers, laptops, projector, other relevant materials that participants might need when testing their workshops.

Recommendations for future trainers multiplying this session:

- Simulation of workshops is very important to see in practice the learning during the training course. It is especially important that the trainer pays attention to each group regarding their performance in order to give proper feedback on work and suggestions when organising these workshops in the future for the local community.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



Youthpass, Evaluation and Closure



Session Title: Youthpass, Evaluation and Closure

Duration: 190 minutes

Background:

During this session participants are invited to reflect upon the programme in general, continuing with their given contributions throughout the programme, learning goals and share the impressions and feedback with the group and trainers. This is an important aspect for them to reflect on the learning, expectations, fears, and contributions they have discussed and defined in the first working day of the training course with the purpose of checking their current position in the last day.

The importance of implementing this session is significantly important for the trainers and organisers of the training course as well because it provides them with a clear picture on how their efforts were perceived, and how their work can be improved/changed in the upcoming projects.

Aim of the session: To establish space for reflection and evaluation of the whole experience in their participation and the programme as well as on competence gained.

Objectives:

- To reflect on the programme and learning goals;
- To evaluate the implemented activities and the methods used by the trainers;
- To reflect on the impact that the training course has had on the participants personal learning goals and reflection through Youthpass competences;
- To do the final evaluation of the programme and trainers' performance;
- To evaluate the training course through different visually, verbally and in written methods.

Competences addressed:

- Critical thinking;
- Ability to reflect and analyse;
- Creative expression;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Entrepreneurial competence;
- Cultural awareness and expression competence;
- Literacy competence;
- Mathematical competence and competence in science, technology and engineering;
- Digital competence.

Methodology and methods:

- Self-reflection;
- Youthpass competence – silent brainstorming;
- Verbal evaluation in plenary;
- Written evaluation (online tools and/or printed copies).



Session flow:

I. Summarising the training programme and answering potential questions (20 minutes)

The trainer starts the session by putting the focus on the agenda of the programme that is in a visible place on the wall. By cooperating with participants, they shortly go through each day of the programme and mention the covered topics. Participants are invited to ask final questions related to the programme and training course.

II. Self-reflection on competences developed and learning objectives (15 minutes)

The trainer emphasises once more that this is the last session for the programme and stressing out that the upcoming activities are about evaluation of the training course. They are invited to use 10-15 minutes to do a self-reflection on the programme, their impressions, learning and knowledge gained, and most importantly on the competences developed and objectives set.

III. Reflecting on Youthpass 8 key competences – Silent floor brainstorming (45 minutes)

The trainer reminds participants about the 8 key competences of Youthpass. He/she has 8 A3 papers with titles of these competences written. The trainer puts these papers in the floor and instructs participants that based on the previous reflection on the programme and all learning moments, they are now invited to structure their learning according to Youthpass 8 key competences. This will help them to realise even better their learning and fill in the Youthpass later on. They use 30 minutes to silently go through each competence and write their learning for each competence. Then, everyone joins the plenary and together with the trainer, they go through the input of each competence.

IV. Filling in the electronic Youthpass (20 minutes)

After the reflecting of competences and learning moments, participants are invited to fill in the Youthpass – electronic form. They can use laptops or mobile phones to do it in the next 30 minutes.

V. Group reflection on learning and next steps (30 minutes)

When the self-reflection methodology is over, the trainer emphasises that the next part of the session is about reflection on the overall learning process. The trainer has prepared 4 flipcharts that are visible/placed around the room. Each flipchart has a question addressed to the participants. They are instructed to use different papers and post-it notes for writing and sticking in the flipchart paper. They are given 20 minutes to complete this method of reflection.

Questions in the flipchart paper are the following:

- What should be put in the fridge? (What kind of tools, thoughts, ideas that cannot be used in the nearby future, but are useful for later stages?)
- What should be put in the oven? (What kind of tools, thoughts, ideas can be used soon after arriving at home?)
- What should be put in the washing machine? (What kind of tools, thoughts, ideas can be changed a bit in order to fit best to my working style and needs?)
- What should be put in the trash? (What kind of tools, thoughts, ideas are not useful and relevant for me and my work?)

VI. Verbal evaluation (30 minutes)

The evaluation session continues with the verbal evaluation form for the training course. Participants join the plenary and share their impressions on the training course and the programme, including some of the



most happier memories created. A significant attention is set on the contributions and expectations that participants defined in the first working day of the training course.

VII. Written evaluation (20 minutes)

The final evaluation form consists of the written evaluation, using online tools/platforms. Participants are provided with the link of the evaluation form. They have approximately 20 minutes to complete the written evaluation. The evaluation form contains questions related to the learning objectives of the participants, their contributions, evaluation of trainers' work, efforts, and methodologies used, the given support by the organisers and sending organisation, logistics and accommodation.

VIII. Official Closing (10 minutes)

Trainers and organisers congratulate participants on successful completion of the training course and wish them good luck with their plans and future work in the field of youth work for inclusion of different abilities youngsters in their local community and beyond.

Materials needed: flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some participants cannot have access on their phones).

Background documents and further reading:

More details can be found in:

- Youthpass website: <https://www.youthpass.eu/en/>

Recommendations for future trainers multiplying this session:

- The written evaluation form should be prepared beforehand, and organisers should test it if it functions or not. In case that participants want to have a printed copy of the evaluation form, the organising team should print few copies in advance.
- The activities designed for this session can be implemented during the Covid-19 period as well. It is important that trainers ensure that the participants wear masks and keep the desirable distance while being in the circle during certain activities and have in disposal hand sanitizer/disinfectant.



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