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TEKLEBOOK



**ACTIVE
YOUTH
WORK IN
PROGRESS**

YOUTH WORKERS MOBILITY

About

Idea for the project Active youth work in progress has descended from direct aims and objectives of the program Erasmus + on developing greater quality youth work and development of skills and of competences of youth workers as indispensable part of society, that importantly influences the development of youth in local, national and European communities.

Youth nowadays is becoming increasingly more demanding and critical about tools and methods that the youth workers are using - they are calling for more interactive and proactive tools; and methods used and at the same time are turning attentions to more traditional contents such as social inclusion, equality, intercultural communication, abolishing of stereotypes, impatience, etc. One of the aims for creating the project is the awareness of the project partners, that reflection of quality youth work is a qualified, confident and contemporary responsive youth worker, which influences the development of youth.

At the same time it is necessary to directed training of youth workers based on their disadvantages and areas where their skills and competencies can be further enhanced. Activities in this project were designed that each project partner carries out and activities where they are most qualified and experienced at; through this making it possible for other youth workers to achieve the desired level of knowledge and skill set for further implementation of such activities in their respective communities. Pro activity of participants with diverse knowledge and skills is put in the forefront of the project in the way that participants carried out some sections of the activities and in others will actively taken part.

The training took place between 10th and the 17th of November 2019 and was hosted at Celjski mladinski center. 17 youth workers 8 EU countries came together to share experience, learn and have fun. For more information, you can visit the website by clicking on the picture below.



Colophon

This document is published by the Active Youth Work In Progress project, prepared by the participants of the international training under the mentorship of the applicant organization Celjski Mladinski Center (SLO). This document reflects the views only of the authors and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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celjski mladinski center
prostor svobodnih idej in druženja



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Aims of the project

FACEBOOK GROUP
ACCESS



- TRANSFER OF KNOWLEDGE AND SKILLS IN THE FIELD OF METHODOLOGIES AND CONCRETE ACTIVITIES AND CASES OF GOOD PRACTICES BETWEEN THE ENGAGED YOUTH WORKERS AND PROJECT COLLABORATORS;
- PREPARATION OF E-MANUAL IN ENGLISH, WHICH WILL BE CONTAINING DIFFERENT METHODOLOGIES USED IN THE TRAINING: SOCIAL INCLUSION, EQUALITY, RECOGNIZING OF STEREOTYPES, IDENTIFICATIONS OF NEEDS OF THE YOUTH AND INTERCULTURAL COMMUNICATION;
- DEVELOPMENT OF COMPETENCIES OF THE YOUTH WORKERS ON MENTIONED FIELDS;
- USE OF ICT AS A MEAN OF INTERACTIVE TOOL;
- TO QUALIFY THE YOUTH WORKERS AS INDEPENDENT FACILITATORS OF ACTIVITIES IN THEIR LOCAL COMMUNITIES;

- TO STIMULATE YOUTH WORKERS ON POTENTIAL APPLICATIONS AND ADAPTATIONS OF EXISTING PROGRAMS FOR INCLUSION OF A WIDER CIRCLE OF TARGET GROUPS OF YOUNG;
- TO QUALIFY YOUTH WORKERS IN USE OF NEW DIDACTIC PROCEDURES (EXAMPLE OF PEDAGOGICAL EXPERIMENT);
- TO EQUIP YOUTH WORKERS TO KNOW HOW TO RECOGNIZE THE NEEDS OF THE YOUNG IN THEIR LOCAL COMMUNITIES AND TO PREPARE PROGRAMS TARGETING THE NEEDS OF THE LOCAL YOUTH;
- SUCCESSFULLY IMPLEMENTED TRAINING WITH DERIVATION AND EVALUATION OF ALL ACTIVITIES;
- TO INFORM PUBLIC AND MEDIA ON EXECUTION OF THE PROJECT OF ITS OBJECTIVES, AIMS AND RESULTS.



Partner organisations



SLOVENIA



EVROPSKE CENTRUM MLADEZE BRECLAV
EUROPEAN YOUTH CENTRE BRECLAV Z. S.
CZECH REPUBLIK



NARODNI PARLAMENT
SERBIA



INONIKI SINETAIRISTIKI EPICHERISIELLINIKI SYMMETOCHI
NEON - HELLENIC YOUTH PARTICIPATION (HYP)
GREECE



H.R.Y.O HUMAN
RIGHTS YOUTH
ORGANIZATION
ITALY



OFENSIVA TINERILOR
ASOCIATIA
ROMANIA



BACKSLASH
SPAIN



FIATALOK AZ ÉLHETŐ
KÖRNYEZETÉRT EGYESÜLET
YOUTH ORGANIZATION
HUNGARY

Activity Timeline

01

ARRIVAL DAY

02

BREAKING THE ICE

Presentation of the project, youth workers, organisations, the Erasmus+ programme and Youth-pass as well.

GUIDED TOUR OF CELJE with Klemen

WORKSHOP 1

How to identify the needs of the youth.

03

WORKSHOP 2

Enhancement of competences of youth workers in the field of self-awareness: use of new methods Constellation and Narrative approach, part 2.

WORKSHOP 3

Use of ICT technology and games as tools of intercultural communication.

WORKSHOP 4

Approaches and procedures in the field of social inclusion (Romanian team).

WORKSHOP 5

Approaches and procedures in the field of quality (Romanian team).

04

WORKSHOP 6

Approaches and procedures in the field of stereotypes (Euro-Rail "but la fried", Italian team.)

WORKSHOP 9

Use of cultural and natural heritage in youth work (at the Old Castle).

WORKSHOP 7

Preparation on realisation of the workshop number 8, evaluation questionnaire for the pupils (teaching experiment).

05

WORKSHOP 8

Youth work is active (teaching experiment) + evaluation in the evening.

06

TRIP TO LJUBLJANA

We enjoyed a boat trip, visited the EU House and the exhibition Experience Europe. For the last, we made a study visit to Young Dragons, NGO working with youth.

07

VISIT TO THE REGIONAL MUSEUM OF CELJE

WORKSHOP 10

Preparation of the E-manuals for youth workers.

WORKSHOP 11

Preparation of Youth-pass.

DEBATE

on possibilities of upgrading and improving the project.

08

DEPARTURE DAY



The activities are explained in the activity programme on the following page. The workshops were designed to support the preparation and the implementation of youth workers in which the obtained knowledge in workshops 1-7 was tested in a real life situation with a youth group, which was provided by the hosting organization. Participating youth workers implemented a workshop of their choosing (either individual or in mixed groups) to a group of young people on the day 4, the 14th of November 2019. The youth workers delivered the activities in English language pupils of two high schools in Celje (Gimnazija Celje-Center and Srednja zdravstvena šola Celje) and a volunteer from Zavod VOZIM. Two Slovenian youth workers delivered the activity in Slovenian language to a group with special needs from VDC Golovec. Through the process of delivering the workshop youth workers learnt the process, experienced direct interaction with the youth and got feedback on their work both from the youth and other youth workers. A full day was intended for this workshop. In the programme it is also written which activities were planned to be prepared by the partners.

MAIN ACTIVITIES



Alongside all the content activities the participants enjoyed several guided tourist tours to the Celje Old Castle, the Celje Old Town Centre, Ljubljana, and visited The Celje Regional Museum. Participants were socialized through sport activities, movie nights and intercultural evenings.

On the following pages you can find concrete descriptions of activities which were implemented during the training. The descriptions provide clear preparation and implementation steps as well as give insight on materials needed and the evaluation questions for further improvement of the activity and the facilitator. The activities were implemented in the pedagogical experiment on the 14th of November 2019.

TITLE OF THE ACTIVITY			CONCENTRIC CIRCLES
GOALS	Ice- breaker Team-building Raise awareness about social exclusion		
DURATION	45 minutes		
MATERIALS	Chairs, timer (stopwatch), bell, copy of statements, copy of debriefing questions		
LOCATION	Medium to big- sized room		
TARGET GROUP	Youngsters and young adults (15-30)		
NUMBER OF PARTICIPANTS	20		
NUMBER OF FACILITATORS	2		
BACKGROUND	Definition of words (e.g.: Social exclusion, prejudice ...)		
DESCRIPTION	<div><div><div>1. Arrange the chairs in 2 concentric circles facing each other.</div><div>2. The facilitators will introduce themselves.</div><div>3. Describe the activity and what the facilitators are going to do.</div><div>4. Explain that in the first part of the exercise, the participants will get to know each other better by discussing topics that the facilitators are going to present.</div><div>5. For each statement they will have 2-4 minutes to talk.</div><div>6. After each statement, the facilitators will announce when the time is up, by ringing the bell and the participants sitting in the inner circle will have to move one seat to the right.</div><div>7. With the newly created pairs, repeat the process until all statements are completed.</div><div>8. In the second part of the exercise, ask the participants to form one big circle.</div><div>9. The facilitators will deliver the debriefing questions.</div><div>10. The facilitators will give the final conclusions and thank the participants for being cooperative</div></div><div><div>Statements:</div><div>1.) What is your favourite holiday and why?</div><div>2.) Describe your favourite teacher and why was he/she your favourite?</div><div>3.) Describe a person from a different social group that inspired you (different ethnicity, race, religion, sexual orientation, etc.).</div><div>4.) Describe an idea/preconception about people with disabilities or from a minority group that you received while growing up.</div><div>5.) Describe a meeting/interaction you had with a person with disabilities or from a minority group.</div><div>6.) Share with your partner a preconception about people with disabilities/belonging to a minority group that disturbs you.</div><div>7.) Describe a time when you witnessed an act of prejudice on someone because of his/her disability or different social/cultural background.</div></div></div>		
DEBRIEF QUESTION	<div>Which question did you enjoy answering?</div> <div>Which question was more difficult to answer? Why?</div> <div>How did you feel to share information with your partners?</div> <div>What did your partners do to make you feel that they were paying attention to you?</div> <div>Was there anything surprising or new to you in the exchange of information?</div> <div>What have you learned from this activity?</div>		
EVALUATION	<div>Did you feel that you had enough time to answer the questions?</div> <div>What do you think about the atmosphere that has been created?</div> <div>Did you have any difficulties in understanding the instructions of the activity (something that hasn't been explained clearly)?</div>		
POTENTIAL ADAPTATION	Time adaptations, add/cut statements, nr. of participants, pattern of chairs, way of announcing switching seats (bell, toy, speaker ...).		

TITLE OF THE ACTIVITY		ALL ABOUT THE TRUST
GOALS	Spreading awareness about the importance of trust among friends, family and society in general.	
DURATION	45 minutes	
MATERIALS	Backpack, different objects (ball, mug, pen, spoon, bottle, wooden cube ...), chairs, guitar	
LOCATION	Classroom	
TARGET GROUP	Visually-impaired, blind, mentally disabled people	
NUMBER OF PARTICIPANTS	Small groups, 5-7	
NUMBER OF FACILITATORS	2 (Make sure the classroom is safe and clean! Try to put yourself into their position.)	
BACKGROUND	Ask questions about the disabilities before the workshop. Have a meeting with professional caretakers. Number of participants with certain disabilities.	
DESCRIPTION	<div>1. WELCOME – reception.</div> <div>2. The facilitators will introduce themselves (later participants introduce themselves).</div> <div>3. Describe the activity and what the facilitators are going to do.</div> <div>4. First activity – “The surprise bag” – connect an object you chose to real life situation, person, emotion.</div> <div>5. GAME OF TRUST (walking around the classroom by holding your friend’s shoulders; one within the group is a leader; all the participants have to follow his instructions – second game; (the role of the leader vs. role of guided person) + guitar accompaniment within activity & also audible signals.</div> <div>6. The third game – Imaginary friend.</div> <div>7. Conclusion.</div>	
DEBRIEF QUESTION	<div>Where do you use the detected object?</div> <div>What is this? How do you feel right now?</div> <div>Tell me about a time you used it? With whom?</div> <div>Tell me about your feelings?</div> <div>How do you usually feel when you are leaded? Do you trust people? Talk about a time you felt really happy/sad? Am I a good leader?</div> <div>Which position you preferred most – being leader or being leaded?</div> <div>Who is your best friend? How does he/she look like? Is he/she kind? His/her favourite sport, food, drink, hobby? Which kind of music does he/she like most?</div>	
EVALUATION	<div>- self-evaluation (after the workshop) – expectations/goals/purpose/upgrades/next steps – achieved or not? + questions</div> <div>- we asked the participants to evaluate us (within the workshop or at the end)</div> <div>- evaluation of observers (we asked them too) – they evaluated us (caretakers)</div>	
POTENTIAL ADAPTATION	Adaptation of activities, time adaptation, +/- number of participants, safe space, way of communication/expression.	

TITLE OF THE ACTIVITY		EXPLORE THE DISCRIMINATED
GOALS	To win everyone within the group in the well-known game rock-scissors-paper.	
DURATION	5-10 minutes	
MATERIALS	No materials needed.	
LOCATION	Everywhere.	
TARGET GROUP	People of all ages. People with disabilities can be included too, but with some adaptations sometimes.	
NUMBER OF PARTICIPANTS	As many participants as the location can take in.	
NUMBER OF FACILITATORS	Only 1. (Make sure if there are people with disabilities in the group and make some changes if there are. For example, if there is a blind person you need to be somehow like a referee when he/she is playing.)	
BACKGROUND	Very well-known game from school. Not much research needed, everyone knows it and everyone enjoys it. You can play it as an ice-breaker also.	
DESCRIPTION	Firstly, all people of the group are playing as individuals. They play one round of the game “rock, scissors, paper” with an opponent they choose by luck in the room. They place their hands behind their backs and counting to three. At the same time they appear their hands in the front and show one of the three items with their hand. Open hand means “paper”, closed means “rock” and the two first fingers at the hand opened means “scissors”. Rock wins the scissors and loses from the paper. Paper wins the rock and loses from the scissors. Scissors win the paper and loses from the rock. The winners of the task try to find another opponent and the one loses becomes a “train” following the winner and shouting his/her name. When only two persons are left, two trains will have been made and the opponents play three rounds for the winner!	
POTENTIAL ADAPTATION	Only for diasbled participants.	

TITLE OF THE ACTIVITY		EUROPEAN TRAVELS
GOALS	Introduction of facts about selected European countries (on a funny and creative way). To raise knowledge about Europe among the participants. Culture as a crucial point of the workshop.	
DURATION	50 minutes	
MATERIALS	PPT presentation, projector, papers, rewards.	
LOCATION	Classroom, hall.	
TARGET GROUP	Pupils + disabled youth (wheelchair)	
NUMBER OF PARTICIPANTS	30	
NUMBER OF FACILITATORS	3-4 (Clarify the instructions, be honest, be precise, pay attention, be aware if you have participant's attention, be sure they understand all the tasks.)	
BACKGROUND	Online.	
DESCRIPTION	Introduction of ourselves. Hangman – name of the “imaginary airlines” (we are travellers!) – as introduction! Blank map Presentations Languages Quiz	
DEBRIEF QUESTION	Have you learnt something new? What was the most interesting fact you have learned? Was it helpful? Did you enjoy it? If not, what could be improved?	
EVALUATION	At the end of the workshop ask them what was good and what was missing? Could we make it better? How did you feel during the workshop? Was the presentation clear enough from the beginning? Questions of evaluation were given to the participants to evaluate us, as peers, and to us, to evaluate ourselves.	
POTENTIAL ADAPTATION	You are never over prepared! Make your PPT presentation more attractive than it is in the school!	
FOLLOW-UP	Learn new things about the new countries. Choose your favourite country from our presentation and look for new interesting information.	

TITLE OF THE ACTIVITY	ROCK-SCISSORS-PAPER
GOALS	<div>Raising awareness of the discrimination directed to LGBTQ+, immigrants and different genders.</div> <div>Opening discussion among youngsters about the aforementioned topics.</div> <div>Finding out the learning needs of the group among those 3 topics.</div>
DURATION	45 minutes – 90 minutes
MATERIALS	<div>Tools (blindfolder, glasses ...) that cover participant’s eyes.</div> <div>Paper including the questions (for the facilitator(s)).</div> <div>Papers including questions in capital and big letters (as many papers as questions you include) in which you show the results (proportion of agreements and disagreements in each question) to the participants.</div>
LOCATION	A place that can fit a circle as big as the number of the participants.
TARGET GROUP	The effectiveness of the workshop increases depending in the heterogeneity of the group (according to culture, religion, sexual orientation, ethnicity, race and gender). The more heterogeneous, the more effective.
NUMBER OF PARTICIPANTS	15 to 30
NUMBER OF FACILITATORS	<div>From 1 to 3 (Take into account who is your target group in order to adopt the activity to the characteristics of the group.</div> <div>Keep in mind that the goal of the workshop is raising awareness and opening on discussion, so please do not try to impose your opinion and avoid any kind of hate speech.)</div>
BACKGROUND	The facilitator has to research/be informed/know about the rights of minorities and discriminated groups (LGBTQ+, immigrants, gender) around the world, and more specifically, on the data related to the cultural background of the participants.
DESCRIPTION	<div>Don't forget introducing yourself!</div> <div>Participants should form one or more lines (depending on the amount of people) and then the instructor is going to say: “Hello, [introduction of facilitators] during this workshop we are going to speak about some social categories that are controversial topics nowadays.”</div> <div>- Explain the participants you are going to read some statements and they have to raise the thumbs up if they agree and down if disagree.</div> <div>- tell participants to cover their eyes with blindfolders so that they cannot see the answers of their peers. But first tell the participants that if they need a clarification they can do a C with their hand.</div> <div>- read clearly the statements, count the results and unite them on the “question papers”.</div> <div>- Once the questions have been asked tell the participants to form a circle so that they can see each other and feel in a safe place.</div> <div>- The next step is to make participants reflect on the topic. For that reason, we are going to guide the discussion by asking the following questions.</div>
DEBRIEF QUESTION	<div>Is there any topic you had never reflected or talked about before?</div> <div>Have you struggled while making a decision regarding any of the statements?</div> <div>Is any of these results different from what you were expecting?</div> <div>In case of this has not worked we pick the most controversial result and ask them why they think the opinions are so different.</div> <div>Final/conclusive question: If you feel comfortable sharing it with the group, is there any statement which you would vote differently now?</div>
EVALUATION	<div>Once the workshop is finished and you find some time to think about you performance as a facilitator, you can make use of our E-manual and check the questions regarding the self-evaluation of the youth worker.</div> <div>They might be helpful for you to improve in your future workshops!</div>
POTENTIAL ADAPTATION	A youth worker is a flexible person. All of these points can be modified depending on the needs and conditions of the workshop.
FOLLOW-UP	After delivering the workshop there might be a topic that has been more popular than others. The follow-up would be to focus on it and organizing another activity related to this to go more in depth.

TITLE OF THE ACTIVITY		BIG FISH-SMALL FISH
GOALS	Energizer and a team buliding activity.	
DURATION	15 minutes	
MATERIALS	No materials needed.	
LOCATION	Everywhere.	
TARGET GROUP	People of all ages. People with diasbilities can be included too, but with some adaptations.	
NUMBER OF PARTICIPANTS	As many as the room or the location can take, but at least 5.	
NUMBER OF FACILITATORS	Only 1, can be done with more. (TIP: The faster, the funnier!)	
DESCRIPTION	<p>Get Ss to sit or stand in a circle. Extend your hands as widely as possible and tell Ss that this is “small fish”. Then, bring hands together so they’re only about 10 cm apart and explain that this is “big fish”. Big fish swims clockwise and small fish swims counter-clockwise. It sounds horrendously complicated but it’s not. This diagram should help. When student 1 turns to her left to student 2, she does “big fish” by bringing her hands close together. Student 2 can either turn to student 3 and do another “big fish” or do a “small fish” back at student 1 by extending her arms out wide and thusly the game continues. Players get out if they get the actions wrong (put their hands together for small fish etc.) or get the directions wrong. Point out that fish swim fast and Ss should similarly react quickly.</p>	
POTENTIAL ADAPTATION	<p>Cheer every time somebody do a mistake.</p> <p>Adoptions for disabled people only.</p>	

TITLE OF THE ACTIVITY		OLYMPIC CULTURAL GAMES	
GOALS	Explore the culture of the participants. Provide equal opportunities to all the participants. Familiarize our target group with the international culture and show them that we are all connected.		
DURATION	35-40 minutes		
MATERIALS	Papers, pens, laptop, sound system, board, colored pens, glue.		
LOCATION	Classroom, hall.		
TARGET GROUP	People from 15-30 years old.		
NUMBER OF PARTICIPANTS	25-35		
NUMBER OF FACILITATORS	2-3 facilitators (TIP: Be confident, be closer to the participant, be more involved, make sure to have the attention of the participants, be sure to have the right level of energy.)		
BACKGROUND	Culture is not easy to define. Basically it is the identity of a group or people or a nation. It may contain art, music, food, movies etc. It was born by ancient civilizations and evolved through the years. Nowadays event though each country has its national culture, there is also international culture. People from all over the world can recognize songs, movies etc. coming from other countries as part of their own culture.		
DESCRIPTION	Introduction: topic – reason; presentation of the whole activity; divide the participants into groups; ask them to pick a name of group.	Activities: A) MUSIC QUIZ: explain the activity; hand out papers and pens; play songs for 15 seconds and give them 5 seconds to write their answer; count the results; B) FOOD AND DRINK QUIZ: explain the activity; 14 questions; write the results; C) PUZZLE: explain the activity, puzzle time, counting for the game and total counting.	
DEBRIEF QUESTION	What comes in your mind when you hear the word culture? Which fields are included in culture? Which facts may influence the evolution of culture? Is there an international culture or only a national one?		
EVALUATION	Did we introduce ourselves properly? Was our pronunciation clear enough? Did we involve all the participants? Did we use technology or not? Did we explain the activities clearly? Did everyone enjoy the games? Did we manage properly the time?		
POTENTIAL ADAPTATION	We could adjust the time of the introduction depending on how long the activities will take. We could make a few changes in our games, if the participants are blind or hearing impaired, but it is not possible to alter the main concept. We could form the groups based on the number of the participants.		
FOLLOW-UP	After delivering the workshop there might be a topic that has been more popular than others. The follow-up would be to focus on it and organizing another activity related to this to go more in depth.		

TITLE OF THE ACTIVITY

HERITAGE vs. ALPHABET

GOALS

Team work, creativity, research and argumentations.

MATERIALS

sticky notes, pen, English alphabet

LOCATION

OUTDOOR; Old Castle Celje

NUMBER OF PARTICIPANTS

15 to 20

NUMBER OF FACILITATORS

1 or maybe 2 for bigger groups.

DESCRIPTION

For each letter of the alphabet, participants must find a word that starts with this letter and is associated with the heritage. Each decision shall be justified by the participants

TITLE OF THE ACTIVITY

SCULPTOR

GOALS

Learning about different professions, fun and bonding participants

MATERIALS

images of different professions, people

LOCATION

In the nature or a big room/ hall

NUMBER OF PARTICIPANTS

15 to 20

NUMBER OF FACILITATORS

1 or maybe 2 for bigger groups.

DESCRIPTION

One of the participants is a sculptor, the rest are statues. The sculptor has one minute to make the composition of the living statues. At this time, only 2x can see the original image.

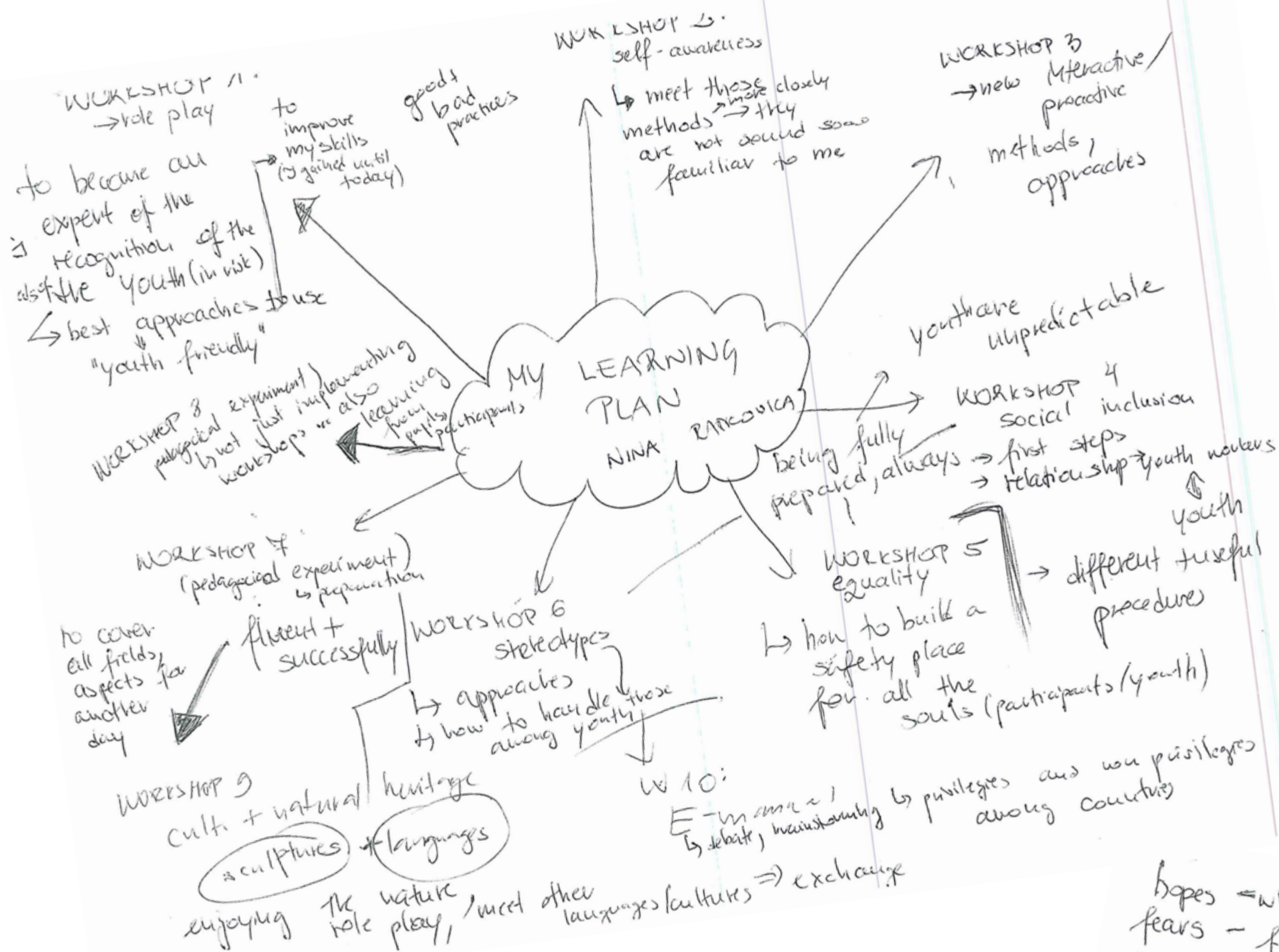


MY LEARNING PLAN

Each of the activities within the training had set aims and learning outcomes. In order for the youth worker to recognize and be aware of them it is recommended that youth workers write down their own individual learning plans. On the following pages you will find examples of such learning plans made by the youth workers in the training.

PLAY





hopes = what we want to learn
fears = fight, harmony among our group
offers = debate participant, volunteer, youth exchanges
techniques

My Learning Diary

V1: Learn to think like a young, improve my capacity to listen and understand ~~the~~ ~~the~~ the people around me

V2: Learn new methods to try to work with the young in a ~~stimulus~~ modo stimolante, "innovarsi" per creare un percorso condiviso con giovani con i quali si è entrati in contatto attraverso altre attività
P.S. = imparare a mettere ed entrare in contatto con le mie emozioni risentite ed esprimere.

V3: prendere in considerazione l'idea che la tecnologia ~~è~~ sia un ponte tra le culture, quindi imparare ad usare giochi e strumenti tecnologici

V4: ~~I~~ I thought is a very bad moment ~~about~~ in the world if we talk about social inclusion and equality. We live in a world where a lot of people are violent, use the hate speech and think about ~~the~~ the diversity in a bad way. So, is always useful to remember that social inclusion and equality are two amazing concepts that all of us need to use and improve in the daily life.

N6: Tutti quanti siamo vittime e carnefici quando parliamo di pregiudizi. Impariamo a riconoscere queste tendenze per provare a sconfiggerle

W7: Learn to create e present ourselves in base al pubblico al quale lo sottoporremo

W8: imparare a gestire un gruppo multiculturale, esprimersi, parlare in inglese in maniera un po' più fluente

W9: imparare le regole fondamentali per vivere in un'universo e ripetere nel mio lavoro di tutti i giorni

W11: imparare ad essere più obbiettiva

Giovanna
Rampillonis

Learning expectations
from workshops

Claudia Gallego Ariño

SPAIN

WORKSHOP 1: how to identify the needs of the young	I expect that the lecturers give me some tools in order to improve the communication skills with kids: how to connect with them, get their attention and understanding their needs.
WORKSHOP 2 Self-awareness: use of new methods: Constellation and Narrative approach	Maybe it is about trying to help children to do introspective activities and finding out how to express better their feelings.
WORKSHOP 3 ICT technologies and games as tools of informal communication	I expect learning way more (I know barely nothing) about how to incorporate ICT to the field of teaching and communicating.
WORKSHOP 4 Approaches and procedures in the field of social inclusion	I expect to talk about privileges and minorities and discriminated groups and tools to deal with intolerance and discrimination.
WORKSHOP 5 Approaches and procedures in field of equality	I expect to learn more about gender, class, race, privileges and maybe legal stuff or treaties where we can find those things.
WORKSHOP 6 Stereotypes	I expect learning and focusing on current issues (Extreme right, fascist parties, convincing discourse).
WORKSHOP 7	
WORKSHOP 7 Preparation of workshop 8	Since I've never done such a thing, I hope to be given tools in order to apply what I learnt in a real world situation.

WORKSHOP 8 Youth work is active: teaching experiment	I really hope to be able to connect with those target groups and to be able to apply all the ideas and purposes in a right way, so that at least I can improve a bit children's situation.
WORKSHOP 9 Culture and natural heritage	I hope hearing more about the non-western Europe. I know very little and I am really interested in learning more.
WORKSHOP 10 E-manual	I expect to be able to improve my academic skills in order to apply them to my studies.
WORKSHOP 11 Preparation of youth pass	I expect to do it right and that it's useful for my future jobs.

Techniques

- Diagram
- Brain storming

• WORKSHOP 4

- to find out more ways or ideas how to include people from different cultures, with different social status etc. into the society
- why "the others" tend to exclude people from the group/society based on their differences
- difference between being "normal" and being "different" - standardized type

• WORKSHOP 5

- different points of view by people from different cultures

• WORKSHOP 6

- what are the stereotypes in other countries

• WORKSHOP 7 + WORKSHOP 8

- to come up with an appropriate topic that the pupils will be interested in and that they can learn something from it

• WORKSHOP 8

- to learn (from the evaluation) the strengths and weaknesses, what are the main things they have learnt from the activities

• WORKSHOP 9

- to know about cultural heritage from different cultures

• WORKSHOP 10

- to have something that I can use in the future in my professional life

• WORKSHOP 11

Learning plan

BAKČOKA
PODESVOVA

• WORKSHOP 1

- methods or tools how to identify the needs of the youth
- how to be a good "mentor" to these youngsters in risk
- how to solve or help them to find a solution for their problem

• WORKSHOP 2

- to learn about the 3 methods - CONSTAC-TION, NARRATIVE, COMPOSITION - in theoretical way
- how to use them in practice
- why are they helpful?
- are they effective?

• WORKSHOP 3

- what is the best way how to get the youth's attention by using technologies
- how to make the youth be interested in a topic by using ICT technologies or games - what platform to use?

- 1) Workshop 1: I expect to learn a little bit more about skills that I need to solve youth problems, to make use of ideas.
- 2) Workshop 2: learn about different methods.
- 3) Workshop 3: How can games improve communication skills? Which type of games and how?
- 4) learn about different procedures ~~and the importance of equality~~
- 5) learn the importance of equality and how does equality affect us.
- 6) how stereotypes affect us?
- 7) socialise and make plans ~~as~~ as a group and from a great action we make an amazing results.
- 8) get to know Celje's castle and have fun there outside.
- 9) learn how to write an E-manual.
- 10) learn a little bit more about the Youthpass.

Stasco

① Identifying the needs:
To gain the skills to identify needs I've not yet thought about

② Self-awareness:
Learning anything about these 3 methods

③ To learn about stereotypes and how incorrect they are

④ To find fun and interesting ways of making a manual.

MY LEARNING
PLAN

⑦ Get the skills to manage a workshop.

⑧ To see what if I can do it.

⑨ To learn

⑩ Nothing fun

⑤ KT and games as tools of communication
To learn with games can be used as tools (are effective)

⑥ New approaches or methods in the field of social inclusion (I already have some)

⑤ New approaches for equality

Activities

- 1) Workshop 1: Roleplay
- 2) Workshop 2: Self-awareness
- 3) Workshop 3: Interactive method of learning
- 4) Workshop 4: Social inclusion
- 5) Workshop 5: Equality (fundamental human rights)
- 6) Workshop 6: Stereotypes
- 7) Workshop 7: Preparation (working together)
- 8) Workshop 8: Teaching ^{more about}
- 9) Workshop 9: Learn different cultures
- 10) Workshop 10: E-manual (writing)
- 11) Workshop 11: Youthpass

Fani Kardara

- 1) - BEING ABLE TO ^{CHOOSE} SHAPE MY SESSION ACCORDING TO THE PEOPLE
 - BEING ABLE TO IDENTIFY THE NEEDS (LEARN NEEDS)

- 2) - LEARN ABOUT HOW DOES THOSE TOOLS WORKS AND BEING ABLE TO USE THEM

- 3) - LEARN NEW TOOLS AND WHAT I CAN ACHIEVE WITH THEM

- 4) - LEARN ABOUT SOCIAL INCLUSION
 - TOOLS FOR PROMOTING IT

- 5) ✓ EQUITY

- 6) ✓ STEREOTYPES

- 7) LEARN HOW TO RUN

- 8) - GET COOPERATION AND LEARN BY DOING
 - USING DIFFERENT APPROACHES

- 9) - HOW TO USE CULTURE AND ENVIRONMENT FOR DIFFERENT TASKS: REFLECTION, TEAMBUILDING, IMPROVING TOLERANCE, FIGHT PREJUDICES

- 10) - DIFFERENT APPROACHES ABOUT HOW TO IMPROVE MANUAL
 - SEE DIFFERENT OUTCOMES

- 11) - LEARN NEW TOOLS FOR REFLECTING ON WHAT I'VE LEARNED
 - LEARN MORE ABOUT YOUTHPASS AS A TOOL.

WORKSHOP 1: LEARN WAYS OF APPROACHING YOUNG PEOPLE AND REARNING MORE ABOUT THEIR NEEDS.

WORKSHOP 2: LEARN MORE ABOUT MYSELF AND HOW TO BE ABLE TO FEEL CLOSER TO PEOPLE, HOW TO UNDERSTAND AND HELP THE OTHERS.

WORKSHOP 3: LEARN NEW TOOLS TO IMPLEMENT WHEN WORKING WITH YOUNGSTERS.

WORKSHOP 4: LEARN MORE ABOUT SOCIAL INCLUSION AND BE MORE AWARE OF MY OWN PRIVILEGES.

WORKSHOP 5: LEARN WAYS OF USING MY OWN PRIVILEGES TO GET EQUALITY IN SOCIETY (OR AT LEAST IN MY SURROUNDING ATMOSPHERES, WHERE I CAN MAKE AN IMPACT).

WORKSHOP 6: LEARN WAYS OF BREAKING STEREOTYPES AND BE MORE AWARE ON HOW THEY CAN SOMETIMES MAKE AN EFFECT ON ME AND ON MY WAY OF BEHAVING.

WORKSHOP 7: LEARN HOW TO ORGANISE AN ACTIVITY OR WORKSHOP IN THE BEST WAY (I THINK THIS WILL BE USEFUL EVEN FOR MY WORK LIFE).

WORKSHOP 8: LEARN MORE ABOUT COMMUNICATION SKILLS, AND PROBABLY LEARN A LOT ABOUT MYSELF (GETTING OUT OF THE COMFORT ZONE).

WORKSHOP 9: LEARN MORE ABOUT THE "HISTORICAL" PART OF YOUTH WORK.

LEARNING DIAGRAM. → → → PATRICIA CANETE LORENZO, SPAIN.

PURZA MARA

My learning plan

W1: the right approach on how to identify the needs

W2: to learn to apply new and effective methods in sensitive subjects

W3: emphasize the educational purposes of using technology

W4 + W5: learn how to improve my skills & receive feedback (pos & neg)

W6: how to fight stereotypes & learn methods of discouraging them...

W7: how to properly prepare for an activity for a specific target group

W8: learn how to get everyone to learn what I teach

W9: learn how diverse people are and how we can work together as a ~~unit~~ group with a common purpose & diff. cultural backgrounds

W10: how to organize activities & ideas step by step

W11: to analyse my skills and what else needs to be improved/achieved

Learning Plan - Andreea Costin

Workshop 1 - identifying needs of young - exact ce sice acob 

W2 - ~~unde~~ ce competente am si ce pot imbunatati

W3 - cum pot folosi tehnologia in avantajul tau

W4 - } learn how to improve our facilitating skills

W5 - }

W6 - cum sa cambii stereotipurile

W7 - cum sa te pregatesti

W8 - sa imbunatatesti facilitatul

W9 - ~~stabil~~ importanta alfetuala in facilitarea si pregatirea activitatilor

W10 - cum sa scrii un manual si ce e important

W11 - ce este un youthpass si ca a sa il am

LEARNING PLANS

JAN BABU QUALITY / QUANTITY

- I WANT TO LEARN / GAIN

- 1) - FIND OUT THE NEEDS OF OTHERS + ~~LEARN~~ LEARN HOW TO IDENTIFY THEM.
- 2) - TO BE AWARE OF MYSELF AND FIND BETTER WAYS
- 3) - HOW TO USE ICT TECHNOLOGY PROPERLY + USE CORRECT TOOLS FOR IT
- 4) - TALK ABOUT SOCIAL INCLUSION AND DISCOVER HOW PEOPLE CARE ABOUT LEVEL OF SOCIALISM
- 5) - TO LEARN HOW EQUALITY INVOLVE OUR LIVES
- 6) - TO FIND OUT STEREOTYPES OF PEOPLE FROM FOREIGN COUNTRY
- 7) - TRY TO EXPLAIN OR TEACH SOMEBODY
- 8) - BE A BETTER PERSON AND UNDERSTAND AND BE AWARE

Geng' bags

- 1) I want to understand the psychological side of the kids, ~~how to handle them~~
- 2) I would like to learn new methods, new tools (digital, new games)
- 3) I want to have easier handle of the kids, understand them
- 4) Improve my presentation skills
- 5) Improve my english lang. skills, more confidence
- 6) Improve problem-solving skills, find the solution faster.
- 7) Give helping hand for the kid who has social problem, who is ~~not~~ into friendships ~~handles~~ how can you do this.
- 8) I would like to learn more about equality and stereotypes
- 9) Understand how thinking the youth works or the kids, I wanted to know different aspects.

Sabahudin Abdagat

1) NEED FOR NONFORMAL EDUCATION IN SERBIA

2) I WANT TO LEARN NEW METHODS

3) NEED TO LEARN SOME NEW GAMES AND PERFORMER

4) IMPROVE MY PRESENTATION SKILLS

5)

6) GETTING TO LEARN DIFFERENT PEOPLE

7) I NEED TO LEARN ~~NEW~~ NEW METHODS OF TEACHING IN IN WORKSHOP AND NEW TOOLS

8)

Apolo10 Los BORGANIS

Workshop 1 : Identifying the needs of the young

- ~~See~~ Learn how different people can have the same needs and the opposite, how some people can have completely different ones (-different and some with the meaning of background, interests etc.)
- Learn how to find out what things are helpful for young people.

Workshop 2 :

- find the new method of youth work and what to do in order
to heavy stress and ~~take the~~ ^{teach the} ~~young people~~

Workshop 3: ICT technology and games as tools of communicating.

How technology can make learning easier

Workshop 4: Social inclusion

Workshop 1: Social
Different types of approaches, their benefits and the disadvantages each one has in social inclusion.

Workshop 5: equality

Different types of approaches, their benefits and disadvantages in equality.

Workshop 6 : Stereotypes

How the stereotypes can be broken in order for the young people to ~~the~~ make their life easier.

Workshop 7 = preparation of pedagogical experiment.

Scheduling the possible difficulties that we are going to face ~~and then~~ in order to be able to guess the needs of pupils.

Workshop 3: pedagogical experiment.

See how our planned schedule is correct based on the needs and try to help pupils based on it.

Workshop 9 : Explore the cultural base of other participants

Workshop 10 : How youth work can be added to a e-manual and how this will be practical for others

Workshop 12 : Learning to killing the youthpass.





EVALUATION QUESTIONNAIRE FOR YOUTH WORKERS

One of the aims of the training was to create evaluation questionnaire for youth workers in order to evaluate their performance throughout the implementation of an activity. The evaluation questionnaire is meant as a guide for the youth worker for further improvement of their delivery, communication, preparation and implementation of the activity. Following the questionnaire you can also find a Youthpass diary which was prepared in order to help youth workers recognize the key competences they have improved over the course of the entire training.

Did I introduce myself?

- A) Yes, just my name.
- B) No
- C) Yes, with some sentences about my personal life.
- D) Yes, with some sentences about my work.

Did I clearly present the goals?

- A) Yes, in the beginning.
- B) Yes, in the end.
- C) Yes, but on purpose.
- D) No, I forgot.

Did I use the proper vocabulary of the communication according to the target group?

- A) Yes!
- B) No :(
- C) Yes, but they asked some questions.
- D) Didn't think about the wording.

Did I use the suitable tempo of communication?

- A) Yes, I was aware about the tempo.
- B) No, didn't think about it.
- C) Yes, and I modified it.
- D) Yes, but it's how I speak.

Did I use a suitable pitch of speech?

- A) Yes, it was perfect.
- B) Yes, and I modified it.
- C) No, didn't think about it.
- D) No, I didn't want to change it.

Did I involve everyone equally?

- A) Yes, it happened naturally.
- B) Yes, but I had to try.
- C) No, I didn't care.
- D) No, but I tried.

Did I manage the dynamic of the group properly?

- A) Yes.
- B) No.
- C) No, I didn't have to.
- D) No, I didn't know what to do.

Did I create a comfortable and safe space?

- A) Yes, both.
- B) Yes, comfortable but not safe.
- C) No, not relevant.
- D) Yes, safe but not comfortable

Did I deliver the activity within the time frame?

- A) Yes, without modifications.
- B) No, I wasn't looking at the time.
- C) No, I knew the time, but didn't want to change the activity.
- D) Yes, with modifications.

Did I have to adjust the time for certain tasks within the activity?

- A) Yes, and I did.
- B) No, but i should.
- C) Yes, but I didn't adjust.
- D) No, I didn't have to.

Were the materials relevant for the activity?

- A) Yes, entirely.
- B) Yes, but I could modify some parts now.
- C) No, but it's fun to have them.
- D) No, I didn't use them.

Have I done the final reflection?

- A) Yes, ully as planned.
- B) Yes, but only partially.
- C) No, I wanted to, but I didn't have time.
- D) No, I wanted to, but because of the dynamic of the group decided to skip it.

Did I use suitable gestures?

A) Yes, I was aware of the gestures I made.

B) No, I didn't think about them.

C) Yes, and I modified.

D) Yes, but I don't care.

Was my pronunciation clear enough?

A) Yes, it was clear.

B) Yes, and sometimes I pronounced several times.

C) Not relevant.

D) No.

Did I give the participants enough time to reflect?

A) Yes.

B) No, should I?

C) Yes, I lead the topic.

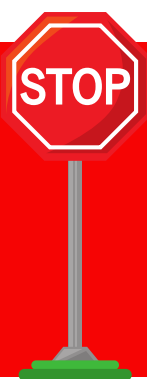
D) No, it was not relevant for the activity.

Was the pedagogical experiment relevant for my learning process?

A) Yes, it was.

B) No, it wasn't.





MY YOUTHPASS EVALUATION DIARY

ACTIVE YOUTH
WORK IN
PROGRESS

DAY: ●

DRAWING OF MY MOOD ...

MY AHAAA MOMENT WAS ...

WHAT I GAINED IN 8 KEY LIFELONG LEARNING COMPETENCES?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____

KNOWLEDGE-METER



IDEA-METER



SHARING-METER



OTHER COMPETENCES AND
SKILLS OBTAINED:





RECOGNITION OF LEARNING OUTCOMES

In order for youth workers to recognize their learning outcomes it is imperative to assess their skills and knowledge they already possess. On the first day of the training the youth workers had to write down their existing skills and knowledge on an A4 paper with one color of choice. On one side the skills and on the other their knowledge on the topics what were covered in the training. On the last day of the activities they wrote new skills and knowledge on the same paper but with another color. This is one of the simple tools to use for recognition of learning outcomes. Examples from youth workers are on the following pages.

SKILLS → MY COMPETENCES → KNOWLEDGE

EXPERIENCE ON WORKING WITH YOUNGSTERS.

ORGANISING ACTIVITIES, WORKSHOPS AND GROUP DYNAMICS.

USED TO SPEAKING IN PUBLIC.

ATTENDED WORKSHOPS ON STEREOTYPES AND HOW TO AVOID THEM.

KNOW HOW TO CREATE A GOOD ATMOSPHERE FOR A DEBATE

KNOW METHODS OF GROUP DYNAMICS ON SHARING EXPERIENCES

KNOW HOW TO EXPRESS MYSELF IN A TOLERANT AND POLITE WAY.

EXPERIENCE ON USING MY NON VERBAL COMMUNICATION, MY TONE, PITCH AND SPEED TO LEAD AN ACTIVITY.

KNOW HOW TO DELIVER A WORKSHOP.

KNOWLEDGE ON EQUAL RIGHTS IMPORTANCE, FEMINISM, LGBT+ + RACISM

KNOW STRUCTURE OF ERASMUS + PROGRAMMES AND EUROPEAN SOLIDARITY CORPS.

KNOW ABOUT THE IMPORTANCE OF MAKING PEOPLE FEEL COMFORTABLE IN THE GROUPS.

KNOW TECHNIQUES TO GET PEOPLE'S ATTENTION.

KNOW LANGUAGES

KNOW HOW TO STRUCTURE A WS.

KNOW LEARNING METHODOLOGIES.

KNOW TECHNIQUES TO LEAD A WORKSHOP AND INVOLVE EVERYBODY!

KNOW ABOUT NON VERBAL COMMUNICATION AND WAYS OF SPEAKING IN PUBLIC

KNOW WAYS OF MAKING PARTICIPANTS PARTICIPATE MORE.

KNOW HOW TO EVALUATE MY OWN WORK AND TO IMPROVE

PATRICIA CANETE

Claudia Gallego Ariz

Improved my ability to (How?) SKILL

Improving my Italian
* How to proceed according to my privileges

* Teaching things with passion

* Work in group and activism

* I have some experience with Kahoot and doodle

* I know how to organize events

* Listening to the other and discussing topics with respect

* Writing papers (academic and non-academic)

* Research methods Qualitative

* Carry out debates with politeness and tolerance

* Confidence when it comes to speak in public

* Easy ways to form groups

* Role

* Creativity to play games and energizers

MY COMPETENCES

What? KNOWLEDGE

Feminism

LGBT discrimination

Islamophobia

Comparative sociology basics

I learnt about homeless people in a training course in Spain

Intolerance towards intolerant people

Indigenous communities diminishing rights

Extreme right parties hate speech

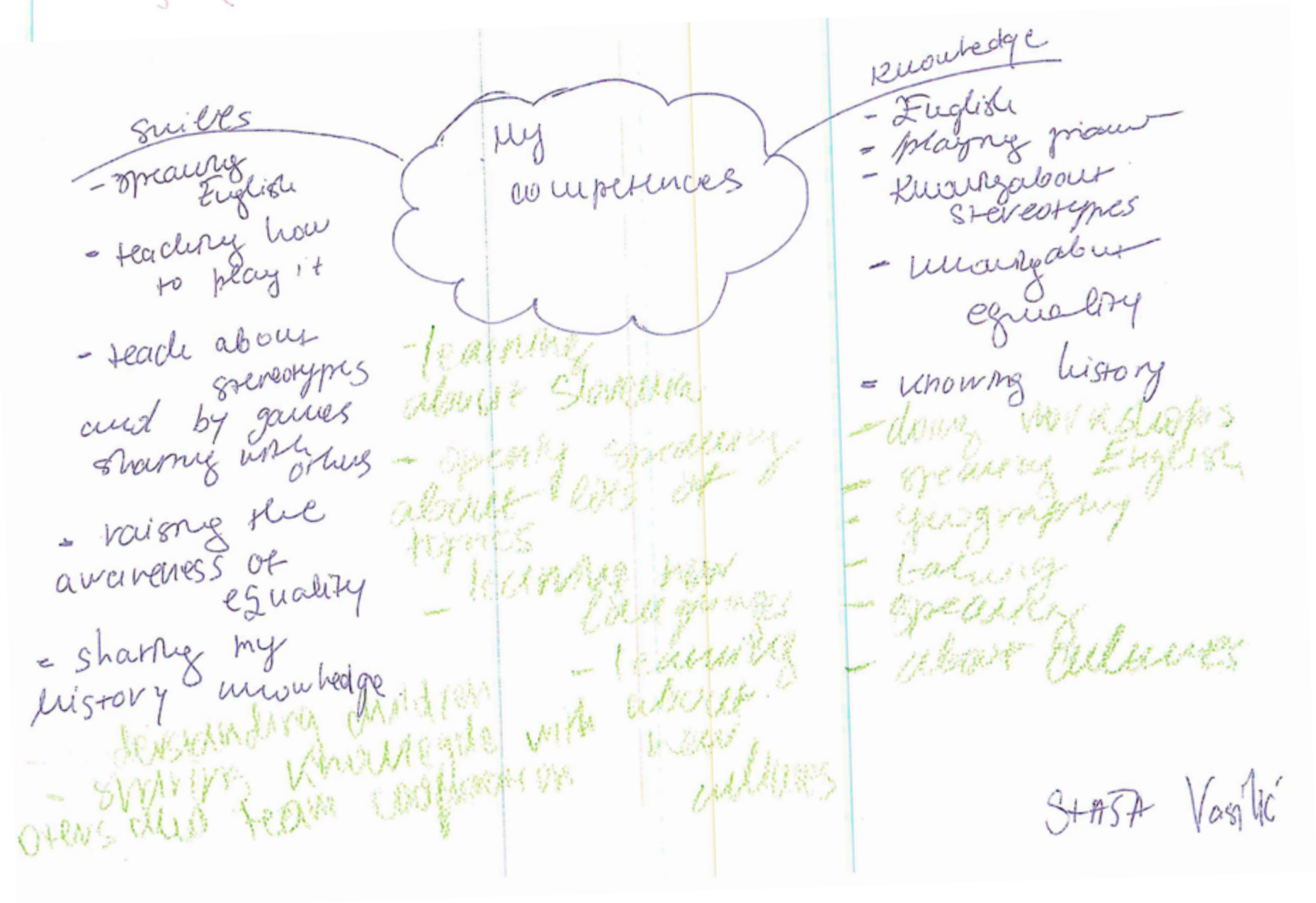
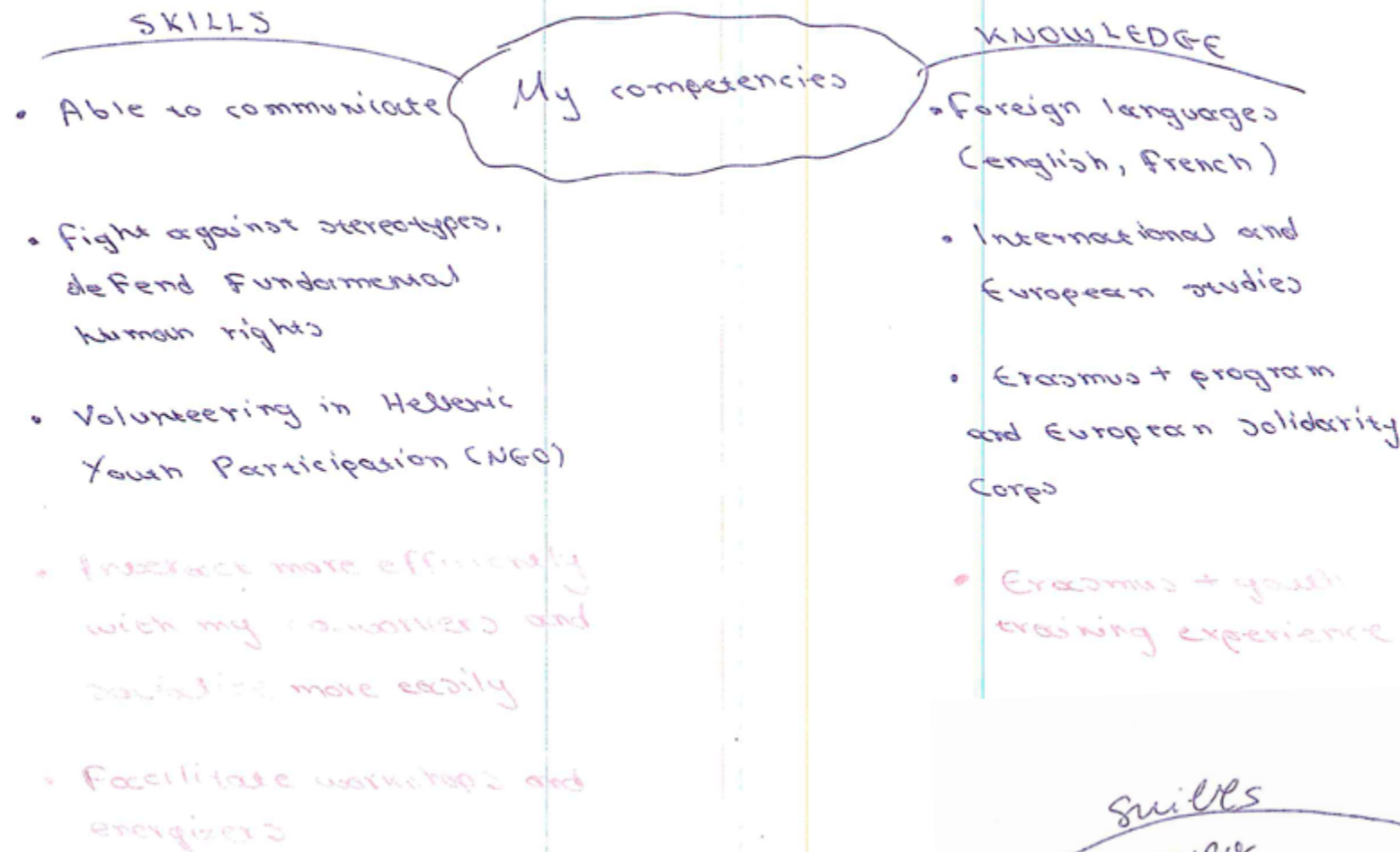
Planning and organizing workshops

Snowball, navigation, and other fun games

Many things about Slovakia (Boris)

I learnt more about Italian politics

I discovered the perspective of other European countries in social topics



MAKING
SOUND AND
QUALITY IMPROVED
PEOPLE
WORKING WITH
CHALLENGED
PEOPLE
TEACHING
SOUNDING
THROUGH
FREE-TIME
GAMES



How?
SKILLS
COMMUNICATING
IN SLO and ENG
USE OF
TECHNOLOGY
RUNNING
WORKSHOPS
ABILITY TO
LEARN
PLAYING GUITAR

my competences

WHAT?
KNOWLEDGE

ENGLISH L.
SLOVENIAN L.
TECHNOLOGY
BASIC YOUTH NEEDS
NOT KNOWING EVERYTHING
FELL NEW foreign words
BLIND CHILDREN NEEDS
HEARLY CHALLENGED. NEED FOR
SOCIAL ISSUES IN
FOREIGN COUNTRIES
NEW WAYS OF FASCINATING
WORKSHOPS

CASO
WINNER

SKILLS

MY
COMPETENCIES

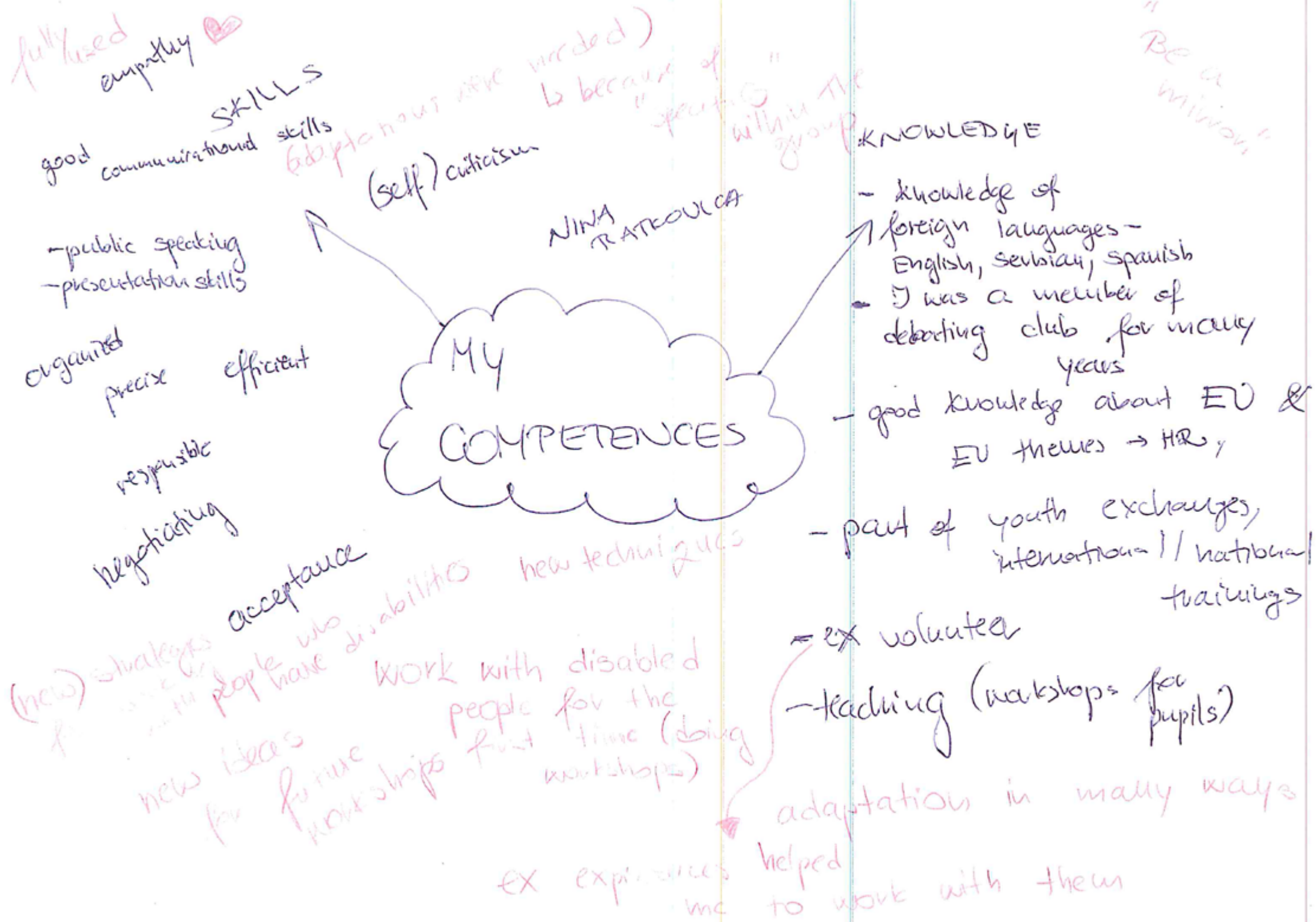
- COMMUNICATION
- TEAM WORK
- COOPERATION
- CUSTOMIZATION
- PRESENTATION

- CREATIVE PRESENTATION
- INTERCULTURAL COMMUNICATION

COMMUNICATION
ON ANOTHER LANGUAGE (SOMEONE
WHO SPEAKS)
RECOGNIZE THE NEEDS
OF SPECIAL GROUPS

KNOWLEDGE

- HOW TO COOK
- FIRST AID HELP
- WORK WITH DIFFERENT GROUPS
- PREPARE A CREATIVE PRESENTATION
- I LEARNED SOMETHING ABOUT OTHER CULTURES



- faster reactions
- making like parodies in English
- better adaptation skills (e.g. in time, schedule, what to say etc.)
- + representation
- + to dance Serbian dance, Spanish etc.
- + personalize the activity based on the target group

- intercultural communication
- problem solving
- asking questions to clarify things
- cooperation
- mirroring/doing things based on explanations
- creativity
- initiative mindset
- brainstorming
- ability of putting theoretical things into action
- management (time, team, etc.)

My competences

+ new knowledge
about life,
Ljubljana and
the life of
locals.

+ what aspects I need to
improve...

- + useful information type about
the course, every day of a
workshop
- + better understanding of how things
work & the differences between
them
- + new knowledge about Slovenia
and its culture

- English language
- awareness of existence and
lack of skills, also seeing
where is a need of
improvements
- knowledge of theory in cultural,
intercultural approaches and
how to use it
- knowledge of how to put theory
that theoretical knowledge into
action
- + knowledge about importance
of an e-learning

Foster Social

My Competences

Skills

Listen people

Understand people

Open mind / not judging people
Communication (more in Italian!!)

Work with little group of persons

Coordination of group of volunteers

Be diplomatic

CREATE A GOOD AND SAFE SPACE

GET INVOLVED A GROUP OF ALMOST 30 PEOPLE

TIME MANAGEMENT

Skills

SOME WORDS IN SLOVENIAN !!

SPEAK IN PUBLIC and in English with the right VOLUME OF VOICE

CONDUCT A WORKSHOP and the ENERGIZER

Gabriela Pompolno

Knowledge

Psychology

Sociology

Anthropology

Social-inclusion

Minorities

Disability

Emotion/Feelings

Human rights Feminism

Politics

INFORMAL &

NON FORMAL EDUCATION

Formal Education

• HOW TO WRITE / ~~WRITE~~ ^{CREATE} A WORKSHOP

• RULES and WAYS TO ...

KNOWLEDGE

• TECHNIQUES and METHODS

• SOME NEW WORDS IN SLOVENIAN !!

• NEW GAMES, ^{ENERGIZERS} WORKSHOPS

• HISTORY OF CEJE and Ljubljana

• SOMETHING MORE ABOUT MY CAPACITY / skills

SKILLS

- communication +++
- give helping hand maybe
- make them smile, to feel themselves well, +++ feel comfortable
- patience - patience +
- how to solve problem ++ with good communication
- learning

MY COMPETENCES

KNOWLEDGES *Gyng' Ngoy*

- English languages +++
- understanding the kids ++
- organize something +++
- cultural knowledge +
- experiences from the youth projects ++
- fast learning ++

I think my organization and communication skills *have* not improved. *use*

As I see, the kids felt themselves really amazing.

\$ A I get some tasks from the different cultures, dances, foods. I ~~don't~~ can't get it if I just sit on my bare.

SKILLS

- To understand their way of thinking *better.*
- how to use language in order to communicate in a better way *New best to know also did it*
- To understand their rights and ~~responsibilities~~ *when they are violated. Try to pass knowledge to younger people. more for people with disabilities*
- How to protect rights of people coming from minorities and groups of people with less opportunities *the same*
- How they affect people in their lives *humans. Food, money, of power, people of using, stereotypes*

MY COMPETENCES

KNOWLEDGE

- ~~Knowledge~~
- Cultural heritage ~~Knowledge~~
- knowledge of cultural heritage from a lot of countries
- Tools of communication
- Studying International relations
- Equality
- Train for trainers on human issues
- Human rights and human law.
- Stereotypes
- Needs of youth

TURSA MAREA

My competencesSkills

- communication
- analyzing situations from an objective point of view
- how to bring arguments to clarify & strengthen my point of view
- positive & constructive feedback
- adapt the time
- to relax and not have fun during a workshop
- defining the frame
- team building
- justice & equity
- control of the situation

Knowledge

- the ~~need~~ necessity
- people are discriminated
- to interact with the youth
- organize ideas
- ~~the~~ participants need a safe & comfortable space so they can be
- copy paste
- the diversity is beautiful but also the reason of discrimination
- children need education in an entertaining way

Andreea Costin

My competencesSkills

- how to behave with young people because of previous experience
- ~~sunt~~ sunt o persoană empatică
- comunicare
- citire a limbajului corpului
- posibilitatea de a identifica ce afecțiune are anumită persoană
- rezolvare de conflicte

Knowledge

- știu cum să mă organizez

Co-funded by the
Erasmus+ Programme
of the European Union



MOBILITY



**ACTIVE
YOUTH
WORK IN
PROGRESS**

YOUTH WORKERS MOBILITY