LEARNING

LEARNING BALLOON
TRAINING COURSE

HANDBOOK

IMPRESS

CONTENT

INTRODUCTION

Hello dear reader(s) of this handbook!

Whether you are a youth worker interested in leading an intercultural learning; or whether you are a facilitator looking for inspiration in designing an intercultural environment; or whether you are a young person looking to explore methods of non-formal education – you are in the right place. In this handbook you can find out about the "Learning Balloon" training course, about Erasmus+ in general, just as you can learn and explore the tools and methods related to intercultural dimension of learning.

At the very beginning of the handbook, you can find the description and objectives of "Learning Balloon" project, list of partner organisations, and information on Erasmus+ programme.

In its second part, this handbook offers you an introduction to non-formal education, and detailed description of the methodology of "Learning Balloon" training course, which was the main activity of the project.

If you wish to know more about this project itself, find out more about our other projects, or if you just wish to learn more about the non-formal education that we implement with and for young people, do not hesitate to contact us.

ABOUT US

The Association for local development "Turbina promjena" is a NGO with the main objective of encouraging the youth in the area of culture, nature and environmental protection, animal protection, sports and recreation, activism, voluntarism, community development, citizen involvement in local development policy making, education, networking and mobilization citizens (both young and elderly people), lifelong learning and other socially useful activities.

The main theme that runs through all our activities is the EU integration, life in Croatia after accession to the European Union, and emphasizing the importance of preparing for the integration of all citizens.

We are a very active organisation in the field of non - formal education through coaching methods and in the work with the children and youth in our local community. Also, we have a great network cooperation with NGO's from our local community in form of association and partnership on various projects.

"Learning Balloon" partner organisations:
DrONe - Association for social development and non-formal education, Croatia
Tim 42, Serbia
Act O'Clock, Romania
ANKA Youth Association, Turkey
Shadows and Clouds, The Republic of North Macedonia
Active Zone (Montenegro)
Solution HUB, Armenia
Junior Chamber International Prizren, Kosovo
U pokretu, Bosnia and Herzegovina

INFO ABOUT "Learning Balloon" PROJECT

The Learning Balloon project was designed to introduce the non-formal education methods to youth organisations and their youth workers and youth leaders. The aim of the project was to empower youth organizations and their youth workers and youth leaders with training and cooperation opportunities, to develop their professionalism and to address European dimension of youth work. We achieved this by providing new learning opportunities by growing cognitive, effective and practical competences and skills, as well as to developing confidence in one's unique learning process. Doing so, we linked the points between formal, non-formal and informal learning in lifelong education and youth mobility, just as we inspired cooperation and intercultural dialogue.

"Learning Balloon" was based on values of democracy, respect for diversity and intercultural learning, but also on long-term objectives for making the world a better place for youth. There was a common need to empower partner organizations and their youth workers with training and cooperation opportunities, to develop their professionalism and to address European dimension of youth work. Lack of empowerment can have inner difficulties as lack of self-confidence, lack of skills, insufficient leadership capabilities and similar. As these challenges can have deeper consequences when working with youth, with "Learning Balloon" we wanted to equip youth workers with skills and methods (in individual and group work) needed to respond to these challenges and to facilitate youth on their learning paths. By carrying out "Learning Balloon", we provided new learning opportunities for youth workers by ensuring them to acquire cognitive, effective and practical competences and skills, as well as to develop confidence in their unique learning process and to provide them with new cooperation opportunities.

In this way, our wish was to give them new approach by experiencing a variety of methods through an intercultural dimension which will later help them to support youth they are working with and to believe in themselves, their values and possibilities.

Therefore, the main objectives of the "Learning Balloon" project were to:

- deeply understand non-formal education and life-long learning, its characteristics and purpose in intercultural dimension;
- develop the capacity and professionalism of youth workers and youth leaders in the field of the NFE which leads to civic engagement and responsible citizenship;
- promote European cooperation in the field of youth and creating equal opportunities for their education through intercultural sharing and exchange of good practices.
- enable exchanges of best practice, experiences and expertise while promoting a more democratic, civic and social Europe,
- provide strengthening of youth workers and youth leaders self-confidence in NFE, developing their creativity, and
- empowering their cognitive, affective and practical skills,
- develop facilitation skills needed to deliver quality NFE programs in a manner that encourages participation, ownership and creativity by all those involved.

The "Learning Balloon" project was funded through Erasmus+ programme, under the Key Action 1: Learning Mobility of Individuals. It had one big activity, a training course which took place in Karlovac (Croatia), July 24th – August 1st 2022, and which gathered 24 participants - youth workers, two trainers, a project coordinator, and 2 volunteers.

ERASMUS+

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Erasmus+ offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care), adult education, youth, and sport.

In other words, the programme aims to offer all young persons, students, apprentices, school pupils, vocational students, teachers, trainers, staff, job seekers, etc. the possibility to travel abroad to develop their knowledge, skills and employability. Even more, it assists organisations to share expertise and innovation and to flourish in the fields of education, training, youth and sport.

The Erasmus+ programme is structured around the regulations of the European Parliament and Council. It is funded and managed at the European level by Annual Work Programmes. Erasmus+ supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, and develops the European dimension in sport.

KEY ACTION 1 (KA1): LEARNING MOBILITY OF INDIVIDUALS

Being the most funded Action in the Erasmus+ 2021-2027 programme, Key Action 1 provides thousands of individuals with a unique opportunity for international mobility every year. The Actions supported under this Erasmus+ Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

In the field of Youth, the KA1 relates to:

- Mobility projects for young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities

The "Learning Balloon" project is an example of the Mobility projects for youth workers, which relates to the organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility.

More specifically, this Action supports the professional development of youth workers and thereby the development of quality youth work at local, regional, national, European and international level, through non-formal and informal learning experiences in mobility activities. Overall, mobility projects for youth workers under Erasmus+ aim to:

- Provide non-formal and informal learning opportunities for educational and professional development of youth workers, contributing to high quality individual practice as well as to the evolution of youth work organisations and systems;
- Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond.
- Develop local youth work practices and contribute to capacity building for quality youth work of the participants and their organisation, having a clear impact on the participating youth workers' regular work with young people.

FORMAL, INFORMAL AND NON-FORMAL LEARNING

Each project, including mobility of youth workers, is designed to provide new learning, new skills and values. Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes us ready to express it in various shapes. There are three types of learning/education:

Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Its learning environment includes educational institutions, classrooms, specially trained teachers, teaching equipment, extra-curricular activities, competitions, examinations and a curriculum or syllabus. Formal education, as the name suggests, is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines.

Informal education or learning is the type of knowledge that one gains through life experiences. This knowledge can be the one that we obtain from our parents, elders, friends or partners. It does not contain the theoretical knowledge of the books, but is gained under the influence of society and the community.

Non-formal education or learning refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.

Non-formal education should be based on the following principles:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.

REFLECTION AS ESSENTIAL PART OF NON-FORMAL LEARNING

Reflection is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, but it also aids us in improving our skills and/or exploring our own or other people's attitudes. It encourages learners to reflect on the activities they have participated in, so that they are no longer just focused on "how" of their task or activity but also "why" they are doing it.

At the start of the "Learning Balloon" training course, reflection was introduced as a strong apparatus to empower learning; and it was held on two levels: individually and in groups.

After each task or activity, trainers were guiding participants to individually reflect on their learning process through personal learning diaries. Learning diary was introduced as a tool of reflection, in the form of a "personal journal". Its purpose is to enhance participant's learning through the process of writing and thinking about their learning experiences. It is not just a diary or record of "What you have done" but a record of what one has learnt, tried and to critically reflect upon it. The best thing about learning diaries is that they are made by participants in any way they want: creative, with words or pictures, sketches, colours and more.

On the very first day of the training course, reflection groups (teams) were also formed and introduced as another tool of reflection. Reflection groups were a strong tool of peer reflection as they encouraged sharing thoughts, actions, experiences within a group, and they provided insights into other people's thoughts and experiences. These groups met at the end of each day as a part of an official programme, and they were given questions to explore/discuss. Their answers/discussions were later collected by the trainers and they inspired the adjustment of the programme when it was needed.

YOUTHPASS AS A TOOL FOR RECOGNITION OF LEARNING

Non-formal education is hard to be recognized as it is not a part of the formal educational system. Still, as the importance of non-formal education is growing each day, so is its recognition and validation. In Erasmus+ projects the learning outcomes are recognized and validated by a Youthpass instrument.

What is Youthpass?
Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others. It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition. It also supports the continued pathways of young people and youth workers, just as it raises visibility of the value of European engagement.

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes.
The responsibility to issue the Youthpass certificates to the participants/volunteers, lies with the organisation that signs the contract for the Erasmus+ grant. In "Learning Balloon" project, Youthpass certificates were issued to all participants and volunteers by the Turbina promjena.

PHASES OF "Learning Balloon"

A project had five chapters: planning, preparation, implementation, follow-up and reporting. Participating organisations and youth workers involved in the activities had an active role in all these stages enhancing thus their learning experience.

1. Planning: defining the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc. before writing a project and before submitting the application.

"Learning Balloon" was planned with project coordinators and youth workers from all partner organisations. They were the ones who decided on final objectives of the project, on final methods and timetable. These youth workers also participated in writing an application form, with guidance of project coordinators from Turbina promjena, and trainers from DrONe association.

2. Preparation: practical arrangements, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc. The preparation of "Learning Balloon" was related to project coordinators and trainers.

When the project was approved, the preparation phase started. We had several meetings with our project coordinators (partners) to agree upon all the terms, profile of participants, to discuss the preparatory tasks, set the dates and more. We also communicated regularly via email to keep everyone updated and to make sure for everyone to have all the information. This phase also includes the preparation of the team, of the logistics and detailed methodology.

When it comes to the participants, before the trainig course itself, the communication with them was held online.

First, we prepared a closed Facebook group for participants to interact before the start of the training course, to introduce themselves and to meet the team behind the project. We also formed a WhatsApp group for more urgent communication. Various information was discussed in these groups, from preparatory tasks to info pack or current weather conditions.

3. Implementation of the mobility of youth workers: „Learning Balloon" training course

This phase was related to the main activity: the training course. Now that everything was well prepared in the preparatory phase, we just needed to put all our vision and ideas into practice. Read all about this phase in the following pages of the handbook.

4. Follow-up: evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes.

Evaluation was of great importance for the project and it was held on several levels, and we used evaluation to also identify the learning outcomes of everyone included in the project. At the beginning of the training course, participants were asked to underline the expectations and fears, so that they could later look back at the same to assess to what extent these expectations and fears were fulfilled. Evaluation was also held in reflection groups. Finally, we evaluated the project internally as a team to make sure what we can do better the next time. The dissemination and the use of the project's outcomes was implemented in a form of a dissemination bingo (or Bingo challenge) to make it more creative and collaborative. On the last day of the training course, participants themselves decided on their follow-up activities that were part of the dissemination bingo (ex. sharing the photos and video from the project, implementing activities in their local community, writing an article).

Project coordinators were the key for this process as they were the one who were following the participants on a national level, providing support to them, and regularly communicating with the project team to keep the team updated.

5. Reporting phase - Reporting phase means reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities.

Each Erasmus+ project is produced using an online tool called Mobility Tool+ where you need to enter personal details of all the participants included in your project. Evenmore, the final report consists of questions where you need to describe the implementation of the project, its verified impact and learning outcomes of your participants. Via the Mobility Tool platform, you need to attach all the produced material so that your National Agency could verify them. When this process is done, the final budget will also be checked. Processing of the final report can take up to 60 days, and the last part of the project grant will be paid as soon as the report has been checked.

METHODOLOGY OF "Learning Balloon"

Project goals:

- to deeply understand non-formal education and life-long learning, its characteristics and purpose in intercultural dimension;
- to develop the capacity and professionalism of youth workers and youth leaders in the field of the non - formal education (further NFE) which leads to civic engagement and responsible citizenship;
- promote European cooperation in the field of youth and creating equal opportunities for their education through intercultural sharing and exchange of good practices.

Before the beginning of the training course, each participant received an Info pack where all the relevant information about the project, timetable, logistics and venue were provided, and several Newsletters that were contend related and that served as an introduction to the training course.

Each participant also received several preparatory tasks needed for quality implementation of the training course:
- Make short research about non-formal education in their country (what does it represent, what subjects does it tackle most often, how is it validated, who is mostly in charge of delivering non- formal education etc.);
- Reflect upon a method or tool they can share with the rest of the group in the field of non-formal education;
- Bring one item/object with them that represents the meaning of non-formal education;
- Prepare basic info on their sending organisation;
- Prepare interesting and less-known facts about their country, bring food and snacks from their country which they could present and share during intercultural evenings;
- Send one childhood photo.

And this is what our working Timetable looked like:

Session 1: Getting to know each other

For the introductary session, the organizational team introduced themselves, as well as the participants.

The first activity was get to know activity with writing 4 fun facts about themselves and sharing the papers in the circle and then trying to guess the person based on the fun facts written on the paper. The organizational team also participated in this activity.

Session 2: Secret friend

One of participant's preparatory tasks were for them to send a picture from their childhood. Now, these pictures were used to create a week-long activity named Secret friend.

Each participant was handed one childhood photo (no one must receive his/her photo), and during the training they needed to discover who this person is and then make this person their secret friend. During the whole training, their task is to do nice things for person from the photo, without the other person realising. There are no rules to this game, except imagination and kindness!

Session 1: Make a song

Each morning started with an energizer to help participants be more alert and active during the following sessions, but also to motivate participants to use different energizers during the non-formal learning they will implement in their activities. Participants were offered to facilitate energizers.
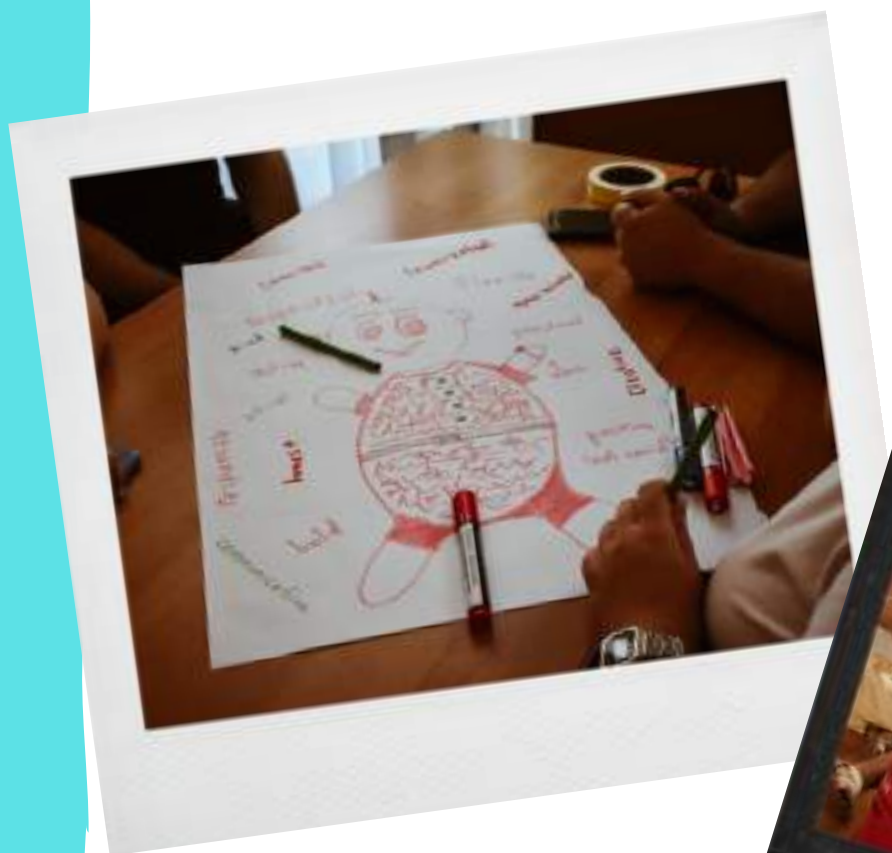
Participants formed teams of 4 or 5. Their task was to come up with a song that best describes them as a group (they could sing, rap, dance, read, etc.) Each group had their time to present the song they came up with. Later on, the trainers also presented themselves through a song.

Session 2: Objectives of the Learning Balloon; Expectations, fears and contributions

Trainers introduced the objectives of the training, working schedule and working methods that were then used during the TC. Later on, everyone was given papers to write their own personal expectations, fears and contributions to the training on paper which was put on the wall on previously prepared flipchart papers.

Then, to introduce the topic of the whole TC we used the method they can use in their every day work. Participants were divided into 4 groups where 2 groups had the task to make a "perfect participant" profile, and 2 groups a profile of "perfect trainer/facilitator". They presented their ideas in the big group, the discussion was held about using the profiles as a mutual social contract to follow as guidlines.

Session 3: Erasmus+ & Key competences

For this session participants were split into smaller teams where each team had a specific Erasmus+ topic to explore by reading previously prepared handout and by searching the internet for more information. Later on, they had the task to present the topics to the rest of the groups.

In the second part of this session the participants worked in pairs and discussed their motivation for coming to the TC and then they walked around the room and put post its on the images of the 8 key competences that they thought would be developed and/or improved during the TC. The trainer then presented the Youthpass and the term of Learning Diary was introduced as the method of one's knowledge assessment and will encourage participants to have and/or make their own Learning Diaries, not just for this TC but in general.

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Session 4: Marshmallow Challenge & Introduction to "Sharing is caring"

This session used to enhance team building spirit. Participants were divided in teams of 4. Each group received 20 stick of spaghetti, 1 meter of tape, 1 meter of string, 1 marshmallow and 1 scissor. Teams had 18 minutes to compete to build the tallest free-standing structure. Discussion on the activity was held. After the discussion the group watched TEDtalk video of the Marshmallow Challenge and reflection on the video and general activity adaptation in NFE was held.

As communicated in the preparatory phase of the project, trainer presented the "sharing is caring", or DIY part of the working schedule that would happen during the training. Each person had the opportunity to implement one workshop, and to participate in few workshops led by other group members. Trainer expplained the aims of the method so that participants would have time to reflect upon it. There was a large chart on the wall on which the participants wrote down the topic of their interest and that they thought could contribute to the training. They had several days to do so (until 5th day of the training).

Finally, Reflection groups were made whose task was to support participant's learning process, and at the end of each day, to answer the following questions:

- Group word of the day?
- Do I feel ready for the training?
- Does teamwork make the dreamwork?

Session 1: Non-formal what?

Related to preparatory task: participants brought an object from home that represents the meaning of non-formal education in youth work for them.

Objects are placed visible to everyone.

Each person takes one object (not the one that belongs to them), but that is similar to their vision of NFE.

They have few minutes to think about the item and write down the ideas they believe it might represent.

Groups sits in a circle. Random participant is asked to present what he/she has, and what believes it represents. The person whose object has been described shares his/her thoughts.

First four people combine first group, the next four combine the second group and so until we form 6 groups. Groups are given flipcharts with a task to choose and write the most important meanings and ideas of NFE, and explain why.

Teams present their lists. Trainers summarize the ideas that appeared most often.

Trainers present the difference between formal, non-formal and informal education, and principles of NFE.

·Formal education: as the name suggests, is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines. It usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills.

·Non-formal education: refers to planned, structured programmes and processes of personal and social education designed to improve a range of skills and competences, outside the formal educational curriculum.

·Informal education: type of knowledge that one gains through life experiences. This knowledge can be the one that we obtain from our parents, elders, friends or partners. It does not contain the theoretical knowledge of the books, but is gained under the influence of society and the community.

Principles of non-formal education:

·voluntary

·accessible to everyone (ideally)

·an organised process with educational objectives

·participatory

·learner-centred

·about learning life skills and preparing for active citizenship

·based on involving both individual and group learning with a collective approach

·holistic and process-oriented

·based on experience and action

·organised on the basis of the needs of the participants.

Group discussion is held, and group was asked how they can use this activity in youth work.

Session 2: Intercultural learning in NFE

Related to preparatory task thar participants did before the training: make short research of NFE in their countries: what does it mean, what subject does it tackle most often, who provides NFE, who are the users, how is it validated?

Participants form international teams. They present their research within the team; one person is the volunteer to take notes.They write conclusions on flipchart. They are encouraged to do creative presentations of research per country: collage.

They need to underline similarities, differences and key learning points and write them on a flipchart. Teams present their conclusions. Discussion is held.

Session 3: Understanding multicultural

Trainers give out the ribbons of different colors to participants, and each participant gets a role card according to their color. They do not share their roles with others.

Task is to walk around the room and talk to everyone a least for 2 minutes, playing the role. They have to talk to as many people as they can, and realize the roles the ribbons represent. Participants don't know the content of the other players' cards.

·Red ribbon role card says: like meeting foreigners, but doesn't like being touched, doesn't look in the eyes of other people.

·Blue ribbon role card says: sometimes touches others, doesn't like white ribboned people.

·White ribbon role card says: like meeting new people, gesticulate a lot, enthusiastic, greet others by touching their own earlobes and bending.

·Green ribbon role card says: doesn't feel comfortable meeting foreigners, doesn't like being touched, passionate when speaking.

Reflection:

·How did you feel in your role?

·Can you guess other ribbon's roles?

·Have you ever experienced anything similar at home or abroad?

·Was it hard to play the role? Does your culture have any habits that would be disturbing for people coming from other cultures?

Debriefing:

·How would you define "culture"?

·What does prefix "multi" stand for, what's it meaning?

·What is the difference between "intercultural" and "multicultural"?

·How can education be "multicultural"?

·How can we work to educate „intercultural"?

·Why are interculturalism and multiculturalism important in youth work?

Session 4: Change your glasses

Within the group, trainers brainstormed young people who are disadvantaged or who have different culture from them or people who do not have the opportunities that are available to the majority. (Examples of people who are disadvantaged by society might include a young single mother with children, a young immigrant, a young person in a wheelchair, a young homeless person etc.

Participants were divided in groups and together they had to choose one such person whom they are curious about and then trainers explained that they are going to go out abd explore the locality through that person's eyes. The point was not to act out the role but to imagine what it would be like to be the other person. They had to take photos of different life situations and upon their return transfer them onto the computer. The photos were displayed and the groups tried to guess which groups of people were being represented. The reflection and debriefing were held with the connection to the previous session.

Reflection questions:
- What happened? Did you enjoy the activity? Why? Why not?
- What was the most surprising thing you discovered?
- Why did you choose the example you did?
- What preconceived ideas or stereotypes did you have about the person you chose? What influence did these have on how you did the activity and what you "chose to see"?
- Did the exercise enable you to emphatise in any was with the person at the m argin? Why? Why not?
- What have you learnt aboout yourself?

Debriefing questions:

- ''I know I'm not seeing things as they are, I am seeing things I am.'', Laurel Lee said. What effect do our stereotypes and beliefs have on the way we see the world around us?
- Where do we get our information about disadvantaged and marginalised groups from?
- How risky is it to make assumptions about someone based on a generalisation about the groups as a whole?
- How risky is to make generalisations about a group of people based on one or two examples?
- What is our role as youth workers when working with young disadvantaged people?
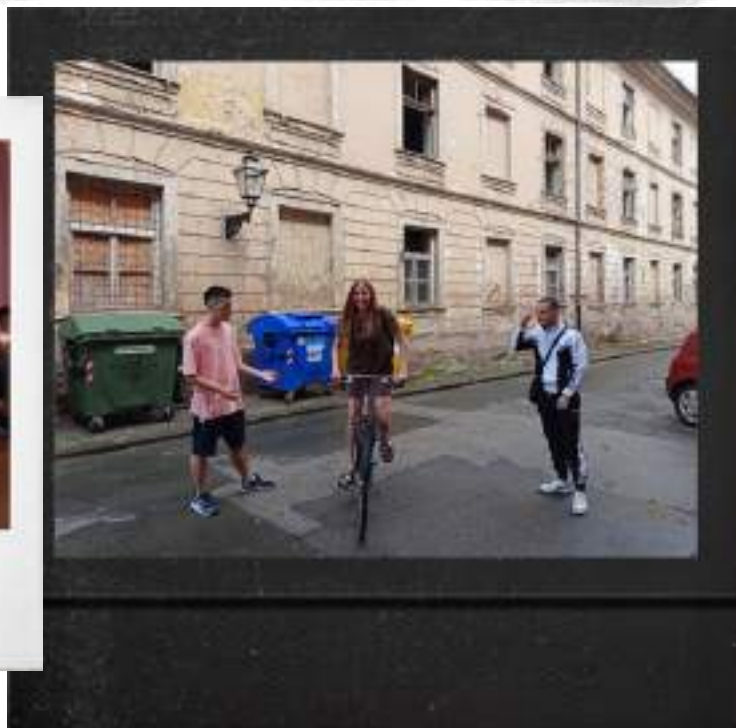
Daily reflection questions:
- Group word of the day?
- The most interesting moment of the day?
- Am I aware of my potential prejudices?

DAY 4

Session 1: Actionbound

Through this session, participants explored a local community and experience interculturalism through the digital <u>Actionbound app.</u>

Participants are divided in teams of 5 or 6, each of which receives an access QR code to start Actionbound. Through interactive tasks, they explored the surroundings, found certain people, found information, took photos and videos, and wrote down answers to specific questions depending on where the tasks led them.

Examples of tasks:
- Before we start the (non-competitive, or competitive?) game - find exactly 1 movie that all members of your team really like and shortly tell us why?
- At this spot, you will find a public institution that is youth-related. Inside this institution, you fill find a person named Marinko. Ask Marinko to tell you something about this place and make notes so you could later share with us what you found out. Hint: you can come up with several questions before you find Marinko.
- The name of this bar in German means "The King". In this bar you will find one lovely youth worker named Kate, and two lovely Erasmus+ volunteers named Anna and Amena. Find out where do they work, what they do, where are they from, and whatever else comes to your mind. Ask them to tell their stories! Make notes so you could tell us what you find out. And – make a group selfie!

Hint: photo of Kate

- Next to the bar where you just spent some quality time is placed a statue known as "Miljokaz". Scan the QR code that is placed somewhere around "Miljokaz" and see what it tells you.

It's up to you to choose one location shown on the Miljokaz that you would like to travel to as a team, and tell us why.

- Make a super simple action research: find any 5 people who are not related to this project, and ask them if they ever heard of Erasmus+ programme. What are the results?
- Karlovac people are called "The Frog people". Why is it so?

Find the famous frog and take a selfie with it!

- In the center of Karlovac city is located the smallest tourist mega-centre in the world, a souvenir shop, a museum, a gallery, a Karlovac culture and history vault, a favorite meeting point of the natives. All in one place. It can accommodate several thousand visitors... but only if they're equally and carefully distributed over one year's time. A group of five or more can come inside only with a smile. If you need original Karlovac souvenirs, this is the right place to get them.

But still, there is one souvenir in this place that is the most special of them all. Can you guess which one is it?

- Make a video of maximum 2 minutes in which you share "Learning Balloon" experience, and in which you promote the project!

Let your creativity flow <3

- Teams have limited time to complete the challenges set by the app, and decide on when and how they will take breaks during Actionbound etc. They upload the results of their Actionbounds on the platform.
- They need to be back in the working room at a specific time where the group will see uploaded results, and where teams will share their experiences.
- Reflection on the activity:
- ·How was the Actionbound experience for you?
- ·How did you make decisions about tasks within your team?
- ·What did you like most and least about the activity?

Session 2: World café

The participants are divided into four teams. Each team is placed around one table. Every table is decorated as a true café. The process begins with the first of four rounds of conversation for the groups seated around a table. Each table has its specific topic, with its sub questions.

Main topics to discuss (different topic at each table):
- non-formal learning in the context of young people and their competences
- non-formal learning in the context of intercultural learning
- non-formal learning in the context of formal education
- non-formal learning in the context of people with fewer opportunities.

Subquestions for each topic:
- How can we do it?
- What is the role of a youth worker?
- What are potential risks/challenges?
- What is the beauty of it?

At the end of every round (minimum 20'), groups move towards a new table. One person stays as the "table host" for the next round, and welcomes the next group to briefly fill them in on what happened in the previous round. The process goes until all teams visited all tables.
Group discussion is held.

SSession 3: Facilitating learning

The group is asked about their level of experience they have with facilitation.

- who's facilitated an activity, workshop or a meeting before?
- who's facilitated 3 activities, workshops or meetings before?
- who has facilitated 5 or more?
-

Participants form groups of three with a task to take turns taking two minutes each sharing a personal story of an unsuccessful workshop they've experienced. What made it unsuccessful?

Groups are asked to think about the role of the facilitator, the behaviors of participants, the actions or inactions of the group hosting the meeting. They need to identify several factors that can influence the workshop flow.

Trainers ask each group to share what they have identified. These factors are written on a board until we have a range of examples. Discussion on solutions is being held.
Participants are encouraged to share their experiences. Trainers share several examples on how they reacted in certain situations.

Daily reflection questions:
- Group word of the day?
- Do I question my way of facilitating different types of activities?
- To what extend did I connect with the local reality today?

DAY 5

Session 1: Idea Market

There are several roles in this activity:
- Stock manager: a person/trainer who leads the simulation, and who handles the stock and money exchange
- Evaluator(s): a person/trainer who evaluates the stock and whether they can be exchanged for more value. You can have two evaluators, the very strict one and a looser one
- Casino manager: a person/participant who tries to distract the teams, and persuade them to spend money in casino more roles be added depending on the group number (ex. tax collector)

Participants are divided into teams of 4 or 5.

The goal is for teams to come up with activities for young people on various topics (ex. arts, human rights, culture, group dynamics, conflict resolution etc.).

Every team is placed on a different table (one table can be isolated from the others in order to present inequalities in starting positions).

At the beginning, teams receive a certain amount of (monopoly) money.

The task during an activity is that teams exchange money for stocks (each stock is a different task on topic of non-formal education) and earn more money in order to buy more stocks and earn more money.

There are cheap and expensive stocks, and teams decide on which ones they wish to invest in. For example:

- "cheap" stock: Propose an energizer for a group to get to know each other.
- "expensive" stock: You've prepared an Erasmus+ presentation, but the electricity just went out, and your session starts in 5 minutes. What's your plan B?

When they solve the stock (task), they go to the Evaluators table who then evaluate the quality of the task, and evaluators offer a new price for the stock. After that, teams go to the Stock manager's table to sell this (evaluated) stock for the appointed amount of money and they buy a new stock.

The team who ends the game with the most money is the winning team.

There are distractions in the form of loud music, and casino where they can spend money or make a quick investment (where chances to win or lose a great amount of the money are equal).

The simulation goes for at least an hour, and you can come up with ideas for challenges during an activity:
·the looser evaluator often goes on a break
·Stock manager is trying to rip off the teams
·introduce the tax collection moment
·etc.

Reflection on the activity:

- How did you enjoy the process?
- How did you organize within teams, did you have roles?
- How did you decide on which stocks to buy, did you have a strategy?
- Which topic is most suitable to process through this method;
- What is the pedagogical value behind it?
- Can we use this activity in youth work?

Session 2: Forming teams for "Sharing is caring" sessions

According to the instructions given on the Day 2, during Introduction to "Sharing is caring" - the group now formed 8 teams related to the topics they had noted. They were given tasks for the Day 7: "Do it youself time" - to design workshops/activities which adressess the proposed topic. The team gave them instructions this early so they could start discussing ideas and propositions on time. Groups were given worksheets as guidelines through the process and they needed to connect the knowledge from previous days with learning outcomes of workshops. They had the morning of the Day 7 to prepare their workshops and the team provided them with all needed materials.

As the "Learning Balloon" training is quite active and intense, participants had a free afternoon to reflect on their learnings so far and to relax for the newcoming activities.

Session 1: Basics of youth work

The session started with the activity "molecules" implemented by facilitator. Partcipants then worked in their national teams andanswered a set of questions from their country perspective (Define Youth Work, Principles and values of YW, Who is youth in your country? Who is doing it (YW)?, Find an example ofGood practice). Trainer took notes on previously prepared flipchart while groups presented their work. Later on, trainer read statements that are connected to ethical dilemmas in youth work. Participants had to choose their position on the line from AGREE, DISAGREE and NOT SURE according to the level of agreeance with the statement. Ather they positioned themselves, only one person from each position could explain their choice. Reflection was held.

Session 2: Organisation fair

The entire group had the chance to represent their organizations to the rest of the group. The organisation fair took place in the form of a fashion show. National teams were provided with some main information to share, such us: objectives of their NGO, field of working, implemented projects etc. They were also provided with art crafts, cost7umes and creative material with a task to present their sending organisation in the form of a catwalk. Teams had 45 minutes to prepare their catwalks and then 45 minutes for the fashion show. After each catwalk, participants were encouraged to ask questions about the presented organisation.

Session 3: Study visit to "Mala Scena HD"

The group had an opportunity to participate in a study visit to "Mala Scena HD" (https://kaoperativa.org/mala-scena/) in Karlovac city where they will learn about the Cultural Community Center and where they experienced new and creative methods that the hosts had prepared for the group. The participants had the chance to analyse a short documentary film "Bitcoin boy" and discuss about spreading of fake news. Later on, they had to mach a film quote and with the movie.

This was how we formed the teams for the next method. In the next method, participants were divided into 4 teams with one team leader per team. The leader presented a short review of the film. Three sets of questions for navigation on how to write a short review were presented on the walls (THEME OF THE FILM, PROCEDURES AND ELEMENTS OF DOCUMENTARY FILM, EXPRESSION OF IMPRESSIONS). The groups presented their reviews. Discussion was held.

Session 4: Joint session with Youth Eleven "Mission Probable"

This session was held outside of Mala Scena and it was a very special one because we reunited the participants of this TC with the participants of YE "Youth11" that was held in the same venue and the same time. This was one more opportunity to enhance a team spirit between the two big groups and to support joint learning. In this session participants had the chance to experience the simulation of life in a world after a world catastrophe. Each participantgot his/her role (Autocracy (totalitarianism); Immediate (direct) democracy ; Representative (indirect) democracy; Aristocracy; Anarchy). They were unaware of other participant's roles. Facilitators guided them through story with storytelling.

(guided fantasy, background music: first sea, waves, seaguls, then storm, and again peaceful waves)

Close your eyes please. Try imagining what we are telling you about. There's been a world catastrophe and you, as the last lone survivors have been transported by air to the furthest deserted island possible. You have food and water for this one day, and you are lost and you don't know if there are other people on the island. There is no chance anybody will ever find you. What should you do to survive? Everyone agrees that there must be rules for living in harmony and security. The question is, who will create these rules? You are your own resources and you make your own decisions.

Phase #1 (20')

In this phase of the activity your task is to randomly walk around, talk to others and form teams according to your interests and opinions, that is according to the roles you have in this roleplaying activity. Formation of the teams will happen in 4 rounds with a specific topic to discuss about in each round to help you group yourselves.

Once you have found someone with whom you share the same values and beliefs, you go around together to search for the other members of your team. In other words, stick to your team members.

During the following discussion rounds, you are allowed to change your team if you think you have ended up in the team that does not match your interest or opinion, based on the role you have.

Here goes the first discussion topic. Listen carefuly.

- Discuss the values you stand for.

Here goes the second discussion topic. Listen carefuly.

- Discuss about your rights and obligations.

Here goes the third discussion topic. Listen carefully and don't forget you are allowed to change your team if you think you have ended up in the team that does not match your interest or opinion, based on the role you have. Here it goes.

- Discuss about the distribution of responsibilities.

Here goes the fourth discussion topic. Listen carefully.

- Discuss the slogan of your team.

After Phase #1, participants will form several teams. Ideally, 5 teams, but possibly more.

Phase #2 (20')

The Natives arrive:

- Hello dear people, how many of you are here and what are your intentions. My name is Kurasao and i live on this island together with my tribe I see that you are very low on resources but maybe we can help you. I come in peace to offer you cooperation. I kindly invite you to our leader's tent where we can discuss our future together on this island. Unfortunately, there's room only for 5 people in our Leader's Tent. Please take 10 minutes to choose who will present your people and who will share your intentions with us. If we find your intentions interesting or important, we might share our resources with your tribes.

After 10', tribes go for a 5' talk with the Tribe Leader.
The Tribe Leader gives them the following tasks:

- How will you organize your daily life on the island?
- How will you make important decisions?
- How will you distribute the resources on the island that we will give you access to?

Phase #3 (30')

The representatives return to discuss the previous tasks with their teams, leaving with the natives to oversee the discussion.

Phase #4 (Reflection + Debriefing // 30')

- Share one word with us how you feel now, after the activity. Share what comes to your mind first.
- How did you feel about your role in the group?
- What happened during the activity? What image stays with you the most?
- How was the communication in the group? Task division?
- How does this activity reflect your real life?
- What was the purpose of this activity?
- What did you learn (about yourself and others)?

- How can you apply what you have learned in your everyday work?
- What could have been different?

DAY 7

The participants went back to their reflection teams and discussed their overall feelings and thoughts about the study visit, implemented activities, and reflect on their learnings.

Daily reflection questions:
- Group word of the day?
- What did I learn yesterday?
- Am I satisfied with my own contribution?

Session 1: Workshop preparation for the "Sharing is caring"

As communicated during last few days, the participants had the time to prepare their groups for the presentation of one of their activities/methods/tools concerning the non-formal education in their everyday practice and/or community. There were 8 teams altogether, and within their teams now they had the rest of the day to decide on the workshop they wish to implement with rest of the group as audience.

Each team had time to conceptualise and later implement their own workshop/activity. They were free to work in the venue or outside, in any way they want to. The teams were also be encouraged to help one another if needed

Session2: Sharing is caring

Teams were asked to implement the workshops/activities with others as the audience. They were given a limited time and the resources they needed. The workshops were organized simultaneously during the afternoon (two workshops at the same time, four blocks of workshops). As each person is responsible for their own learning process, and thus they chose which workshops would they like to attend. Another instruction was to take care of the number of participants in each workshop - it should be equal. Later, there was a reflection and a constructive discussion about the outcomes. Feedback on each workshop was given both by trainers and participants as an audience (specific instructions on giving feedback were explained).

Daily reflection questions:
- Group word of the day?
- How do i cooperate with others?
- Did I experience any "aha" moments?

DAY 8

Session 1: Youthpass Islands

Participants are divided into teams of 4 or 5.

There are eight workstations, and tasks set at each station.

Each station represents one of the 8 key competences for lifelong learning, and tasks correspond to the development of the competences (ex. sudoku riddle for the Mathematical competence and competence in science).

Each team receives one Youthpass-Port, with the task to go around stations solving tasks. Each solved task gets a stamp in Youthpass port.

When they solve the task, they go to the Trainer's table to present the results of their task, and trainers stamp the Youthpass ports.

Game ends after 45' or when one of the teams has obtained the eight stamps.

*Activity adapted from Youthpass Unfolded.

Session 2: Back to basics

Together with the whole group we got back to the start of this training course, reflected upon the whole timetable and everything that has been learnt as well as the daily reflections. We checked whether the expectations that participants highlighted at the beggining of the training were met during the TC. We also checked if we handled the fears and challenges the right way and to what extent did the participants contributed to the group in the end. After that, we returned to key competences and discussed which competences were developed and improved in a group and individualy. According the competences, participants individualy reflected upon the learning outcomes of the training course and their learning diaries. Introduction to follow up activities was held.

Session 3: Follow up

Trainer first explained what a follow-up is and it's importance. The participants were presented with the dissemination plan and they had to post a short report on their social media profiles about theis experience on this TC with a photo from the TC.

Session 4: Evaluation

In this session we used several different methods to evaluate the tool and the whole training course. We did Pie chart, Satisfaction chart, Take a stand, online evaluation questionnaire. Participants had materials prepared to put on a pie chart and satisfaction chart in order to give feedback on the whole experience. It was a visual representation of their experience. We made a written evaluation through a questionnaire in which participants had the opportunity to evaluate the tool, trainers, accommodation, food, each of the workshops and add in writing their impressions. The aim of the evaluation is to see the general impression of the participants in order to improve our future projects and activities.

Youthpass & Secret Friend Revelation

Participants hand over the Youthpasses to each other through the revelation of Secret friend. We wraped up the TC with some final words from participants and the project team and a group photo.

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DISSEMINATION OUTCOMES

All organizations have put emphasis on promoting the non-formal education and developed competences of participants related to transferring the knowledge and supporting youth in their local communities through using non-formal learning methods. The practical application of the project's outcomes are the concrete use of such skills in the participants' environment for the promotion of NFE and for the effective involvement of the young people from the local community.

During the training Course (TC) …
the project consortium had the task of keeping their social network pages lively with content and info on the training course. Here are some of the results.
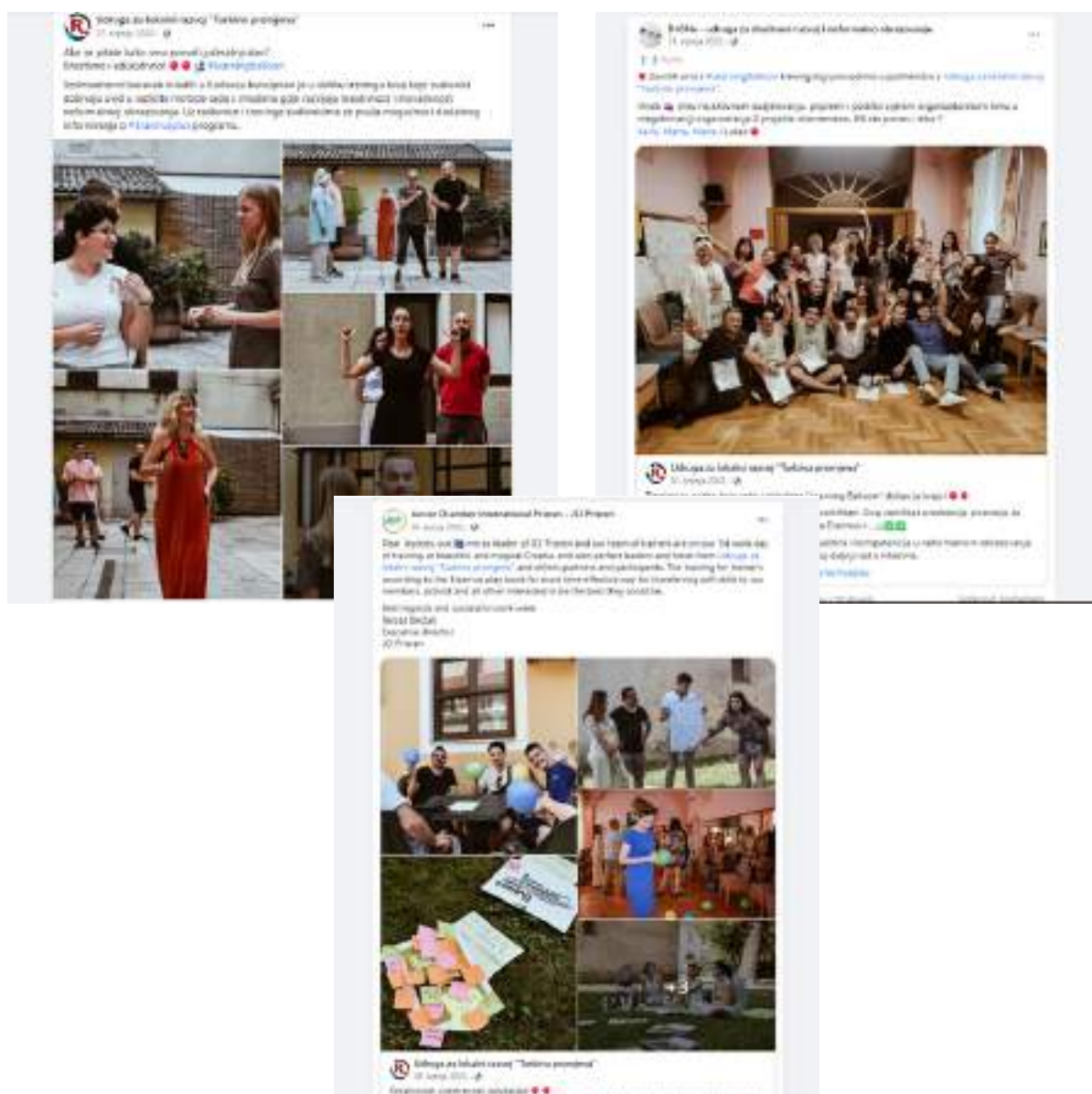
During the follow-up phase

...which came on after the main activity, the participants had most tasks and a very big role of passing their new knowledge

onto their sending organisations and their local communities. The tasks were aimed increase the impact of the project and to ensure the sustainability of the achieved results.

The tasks were:

- to share article/social media post (including photos) and final video of the project on their sending organisations social media and/or websites and/or their own profiles
- to choose two more dissemination activities in the Dissemination Bingo sheet (happened in the TC)

Here are some of the results:

ARMENIA

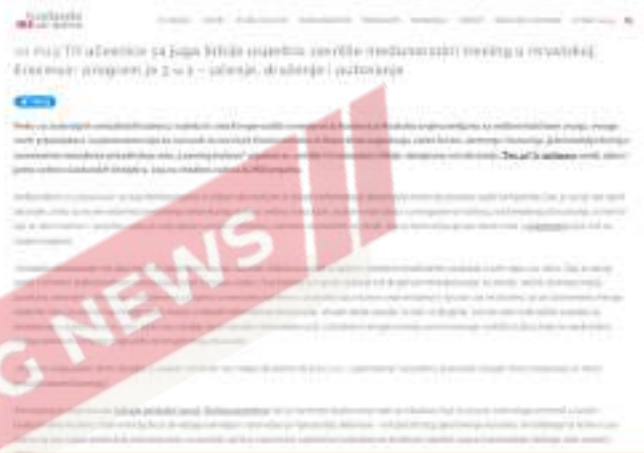**BOSNIA AND HERZEGOVINA**

CROATIA

NORTH MACEDONIA

ROMANIA

SERBIA

Tri učesnice sa juga Srbije uspešno završile međunarodni trening u Hrvatskoj: Erasmus + program je 3 u 1 – učenje, druženje i putovanje

Tri učesnice sa juga Srbije uspešno završile međunarodni trening u Hrvatskoj

18

TURKEY

55

CONCLUSION: THE IMPORTANCE OF INTERCULTURAL LEARNING

Non-formal education is an amazing field to acquire knowledge, skills, and values in order to better understand the individuals and the society. However, it has been evident that people, nowadays, have left cultural sensitivity aside despite the type of education they have received. With globalization and modernization it is inevitable for everyone to learn and accept intercultural learning. Bridging cultural gaps would allow one to understand the reason behind the different practices of people from all over the world. Intercultural learning helps inculcate values such as empathy, open mindedness, respect, and inclusivity. Empathy is seen in the way one would learn not to judge a person based on their personality, cultural background, race and familial upbringing. It is a way for us to put others in our own shoes and be understanding of how they feel in the society. Open mindedness is then practiced when one has learnt not to isolate himself/herself in a single culture or practice.