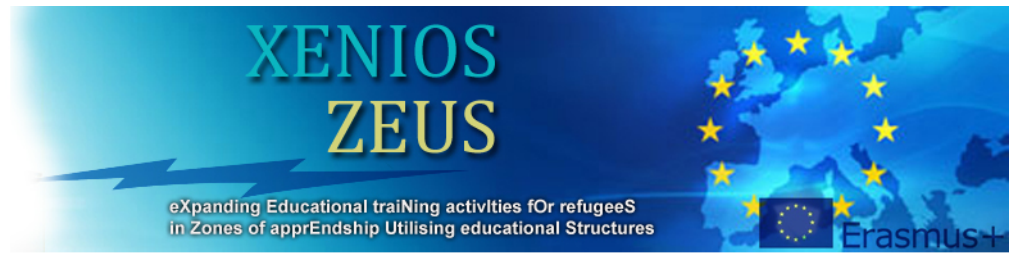




Erasmus+



**EDUCATIONAL SUPPORT MATERIAL
IN ENGLISH
HRYO**

Co-funded by the
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Educational Support Material

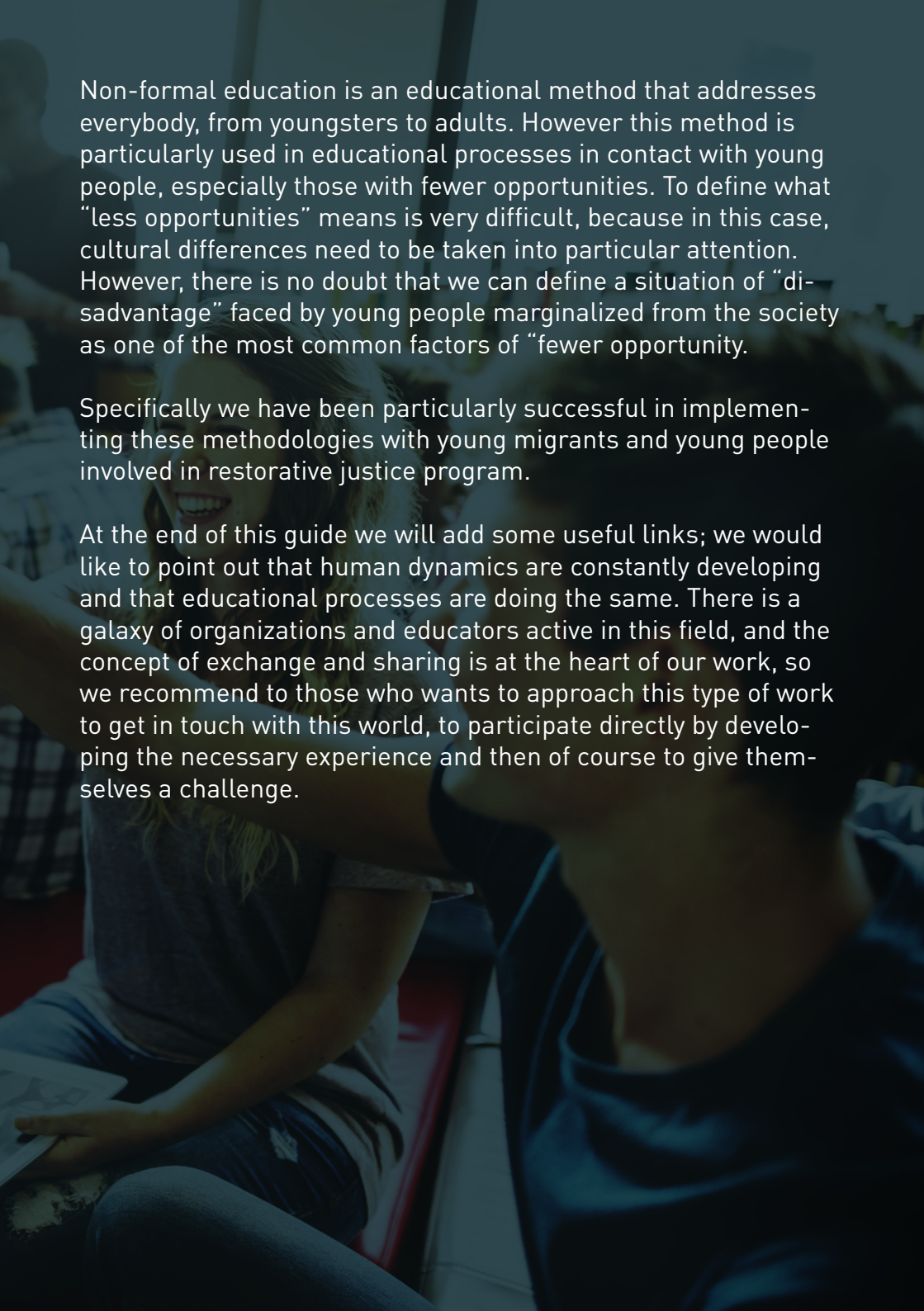
Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults
(XENIOS ZEUS)



Introduzione

What we intend to formulate in this short guide is a small orientation path for those who intend to approach non-formal education pathways; often who approaches this world, sometimes even receiving project approvals, considers non-formal education as a set of childish games sustaining the learning process. Often people tend to mistake non-formal learning with informal learning and vice-versa. For those who want to approach education, it must be very clear that human dynamics are influenced by so many causes, both internal and external. Every sentient being experiences learning during daily life dynamics, these are exactly the dynamics that must be recognized in order to reach the results that each educator seeks to achieve. Non-formal education is an ancient method, refined over the years, which has the peculiarity to be developed mainly by its end-user. In order to allow young people to be protagonists of their learning, however, it is necessary to know the method really well in order to stimulate such dynamics. To do so, at first you must destabilize the learners' approach, to stimulate curiosity, to provide them with the means to develop this path, and finally to foster the recognition process of the acquired skills.

Therefore we will try to provide a brief distinction between the different types of education and finally describe one of the most well-known tools for the recognition of skills, the "YouthPass". We will try to explain better these aspects by using as an example a project realized by H.R.Y.O. Human Rights Youth Organization and finally, we will show in detail some of the non-formal activities we have conceived and developed over the last few years in several projects with many young people coming from different countries.



Non-formal education is an educational method that addresses everybody, from youngsters to adults. However this method is particularly used in educational processes in contact with young people, especially those with fewer opportunities. To define what “less opportunities” means is very difficult, because in this case, cultural differences need to be taken into particular attention. However, there is no doubt that we can define a situation of “disadvantage” faced by young people marginalized from the society as one of the most common factors of “fewer opportunity.

Specifically we have been particularly successful in implementing these methodologies with young migrants and young people involved in restorative justice program.

At the end of this guide we will add some useful links; we would like to point out that human dynamics are constantly developing and that educational processes are doing the same. There is a galaxy of organizations and educators active in this field, and the concept of exchange and sharing is at the heart of our work, so we recommend to those who wants to approach this type of work to get in touch with this world, to participate directly by developing the necessary experience and then of course to give themselves a challenge.

Informal education

Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbours, in the market place, at the library, at art exhibitions, at work and through playing, reading and sports activities. The mass media are a very important medium for informal education, for instance through plays and film, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured.

Formal education

Formal education refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialized programmes for vocational, technical and professional training. Formal education often comprises an assessment of the learners' acquired learning or competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to recognition and certification.

Non-formal education

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places 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 is a dynamic method that follows society's developments. During the years various techniques regarding non-formal education have been improved and an international network of non-formal educators has developed.

To learn more about non-formal education techniques, get to know experienced trainers and get in touch with youth organizations operating around the world, there are several tools, in this regard the European Commission has developed a "SALTO" agency.

To learn more we suggest you to visit the following website:
<https://www.salto-youth.net>

During the years non-formal educators have developed a specific field related to human rights topics, Human Rights non-formal education. In this regard the most known educational tool is "Compass".

Compass is a manual for Human Rights Education for young people, published by the Council of Europe for an international audience. Compass addresses educators and young people and offers practical activities, information supporting the handled topics and a methodological and pedagogical introduction. The "Compass" manual is constantly updated and developed thanks to the help of experienced trainers; it is totally free in its English, French and Arabic versions. A complete online version of "Compass" is available on this website:
<http://www.coe.int/en/web/compass>

One of the most notorious tools for non-formal skills certification is the Youthpass, promoted by the European Commission in order to certify skills gained by young people and adults during their participation to learning processes based on non-formal education methods.

For further information visit the relative website:
<https://www.youthpass.eu>

DEMOS KRATOS GAME



Activity creator: Marco Farina

Type of tool: Activity

Focus area: citizenship, conflict management, democracy

Time: 90-120 minutes

Activity based on the non-formal learning method allows young participants to develop a conflict resolution analysis both globally and personally.

Target group

Ideally it is best to have 20 participants divided into two groups. - This activity can be adjusted by creating 4 groups of 5 people, in which case the duration of the activity will be prolonged.

Objectives of the tool

The main objective is to stimulate participants on various aspects, in particular:

- Difficulty in decision making during democratic processes;
- Interdependence between peoples and people;
- Need to cooperate;
- Value of Communication;
- Nonviolence as a basis for relationships seeking Peace development

Methodology

The methodology is based on simulation. Participants will simulate the birth and development of a new nation.

Process described step by step

- Divide the participants into two teams;
- Ask each team to find a well-defined place to go to develop activity away from the other team;
- Ask each team to create its own form of government, participants are free to self-organize but they have an obligation to choose one person who will be responsible for foreign affairs relations;
- The responsible of foreign affairs will have to go to the “international consulate” to obtain useful buildings to build his own city;
- After 30 minutes, the consulate opens, and in turn the various responsables are approached;
- Responsibles will find a list of buildings, such as: school, park, power station, police station, etc., buildings on the list are only presented once;
- It is requested to select up to 5 buildings out of ten;
- Those who come first have the right to choose from the other;
- Widening buildings from the list asks each team to create a representation of their own city / government with the only buildings they choose;
- It then proceeds to the presentation of the cities / government by stimulating the competition between the participants, making it to believe that it is a race;
- It will be deduced that none of the cities / governments have all the buildings and therefore no one can be considered valid or a good place to live.
- It will be noted that the two teams would have to communicate with each other.
- Discussion will then be on the topic of co-operation and inter-active dynamics during activation.

Materials and resources

Stationery

Recycling material

Clothing

Expected results

The participants initially perceive the activity as a competition and try to win it, as they face the rejection of their work, they then realize how the solution was at hand and then start a greater cooperation between them; This activity has been also useful as a team building activity.

Evaluation

This tool has always been positive rated, no disadvantageous elements have been observed.



LEARNING THROUGH CROSSWORDS



Activity creator: Marco Farina

Type of tool: Activity

Focus area: the method can be applied to each area of interest of the educator.

Time: 90-120 minutes

Learning through Crosswords is a non formal education method leading to stimulate deepening of every possible topic useful for the implementation of any kind of educational path. It stimulates team working and facilitates participation during the activity.

Target group: ideally the activity addresses groups of 20 participants; it seeks to create teams that will compete with each other to complete the prepared form. The best condition is to have 4 teams with 5 participants per team.

Objectives of the tool: Increase teamwork and meanwhile analyse in detail the main chosen topic facilitating reflection.

Scopo

The main objective is to make participants reflect on different aspects, more specifically:

Stimulate comprehension and multicultural dialog

Enhance the importance of communication

Understand communication differences

Learn how to express oneself.

Methodology

The activity is based on the simulation of an individual activity transformed into a group activity.

Process described step by step

- Activate the group with an energizer.
- Introduce generally the activity without defining the specific objectives, since they will be part of the learning process.
- Identify the activity topic, for example “migration”
- Divide the group into 4 or more teams.
- Give each team a white sheet of paper, size 50/70, and black markers.
- Give this specific information: create a chart with 10 lines and 10 columns.
- Ask each group to find the different definitions regarding the topic in order to complete the scheme.
- Highlight to the group that they mustn't write down the solutions on the scheme, but that they only have to find the definitions for it.
- Same as Crosswords, the answers will be organized in across and down clues.
- In case of difficulty the participants can blacken one or more boxes.
- Give the participants 50 minutes to complete the first activity phase.
- After 50 minutes teams will exchange the schemes with the definitions and will start completing them.
- After further 50 minutes the groups will meet all together.
- In the case some of the definitions haven't been found you will invite the group to complete it all together.
- Then you will start reflecting about the most common words and the less common ones, trying to develop a conversation about the handled topic.
- You will then reflect specifically on the activity dynamics.
- Ask the participants to evaluate the activity.
- The most underlined words will create a definition regarding the project topics.

Materials and resources

Stationery;
Recycling material;

Expected results

Everyone will have a clear and shared definition of the topics and values of the project activity; In addition, through this activity, the trainer may favor the participation of those participants who usually remain marginalized during the group building process.

Evaluation

This tool has always been positive rated, no disadvantageous elements have been observed.



TELL ME ABOUT YOUR JOURNEY



Activity creator: Marco Farina

Type of tool: Activity

Focus area: migrations, human rights, non-violence.

Time: 60 minutes

“Tell me about your journey” is a non formal education activity enhancing the sharing with the participants of migration journey’s experiences, stimulating empathy.

Target group: ideally the activity addresses groups of 20 participants; it aims to build groups that will develop their own story related to migration journeys.

The best condition is to have 4 teams with 5 participants per team.

Objective:

Analyse the migration topic from an empathetic point of view
Enhance the breaking down of prejudices regarding migrants
Stimulate a conversation related to the topic

Methodology:

The activity is based on developing visual and tactile senses, with the purpose of inspiring participant’s feelings.

Process described step by step:

- The activity requires a set of 20 paneled photos regarding migration.
- Activate the group with an energizer.
- Ask the participants to form a circle and to keep silence.
- Without explaining anything to the participants set the photo panels inside the circle.
- Explain now to the participants that they will be divided into groups and that, remaining silent, each group will have to pick 4 or 5 photos from the ones in the panels.
- After they finish this step, each group will have to find a working space and try to create a story using the selected images.
- During this phase there will be music in the background.
- Ask then the participants to get back into a circle and share their new story.
- Be careful to pay attention to the empathic state of the participants by organizing the activity time in the best way.
- After all stories have been told, ask each participant to describe a personal travel experience.
- Start then the conversation about migration.
- Ask feedbacks about the activity.

Materials and resources:

20 paneled photos about migration;

Stationery

Expected Results:

Participants will develop a path of change and personal reflection regarding migration; through the experience of touching with their own hands the suffering of the journey and having an emotional exchange with the others during the storytelling, the participants will be lead to reflect about the topic from a sympathetic point of view and not from a political one.

Evaluation:

This activity will have a strong emotional impact on participants; it often happens that the emotional levels turn to be very high during the final phase, it is therefore necessary to prepare suitable activities in order to facilitate the ending of the main activity.





The HRYO - Human Rights Youth Organization is non-profit, non-governmental organisation founded in Palermo in 2009 with the aim to strengthen the Human Rights at a local and global level.

Vision:

The Human Rights Youth Organization believes in a world governed by peace and mutual understanding. We see education as an essential aspect towards creating a reality that promotes and protects human dignity, all aspects of equality and sustainability. As an organization we see the importance in supporting local action and developing the potential of a single human being, for small changes lead to big process.

Mission:

Our mission is to facilitate, through various means, the fulfilment of Human Rights and establish an international network of organisations and individuals who are actively contributing to their local context.

We seek to actively work towards a culture of peace by promoting and taking part in non-violent action towards the liberation from oppression in any form. While taking action we promote, encourage and celebrate the value of diversity of people in society.

Goals

1. To restore Human dignity by using non-formal educational projects that respond to the needs of society and the individual;
2. To break down prejudice by connecting different realities and facilitate an intercultural dialogue;
3. To raise awareness of oppression and suffering and the issues surrounding them;
4. To establish a network that supports local movements in conflict zones;
5. To create, facilitate and communicate a pathway towards a culture of peace, respect and sustainability;
6. To be of influence in the change of law, rules and policies that protect the Human Rights;
7. To establish a local Human Rights Centre that educates about and promotes the integration of Human Rights with daily life;
8. To promote culture as a tool in the acceptance and understanding of diversity;
9. To use a holistic approach in the achievement of tolerance amongst the new generation;
10. To promote peaceful action towards liberation from the influence of mafia and organized crime;
11. To be a leading example in all of the above.

NOTES

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Educational Support Material

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