

«Integration of non-formal education approach
to the formal education system for youth empowerment at local level»
Long-term training course

CALL FOR PARTICIPANTS (deadline for application JUNE 25 2015)

Application form: <http://goo.gl/forms/GjRwldOHLf>

BACKGROUND:

Historically, young people have faced social exclusion, and the recent economic downturn has prompted high unemployment, which particularly affects the younger generation. However, some disadvantaged groups of young people face exclusion in the longer term for reasons beyond the current crisis. Remaining outside the global labor market has far-reaching consequences – not solely economic. These include a loss of confidence, an undermining of trust and expectations, and an increasing risk of social exclusion and disengagement from society.

Apart from the economic crisis there are other issues and dangers that affect youth generation and lead to political crisis. Global threats such as terroristic attacks and armed conflicts caused a huge refugee and migration wave in Europe. These and many other factors stipulate increasing of intolerance, xenophobia, violence, conflicts oriented by cultural fears, numerous stereotypes and prejudices, intercultural misunderstanding, inability to think critically and lack of intercultural competence in general. Young people are more than others affected by those issues, especially being in a situation of current economic crisis. They feel afraid, they are frustrated, they don't know what to feel and how to react, as a result they became either inactive or join the extremist movements, and they definitely need to be supported in this hard situation by adults, by peers, by educational institution, by NGOs and by policy makers.

Tackling youth unemployment, social exclusion, intercultural communication and youth participation continues to be a policy priority for European and national governments, but the need to empower young people are increasingly recognized in this process. We see **youth empowerment** as an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. In other words empowered young people will exercising power over one's life by being skilled, critically aware, and active in creating community change.

The long-term training course “inFormal – integration of non-formal education approach to the formal education system for youth empowerment at local level” is an attempt to use non-formal education as a tool for youth empowerment in order to address all the mentioned issues and to build a stable and productive co-working platform for educators coming from formal education and youth field(NGOs and other youth authorities).

LONG-TERM TRAINING COURSE OBJECTIVES:

- To unite efforts of youth workers coming from formal and other youth field backgrounds for youth empowerment at local level by using non-formal education
- To build a necessary set of competences for proficient use of non-formal education instruments and tools for youth empowerment at local level



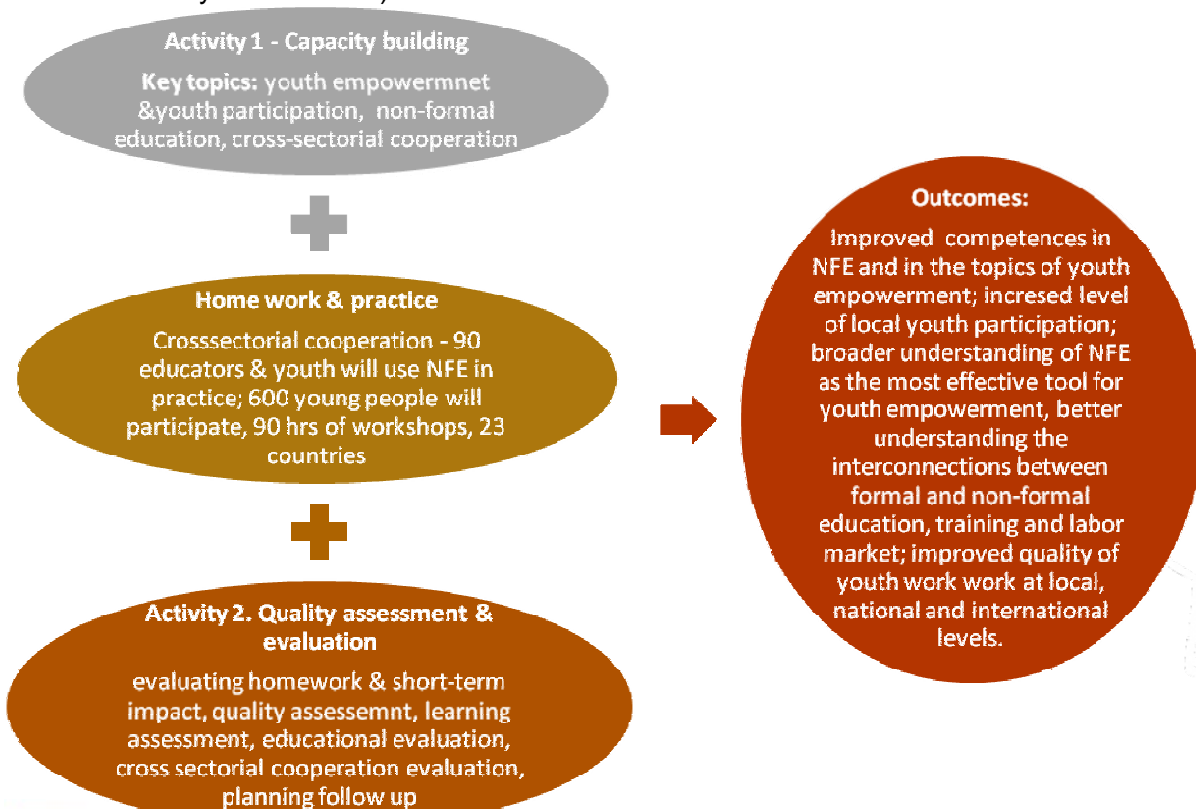
- To introduce the values, principles of non-formal educations
- To discuss the recognition of competences gained by non-formal education
- To provide the possibility to plan, experiment and to get feedback to the non-formal education activities
- To discuss and introduces the ways of integration of non-formal education activities to the system of formal education
- To provide the opportunity to assess the quality of non-formal education activities and youth empowerment process at local level
- To build a network and to create joined actions in order to address current challenges

OUTCOMES:

As a general outcome, we expect our participants to improve their competences in non-formal education and in the topic of youth empowerment as well as other competences linked to their professional profile; to broader understanding of non-formal education as the most effective tool for youth empowerment, to better understand the interconnections between formal and non-formal education, training and labor market respectively and to improve quality of their work at local, national and international levels.

ACTIVITIES:

This project has two main Activities and three stages. First Activity and stage is aimed on training participants about non-formal methods of learning and their practical use. Second stage is "homework" stage where participants will apply the gained information at their home countries/organizations/contexts. And finally, the last Activity and stage is aimed on reflection, perfection of gained competences of participants which will lead to sustainable dissemination and follow up. This concept seems to us as the best way to really "educate" educators and to allow them to obtain new competences which they will use to improve their teaching approaches. Each Activity is planned to be organized in different country from reasons described lower (aside of that reasons, stay in different countries will support intercultural learning element, especially when one of countries is recently heavily "demonized" by mass media)



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ACTIVITY 1. inFormal BASIC, training course, 8-16 September 2015 (including arrival and departure days), Rostov, Russia

The TC aims to enable youth workers, trainers and educators coming from formal education background to embed non-formal education principles, methodology and tools to the formal system in order to create friendly and safe environment for youth empowerment and increasing youth participation at local level. This training course was born in cooperation of several organizations working at daily basis with school children and students. This work could be more efficient in terms of outcomes if school and university staff as well were not resisting the changes that youth empowerment process creates. With this TC, we set 3 strategic objectives: to explain what youth empowerment is and how it works, to provide a set of tools that can be practically used in youth empowerment at schools and universities; to explain the meaning and values of non-formal education as a key instrument in youth empowerment and to try out how it works. In simple words, the aim of the first activity is to give participants (educators) introduction to non-formal learning methodology, in the first phase, and then let them develop their own sessions and workshops based on knowledge they acquired, under supervision of trainers, in the second phase. Later they will share their experiences, learn from them and have opportunity to utilize it in their teaching reality (which is the next step)

After the training course we expect our participants: to change their way of work and to make it more participative and transparent for youth; to understand the approach and principles of non-formal education and to use it for youth empowerment; to be able to use non-formal education tools during lessons, lectures, meetings, sessions, training activities they organize – giving more freedom and responsibility to learners; to be equipped with a set of other tools of youth empowerment (coaching and mentoring); to become active actors in promoting youth participation at local level.

MAIN OBJECTIVES:

- ✦ to reevaluate the role of educator in the formal system
- ✦ to introduce principles of non-formal education and to integrate them to the formal education system
- ✦ to introduce non-formal methodology and tools and to adapt them to the formal background
- ✦ to introduce the concept of youth empowerment and to experience empowerment tools
- ✦ to understand the importance of youth participation and how non-formal education methods can contribute to more interactive education process inside schools/colleges/universities
- ✦ to practice and to test different methods, tools and techniques
- ✦ to share and discuss good practices and challenges
- ✦ to take the responsibility for fostering youth
- ✦ to build competences in designing, implementing and evaluation of non-formal education activity
- ✦ to understand principles of group learning through facilitation and debriefing
- ✦ to understand the value of personal development through feedback
- ✦ to identify the limits of educator in the education process
- ✦ to understand how to give responsibility for the learning process and educational flow to learners
- ✦ To make a plan of integration of the non-formal education approach to the formal setting (concrete ideas and steps)

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PROGRAMME

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Focus	Youth Empowerment & Youth Participation		Non-formal Education		Practical/experimental phase		
Session 0 (15 min)	Self-directed learning time (learning diary)						
Session 1 (90 min)	Getting to know each other, team building	Introduction to youth empowerment	What is learning; Aspects of non-formal education; Roles of NFE practitioner, learning styles	The art of facilitation and debriefing	Practical laboratory trying out and testing NFE: Preparation (in small groups supported by trainers)	Practical laboratory trying out and testing NFE: implementation and feedback (group 3)	Practical laboratory trying out and testing NFE: implementation and feedback (group 7)
Session 2 (90 min)	Introduction to the program; Expectations; Learning contract;	youth empowerment in schools and universities (sharing realities, the best and worst practices)	Design in/of NFL; Needs, aim, objectives and flow of NFE activities	Feedback and self-awareness; Introduction to the practical/experiment phase		Practical laboratory trying out and testing NFE: implementation and feedback (group 4)	Practical laboratory trying out and testing NFE: implementation and feedback (group 8)
Session 3 (90 min)	Participation as a starting point	Models of empowerment	Effective communication strategies: implementation, tools and concerns	Study Visit to one of the Universities/ Schools followed by cultural visit	Practical laboratory trying out and testing NFE: implementation and feedback (group 1)	Practical laboratory trying out and testing NFE: implementation and feedback (group 5)	Practical laboratory evaluation
Session 4 (90 min)		The butterfly circus	Group-dynamics processes and intervention strategies		Practical laboratory trying out and testing NFE: implementation and feedback (group 2)	Practical laboratory trying out and testing NFE: implementation and feedback (group 6)	Self-assessment and evaluation
Session 5 (30min)	Space and time for daily reflection and feedback, reflection groups						See U Soon party
Evening	NGO Fair	collaboration & networking	NFE methods and techniques Tool fair	Intercultural evening	Optional session on coaching & mentoring	Home work and practical phase guidelines	

HOME WORK (Practical phase)

This training course will be followed by the practical phase, when participants come back home to deliver non-formal education session for young people from their communities. This training modules should be organised in cooperation with local schools/universities and youth NGOs. During this process they will monitored and coached by the trainers and experts online. Besides that they will be offered on-line learning opportunity helping them during this phase.

ACTIVITY 2. inFormal Quality Assessment, training course, 6-14 December 2015 (including arrival and departure days) Hradec Kralove, Czech Republic.

This is the second and the last activity (we do not count the Practical phase into Activities; if so, it would be third activity) in the frame of the project. The main aim is to assess outcomes from the practical stage as well as the personal and professional development.

MAIN OBJECTIVES:

- ✦ Reflecting on the outcomes from the practical phases of LTTC
- ✦ Assessing personal and professional development
- ✦ Assessing personal training style and personal expression
- ✦ Sharing “best” and “worst” practices of integration of NFE in the formal education in the field of youth empowerment
- ✦ Discussing different approaches to NFE, youth empowerment
- ✦ Creating new tools for youth empowerment
- ✦ Re-looking different theories and means of NFE
- ✦ Peer-to-peer learning and support
- ✦ Developing the personal learning plan
- ✦ Assessing and evaluation of techniques of different forms of learning
- ✦ Creating the innovative learning modules

These two activities are directly contributing to the projects activities, as after 4 months of intensive learning process our participants will develop not only competences in non-formal education and in the topic of youthempowerment, but also other competences linked to their professional profile and broader understanding of non-formal education as the most effective tool for youth empowerment. They will also get a concrete assessed and evaluated experience of cooperation between formal and non-formal education that will become basis for future joined work on the topic of youth empowerment.

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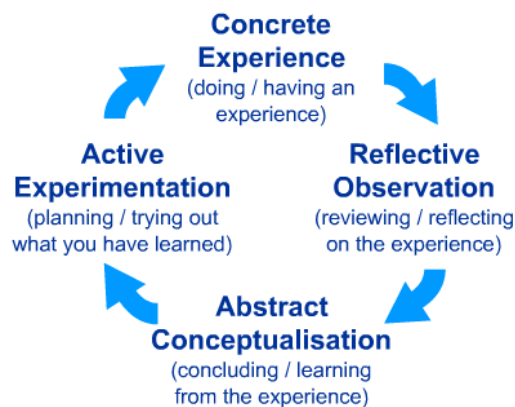
PROGRAMME

	Day 1	Day2	Day 3	Day 4	Day 5	Day 6	Day 7
Focus	Evaluation of Practical phase		Personal assessment	Creating innovative techniques for youth empowerment			Networking & Follow up
Session 0 (15 min)	Self-directed learning time (learning diary)						
Session 1 (90 min)	Introduction & Opening & group re-integration	Inter-collegial supervision (Balint groups)	Introduction to peer coaching	Relooking approaches & modules of youth empowerment	Relooking different theories & means of NF	Experiment implementation (group1)	Experiment implementation (group5)
Session 2 (90 min)	Expectations & learning objectives & Learning contracts		Training competences		Quality in NFE	Experiment implementation (group2)	Experiment evaluation
Session 3 (90 min)	Outcomes from home work Sharing.	Mapping short-term impacts and outcomes	Personal Expression & Training style	Study Visit & Exploring local culture	Experiment preparation	Experiment implementation (group3)	Cross-sectorial cooperation/Networking &Planning follow up activities
Session 4 (90 min)	Identifying best practices & challenges		Team work assessment			Experiment implementation (group4)	
Session 5 (60 min)	Space and time for daily reflection and feedback, reflection groups						Evaluation
Evening	InFormal networking & Cooperation						Farewell party

OUR APPROACH:

Learner-centered and practice-based approach

In a large scale, we (the training team) will adopt an experiential learning approach to designing and delivering the programme to achieve the desired outcomes. Volunteers will be engaged in the Kolb's Experiential Learning Cycle of 'doing', 'reflecting', 'concluding' and 'applying' to ensure that they can effectively relate their learning to real work situations. Reinforce the vision, mission and values in an engaging way as well as anchoring the learning.



Transparency and authenticity approach

This means that what the trainers do should also serve as an example and as role models to participants. It also means that the trainers constantly explain on a meta-level why they propose the specific activities and invite the participants to reflect on the implications of the modules/sessions/activities.

Challenge and safety approach

It means that participants are challenged in order to reach a high learning impact, they are not left in the dullness of their comfort zone. At the same time, this is, of course, done on voluntary basis only and in a total safe and supportive environment.

Voluntary and participative approach

This means that nobody is forced to participate in the activities, the group processes should be based on consensus, ownership and motivation. The starting point of the activities is not the specific content but the specific needs and resources of learners = participants. And finally it means that high involvement and participation from the participants to attain the learning points.

Holistic (hand, heart, head, health)

This means that all areas of existence and being of the participants are touched in order to take account of the different learning styles, and the holistic nature of human beings. This of course demands a high variation in the use of a wide range of methods.

Diversity as a positive resource

This means that the training course is implemented in a way that diversity and differences are appreciated and embraced as a source of mutual inspiration and learning, rather than as obstacle.

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Professional and personal development

Similar to the holistic approach outlined above, this means that the development of the participants during this training course is not only limited to their professional world, but also reaches out to their personal life and possibly even to their personality, behaviour, attitudes and values.

Peer-to-peer approach

By this, we recognise the value of the group learning process, where each participant can act as a source for learning and reflection for the other participants. To achieve this we will create comfortable learning environment supporting personal and group learning processes. Besides that, we will provide coaching sessions for the working groups that will ensure qualitative and sustainable outcomes.

Accessibility and inclusion approach

It means that the training methods should be appropriate not only for the learning needs of but also should be inclusive for everyone. Planning the activity trainers should always take into account participants' background (cultural, social etc., including special needs) and should assure necessary support if needed.

From general to particular approach

We will bring participants from general (practices level) to more personal (self-expression). We will support personal and professional development of each participant by creating an individual and personal learning plan, through coaching sessions and peer-to-peer support.

Trust approach

It means that trainers trust the group, and the group trust the trainers. Trainers sees the group as a pool of experts possessing valuable experience, competences and backgrounds.

GENERAL CONSIDERATION ON METHODOLOGY:

There are several considerations behind the methodology and activities that are planned for this training course. The first consideration is the typical group dynamics process that is found at such kind of international activities of this duration and intensity, which means that first a lot of emphasis should be put on the creation of a safe and friendly environment, providing the space and time for people to get-to-know each other personally and professionally in order for them to enter the intensive group learning process.

The second consideration is that we structure the training programme in a way that we make participants understand the logical steps based on the learner-centered approach and experiential learning cycle theory, all the methods we used are experience-based, it means that participants will pass through interactive real-life learning experience, and will be involved in the debriefing process afterwards that will help to reflect, to conceptualize and to develop competences.

The third consideration behind the methodology is active involvement of participants and recognition of their expertise and experience in certain topics, active sharing and participation in the discussions will ensure diversity and complexity of learning process.

Another consideration, is the permanent learning process awareness, trainers will organize daily reflection space /groups where participants will share the most striking learning moments of the days, ask questions, write down the important information, name, tools,

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techniques, links to resources, will give and receive feedback. We would also introduce learning diaries with a set of guiding questions for individual reflection and setting the learning objectives, it will help to create sense of ownership and responsibility for personal and group learning process.

One more consideration is about mixing the group as much as possible, to let participants work all the time in different teams in order to show them how challenging and at the same time encouraging diversity in a learning process can be, and how much it contributes to the personal growth and professional development.

Focus of the day is another consideration behind the programme, we will suggest participants to experiment during the training course right on the spot by focusing at different aspects (1 focus for 1 day) such as active listening, observation, feelings analyses, positive/critical thinking, time-management etc.

Another consideration, is to give part of responsibilities for the training to participants, such as for example: to organize evening activities, to discover what is where and to introduce it to the group, time-keeping, reflection-song maker, "leave the room as it was", and many others.

As for the methods, all of them will be non-formal, no-frontal (presentations should be done in the most participative and interactive way) and highly participative fitting different learning styles and preferences.

HOW TO GET VISA TO RUSSIA

1. **PLEASE SEND US YOUR FULL PASSPORT DETAILS AND SCANNED COPY OF YOUR PASSPORT. We need it to issue the visa invitation letter.**
2. **VISIT THE WEBSITE OR CALL TO THE NEAREST RUSSIAN EMBASSY/ CONSULATE/ VISA CENTRE (http://www.mid.ru/zu_r.nsf/strawebeng)**
 - Check the documents you need to bring (passport, application form, passport size photo, travel insurance, visa invitation letter (copy or original?)...).
 - Make an appointment
3. **APPLY FOR VISA AS SOON AS YOU GET YOUR VISA INVITATION. YOU NEED TO APPLY FOR HUMANITARIAN VISA TYPE ONLY**
4. **INFORM US AS SOON AS YOU GET YOUR VISA.**
5. **IF YOU ALREADY HAVE VISA TO RUSSIA PLEASE LET US KNOW**
6. **IF YOU HAVE ANY QUESTIONS REGARDING VISA OR OTHER INFORMATION DO NOT HESITATE TO CONTACT EDUARD OGANYAN informal.lttc@gmail.com OR BY PHONE: +7 920 043-18-01**

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